



SUNY SULLIVAN

Submitted to the  
Middle States  
Commission on  
Higher Education



SELF STUDY 2022

# **SUNY Sullivan**

## **Self-Study**

### **2022-2023**

Submitted to the Middle States Commission on Higher Education

February 2023

**Sullivan County Community College**  
of the State University of New York

**Jay Quaintance**  
President

Middle States Commission on Higher Education



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2022



# TABLE OF CONTENTS



# Table of Contents

<a href="#">Hyperlinks and Appendices</a> .....	ii
<a href="#">Executive Summary</a> .....	iii
<a href="#">Evidence to Demonstrate SUNY Sullivan’s Addressing Previous MSCHE Reviews</a> .....	v
<a href="#">i. Introduction: Overview of SUNY Sullivan</a> .....	vii
<a href="#">ii. Documentation of Self-Study Process</a> .....	xi
<a href="#">iii. Verification of Compliance (Requirements of Affiliation)</a> .....	xii
<a href="#">Chapter 1: Standard I - Mission and Goals</a> .....	1
<a href="#">Chapter 2: Standard II - Ethics and Integrity</a> .....	12
<a href="#">Chapter 3: Standard III - Design and Delivery of the Student Learning Experience</a> .....	25
<a href="#">Chapter 4: Standard IV - Support of the Student Experience</a> .....	46
<a href="#">Chapter 5: Standard V - Educational Effectiveness Assessment</a> .....	61
<a href="#">Chapter 6: Standard VI - Planning, Resources, and Institutional Improvement</a> .....	75
<a href="#">Chapter 7: Standard VII - Governance, Leadership, and Administration</a> .....	92
<a href="#">Conclusion and Commitments for Improvement and Innovation</a> .....	102
<a href="#">Appendix A: Evidence Inventory</a> .....	104

## Hyperlinks & Appendices

Five hyperlinks are included in this Self-Study, as follows:

Website/Webpage	Hyperlink
1. SUNY Sullivan's <a href="#">Main Website</a>	<a href="http://www.sunysullivan.edu">www.sunysullivan.edu</a>
2. SUNY Sullivan Statistics found at the <a href="#">National Center for Educational Statistics</a>	<a href="https://nces.ed.gov/collegenavigator/?q=Suny+sullivan&amp;s=all&amp;id=195988#retgrad">https://nces.ed.gov/collegenavigator/?q=Suny+sullivan&amp;s=all&amp;id=195988#retgrad</a>
3. SUNY Sullivan's <a href="#">Student Consumer Information</a> webpage	<a href="https://sunysullivan.edu/student-consumer-information/">https://sunysullivan.edu/student-consumer-information/</a>
4. SUNY Sullivan's <a href="#">Board of Trustees page</a>	<a href="https://sunysullivan.edu/board-of-trustees/">https://sunysullivan.edu/board-of-trustees/</a>
5. Student Accounts <a href="#">MySUNY</a> website (Jenzabar)	<a href="http://www.my.sunysullivan.edu">www.my.sunysullivan.edu</a>

## Appendices

Appendix A: Evidence Inventory



SUNY SULLIVAN

SELF STUDY  
2022



# EXECUTIVE SUMMARY

# Executive Summary

SUNY Sullivan is a community college in the State University of New York (SUNY) system that offers over forty degree programs, certificates, and micro-credentials for learners pursuing a variety of educational goals at all levels. As the only college in a historically economically challenged county, SUNY Sullivan continuously strives to fulfill its Mission to be a provider of innovative higher education, a catalyst for workforce development, and a supportive resource across the county. SUNY Sullivan values critical inquiry and creativity while supporting its students in a culture of inclusion and respect. A small and accessible institution with a diverse student body, the College prides itself on developing personal relationships and student-to-faculty ratios that allow faculty and staff to know the student body as individuals, supporting them through their challenges and celebrating their successes. Faculty and staff work as a collaborative team that also supports each member. The campus culture reflects a sense of community and family.

This Self-Study shows that SUNY Sullivan remains true to its Mission as the heart of higher education and culture in the Catskills. Serving a diverse community, the College strives to foster personal growth and professional advancement, preparing students for success in a sustainable and interconnected world. The Standard I section provides evidence of multiple ways that SUNY Sullivan takes its commitment to its Mission, Values, and Strategic Goals seriously. Even during the challenges posed by a global pandemic, the College took numerous steps to support the community both on and off campus. Standard I also shows how, after the College identified its Institutional Priorities, these were then mapped to the Mission and Goals of the Institution as well as the seven Middle States Standards.

The evidence in Standard II demonstrates the College's clear commitment to creating a climate of inclusion and respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. Recently, the College reviewed and updated many of its policies and also created a new Policy Governing Policies to ensure smooth day-to-day operations and consistent compliance with ethical practices and processes across the institution. Standard III makes clear the ways that faculty and staff at SUNY Sullivan consistently operate with both expertise and dedication. Within two weeks of the New York State Governor's order to pause all in-person educational programming, for example, the College pivoted to offering classes completely online and providing remote support services.

The Standard IV section discusses numerous support services and programs the College offers, including its stellar Athletics Program, that contribute to student persistence and success. Standard V discusses how SUNY Sullivan has addressed the ongoing process of clarifying, simplifying, streamlining, and solidifying academic assessment practices and processes to ensure continuing quality instruction. Standards VI and VII provide evidence of qualified leadership and the College's focus on planning, including creating a new Strategic Plan, a Facilities Master Plan, and participating in a strategic enrollment initiative. All of these will help the College meet or exceed educational excellence despite challenges that the College, and higher education more generally, currently face, including ongoing fiscal challenges and declining enrollments.

The Self-Study process also has helped the College identify a number of areas for immediate focus, such as creating and implementing an institution-wide assessment plan, and eventually updating the Curriculum, Assessment, and Faculty Handbooks. Further, due to recent upheavals—including but not limited to the pandemic—that exacerbated a period of high turnover in personnel, one of the College’s greatest current challenges is ensuring that staffing is appropriate for the needs that must be met. Hiring a Vice President of Administrative Services, a Director of Human Resources, and a Controller, for example, is helping the College better meet its institutional goals. The Self-Study process further clarified the importance of moving the oversight of processes and procedures from individuals to positions and offices, so that procedures remain in place and consistent despite changes in personnel. Clear communication in decision-making processes, as well as more clearly defined processes for gathering and analyzing data to make those decisions, would also benefit the College.

Despite these challenges, the Self-Study also revealed several areas for optimism, such as rising enrollment in the College in the High School Program, the ongoing success of the Hudson Link Program in the local correctional facility, new partnerships with organizations such as the North Atlantic States Regional Council of Carpenters, and the endurance and success of the Theater Arts and Athletics Programs. Key positions on campus have also been filled, such as the Vice President for Academic and Student Affairs and the new Associate Dean of Assessment and Instruction. All of these steps contribute to the College’s current period of dynamic growth and change.



## Evidence to Demonstrate SUNY Sullivan’s Addressing Previous MSCHE Review

Sullivan County Community College submitted a monitoring report to MSCHE due by April 1, 2015 that documented the following: (1) further implementation of the institutional planning and assessment processes, including incorporation in planning documents of assignment of responsibility for improvements, definition of decision-making processes and authority that facilitate planning and renewal, and prioritization of strategic initiatives (Standard 2); and (2) evidence that assessment results are regularly shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (Standard 7).

On June 25, 2015, MSCHE notified the College that the monitoring report had been accepted and reminded the institution that the Periodic Review Report, due June 1, 2018, should document evidence of the assessment of program-level student learning outcomes in all programs (Standard 14).

On April 16, 2018, MSCHE sent a notice that, in lieu of the request that had been made on June 27, 2013 related to the submission of the 2018 Periodic Review Report, the College through the 2019 Annual Institution Update would then need to provide evidence of the development and implementation of organized and systematic program level assessments that evaluate the extent of student achievement (Standard V Educational Effectiveness Assessment, formerly Standard 14).

On March 5, 2020, the College was notified that the Mid-Point Peer Review (2019 Annual Institution Update) had been conducted and that no further evidence was required at that time.

On June 23, 2022, MSCHE acknowledged receipt of the College’s submission of supplemental information addressing the recent action by the Federal Student Aid Office of the U.S. Department of Education.

Since 2015, MSCHE has acknowledged receipt and approval of substantive change requests for an alternative delivery method of two programs and the reclassification of two instructional sites to additional locations on the following dates: January 5, 2015, January 4, 2019, and June 22, 2022.

# Actions Acknowledgments: Steering Committee/Working Groups

## Core Team

**Initial Members:** Jessica Barkl (Co-Chair), Eleanor Davis, Charissa Gonzalez, Rose Hanofee, Jeffrey Keefer (Chair), Keith Pomakoy, Tina Ross, Jennifer Wrage

**Current Members:** Jessica Barkl (Co-Chair), Eleanor Davis, Rose Hanofee, Jeffrey Keefer (Chair), Jennifer Wrage

## Steering Committee

**Initial Members:** Jessica Barkl (Co-Chair), Andrew Becker, Eleanor Davis, Chris DePew, Charissa Gonzalez, Stephanie Greeno, Rose Hanofee, Naquan Holman, Jeffrey Keefer (Chair), Jennifer King, Allen Kotun, Kenneth Luck, Keith Pomakoy, Tamara Porter, Robert Psarudakis, Anne Ruszkiewicz, Daneryl Weber, Jennifer Wrage

**Current Members:** Jessica Barkl, Andrew Becker, Eleanor Davis, Chris DePew, Rose Hanofee, Naquan Holman, Jeffrey Keefer, Jennifer King, Allen Kotun, Tamara Porter, Robert Psarudakis, Anne Ruszkiewicz, Marc Singer, Aaron Smith, Daneryl Weber, Jennifer Wrage

Accreditation Liaison Officer: Jeffrey Keefer

MSCHE Staff Liaison: Idna Corbett (Initial); Melissa Hardin (Current)

	Chair	Co-Chair	
1. Mission and Goals	<b>Jeffrey Keefer</b>	<b>Eleanor Davis</b>	Autumn Clark, Hailey Gorton, Darren O'Sullivan, Art Riegal
2. Ethics and Integrity	<b>Rose Hanofee</b>	<b>Aaron Smith</b>	Aaron Smith, Ryan Snair, Stephanie Greeno
3. Design & Delivery of the Student Learning Experience	<b>Tammy Porter</b>	<b>Jennifer Wrage</b>	Michael Bel, Jennifer Card, Amy Colon, Ken Luck, Shirley Sinacore, Clara Villareal (student)
4. Support of the Student Experience	<b>Chris DePew</b>	<b>Naquan Holman</b>	Christina Buckler, Lisa Titus, Klu Padu, Roxanne Dastparvardeh (student)
5. Educational Effectiveness Assessment	<b>Allen Kotun</b>	<b>Daneryl Weber</b>	Simon Clement, Kathy Scullion, Lisa Topolovec, Nicholas Connal (student)
6. Planning, Resources, and Institutional Improvement	<b>Andrew Becker</b>	<b>Marc Singer</b>	Jessica Barkl, Adam Linko, Deb Waller-Frederick
7. Governance, Leadership, and Administration	<b>Anne Ruszkiewicz</b>	<b>Jennifer King</b>	Maura Caycho, Dave Pollack, Robert Psarudakis, Nichole Connal (student)

Figure i.1 Working Group Members (Initial and Current)



SUNY SULLIVAN

SELF STUDY  
2022



INTRODUCTION & OVERVIEW

## i. Overview of SUNY Sullivan

### **College Overview**

SUNY Sullivan is a community college in the State University of New York (SUNY) system that offers over forty degree programs, certificates, and micro-credentials for learners pursuing a variety of educational goals at all levels. SUNY Sullivan values critical inquiry and creativity while supporting its students in a culture of inclusion and respect. A small and welcoming institution with a diverse student body, the College has a low student-to-faculty ratio. Due to its small size, faculty and staff can engage the student body as individuals, supporting them through their challenges and celebrating their successes. Faculty and staff work as a collaborative team that supports each member. The campus culture reflects a sense of community and family.

### **History**

Sullivan County Community College was organized as a legal entity on September 13, 1962, when the State University of New York trustees approved its establishment as a two-year community college of the State University of New York (SUNY). At that time, it was referred to as Sullivan County Community College. On September 23, 1963, the College welcomed its first freshman class. The successful establishment of the College must be credited jointly to local citizens who conducted surveys and advocated for creating a college and to the county Board of Supervisors. They saw the desirability and need for a community college in the Sullivan County area. It has been over 50 years since the College moved from its modest quarters in a former South Fallsburg, NY, high school to the 405-acre site it presently occupies. While the College's legal name is still Sullivan County Community College, in 2010, at the encouragement of SUNY, the College began referring to itself as SUNY Sullivan.

Over its nearly 60-year history, SUNY Sullivan has grown. Beginning in its first year of operation in 1963-1964, with a faculty of nine and a student body of 72 enrolled in three curricula, SUNY Sullivan expanded to a full-time and part-time enrollment in 2019 of more than 1400 students. Currently, the College offers over forty degree and certificate programs taught by thirty-five full-time and fifty-seven part-time faculty. SUNY Sullivan is housed in facilities designed by the New York firm of Edward Durrell Stone and Associates. The academic buildings are connected by enclosed corridors, making it a genuinely all-weather campus.

SUNY Sullivan was one of the first two community colleges in the state to build residence halls on campus. The first residence hall for students on campus, the Lazarus I. Levine Residence Hall, opened in 2003 and is located steps from the main campus buildings. The Residence Hall provides housing for more than 300 students. Construction of a series of green townhouses followed, located next to the original residence hall, the first of which opened in Fall 2010.

SUNY Sullivan is a forward-looking community college with a core focus on sustainability. SUNY Sullivan's 405-acre campus provides a living sustainability lab with an organic farm, geothermal heating and cooling, a solar farm, one wind turbine, and an apiary. An on-campus daycare center has recently been added for use by students, faculty, and staff. SUNY Sullivan offers twelve competing Division II and III Intercollegiate Athletic Programs and hopes to add additional sports offerings in the future.



## **The Current Higher Educational Environment**

The COVID-19 Pandemic has been the single most significant environmental challenge that has impacted and continues to impact the College, Sullivan County, and the entire country in many unexpected ways. In March 2020, all courses were required to transition to an online format due to the governor's COVID-19 "New York State on Pause" decision. This resulted in the physical shutdown of the campus and a herculean effort on the part of the entire College community to move all learning and support services to a remote environment in a short period of time. The faculty and staff demonstrated resilience and flexibility in meeting the demands of educating and supporting students virtually. Many paper-based and in-person processes and course delivery methods were quickly converted to remote means to ensure seamless student services in a distance learning environment. One benefit of this transition is that it helped many members of the College community streamline their processes and become more efficient.

Due to the pandemic, the College experienced a reduction in staff and faculty and declines in student enrollment. Unfortunately, SUNY Sullivan is not alone in facing these challenges. This unprecedented time has put all institutions of higher education under tremendous pressure to evaluate and reorganize priorities, offerings, and services. One significant impact of COVID-19 was a decrease in Average Annual Full-Time Equivalent Enrollment (AAFTE). Comparing Fall 2021 to Fall 2019, the most recent pre-COVID semester, the College experienced a minimal increase in headcount and a 12% decrease in AAFTEs. Students are registering for fewer classes, with more choosing part-time study, and current data indicate an increased preference for online courses over past years. Again, this trend reflects the SUNY-wide decline in community college enrollment which, according to SUNY enrollment "Fast Facts," went from 192,959 in Fall 2019 to 160,516 in Fall 2021 and has been steadily declining for a decade. In addition, the Admissions office was unable to recruit in-person for nearly a year and a half. Trying to reach students virtually posed particular challenges, especially as many prospective students did not have reliable Wi-Fi to attend virtual events. Finally, the College saw a decline in residence hall students, due at least in part to the SUNY-wide vaccination mandate for all on-campus students.

Despite being unable to recruit in person during the 2020-21 academic year, the Admissions staff held weekly virtual events such as Open Houses and high school recruitment events. As a result, they were able to recruit a respectable-sized freshmen class and open the residence halls due to the hard work of the Admissions and Athletics recruiting team.

Some of the College's pre-COVID challenges, which the College hopes to translate into future opportunities, include the following:

1. Nearby community colleges have expanded dorms, making them more competitive for out-of-area students. The College needs updated residence facilities to attract more students.
2. Local employers need more credentialed staff. In support, the College aims to offer more evening and weekend classes to adults working full-time.
3. On-campus student activities and local transportation options are limited in a rural location. To help with this challenge, the county implemented Move Sullivan, a new bus transportation service.

Over the last year, the College restructured some areas to address the changing needs of the institution. The Office of Admissions changed its reporting structure to report to the Vice President of Academic and Student Affairs, combined Marketing and Admissions Outreach under one office, and hired a new Director of Admissions. The College hired a new Dean of Student Success and Workforce Development to focus on enrollment and retention and expand workforce development programming. In addition, a new Retention Coordinator position was created to implement retention programming and work directly with at-risk students. Finally, new institutional branding and more aggressive, data-informed digital marketing were rolled out.

In addition to additional personnel and restructuring of responsibilities, the College also completed a new five-year Strategic Plan, and the Director of Admissions developed an innovative recruiting plan for the College. The Dean of Communications and Admissions created and onboarded a custom Customer Relationship Management (CRM) dashboard, integrating recruitment and marketing outreach. The Institutional Research (IR) department is working with a new software system to make enrollment data more easily accessible. Further, the Dean of Student Success and Workforce Development is creating a Retention and Workforce Development Plan for the College, the Dean of Student Development Services is working on bringing additional athletic sports to the College, and the Dean of Liberal Arts, Sciences, and Health Sciences is developing academic programming to attract new students. This includes negotiating additional articulation agreements with the construction trades union and offering an Alcoholism and Drug Abuse Counseling Program.

Although the College has faced several challenges during this disruptive time in the country's history, these challenges have also provided opportunities for the College. The number of school-age students in the county is increasing. In addition, the local real estate market is drawing in new families to the area as people seek to relocate out of the nearby cities. In the hamlet of Narrowsburg, seventy-five new families recently moved into the area, which enabled the College to open an extension site to accommodate new student needs in that far corner of the county. Due to the implementation of safety protocols, the College safely held a number of in-person lab classes during the 2020-2021 academic year without any COVID-19 transmissions. This experience aided the College in safely reopening the campus in the Summer of 2021. As a result, the College has not had one occurrence of COVID-19 transmission on campus to date.

Another new opportunity for SUNY Sullivan is the College's recent designation as a Hispanic Serving Institution. With help from grants, the College is currently creating supportive services specifically to assist Hispanic students in attaining their educational goals.

The College in the High School cohort has also increased over the last several years. This is a significant segment of the College's enrollment, comprising 15% of AAFTEs in 2019, the last pre-COVID year. Unlike most counties in New York, the number of Sullivan County High School graduates is projected to grow over the next several years. Between 40 and 45% of students enrolled at the College in Fall 2020 identify as either Black or Hispanic. The percentage of Hispanic students has risen steadily to 25% of the total population over the past five years. In past years, over a third of on-campus students were from out of county; naturally, these numbers were lower during the pandemic when the College did not open the residence halls for AY 2020-

## Introduction & Overview

21 and the Athletics Programs did not run. In general, however, the championship Athletics Programs remain a significant part of the College's enrollment.

Thanks to everyone's efforts in the campus community, in Spring 2021 the College was ranked the number one community college in New York State by *Intelligent.com*.

## ii. Documentation of the Self-Study Process

A Steering Committee and Working Groups for the Middle States Self-Study process were formed in 2021.

During the Spring 2021 semester, the Core Team and the Steering Committee held open, collaborative meetings with the campus community to identify the College's Institutional Priorities (see Executive Summary). Once these were approved and aligned with the College's revised Mission and Goals, a timeline was created for the Self-Study visit in April of 2023. A Communication Plan was also developed by the Steering Committee, with support from the Core Team. After discussing a standards-based versus a priorities-based approach, the Steering Committee chose to use a standards-based approach as, at the time, the Strategic Plan was still under revision.

Working Groups met weekly or bi-weekly throughout the year to discuss the College's progress on their assigned Middle States Standards. Groups identified areas of responsibility for particular Criteria, reached out to stakeholders across the campus, gathered documentation, and evaluated whether the College was exceeding, meeting, or not meeting expectations for the Standard. All documentation was collected first in an Evidence Catalog for that Standard, and later in a Central Evidence Repository. Each group then began drafting a narrative of how the College was meeting their standard using a template based on an examination of similar self-study reports.

An outside evaluator was hired to help create the Self-Study Report. Working with an internal editor who was also a professor at the College, the outside evaluator identified gaps, pointed to areas that needed attention, and guided the Working Groups through the process of crafting the narrative. The report was finalized during the summer of 2022 and sent to the campus community in September for feedback and subsequent revisions. The draft was sent to the Chair of the Middle States Peer Evaluation Committee, who gave feedback during his visit at the end of October 2022.

The Final Self-Study document was uploaded to the MSCHE portal in February 2023 in preparation for the campus visit by the Middle States Team. In June of 2023, the Middle States Commission will meet to determine what actions to take, which will then be communicated to the entire campus community.



### iii. Verification of Compliance (Requirements of Affiliation)

#### **Verification of Compliance Strategy**

SUNY Sullivan understands that the Self-Study review process must demonstrate federal compliance mandated by the U.S. Department of Education. As outlined by MSCHE, the College will provide documentation in writing that compliance is approved and administered via applicable institutional processes, is available to constituents, and reflects current practice. During this process, the Core Team identified the individual positions to assist with compiling the evidence necessary to verify compliance. The Core Team worked with the Steering Committee to review and organize the evidence to present to MSCHE.

#### **Requirements of Affiliation**

The Self-Study Report demonstrates that the College fully meets all Requirements of Affiliation (ROAs) in accordance with Middle States accreditation. The College has also completed and included the Institutional Federal Compliance Report 2022 to MSCHE as part of Standard II.

In compliance with RoA 1, SUNY Sullivan is accredited by the Middle States Commission on Higher Education; the last accreditation review took place in April 2012. SUNY Sullivan curricula are approved by the State University of New York and the New York State Department of Education (NYSED); approved for the training of veterans under the pertinent public laws, and approved by the US Citizenship and Immigration Services (USCIS), a Bureau of the US Department of Homeland Security, for the attendance of foreign students. Accrediting and licensing documents can be reviewed online or through the Office of the Vice President for Academic and Student Affairs.

Both SUNY Sullivan's Respiratory Care and Nursing Programs are accredited by the New York State Education Department. SUNY Sullivan's Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care.

The Self-Study Report documents that the institution is operational, with students actively enrolled in its degree programs and a number graduating each semester (RoA 2 & 3), and that the institution's representatives communicate with the Commission in English, both orally and in writing (RoA 4). The Compliance report also shows compliance with all applicable federal and state regulations, laws, and requirements, and further, with all applicable Commission, interregional, and inter-institutional policies (RoA 5 & 6).

Standards I and VII show that the Institution's Board-approved Mission Statement and Strategic Goals define its purposes within the context of higher education (RoA 7). Standards III, IV, V, and VI each demonstrate in different ways that the institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes (RoA 8). Standards III, IV, and V discuss ways that the institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality (RoA 9).

### iii. Verification of Compliance (Requirements of Affiliation)

Fulfillment of the tenth Requirement of Affiliation (RoA 10), which asks that Institutional planning integrate goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments, can be seen in the discussions for Standards I, III, IV, V, and VI. The Standard VI narrative discusses documentation of financial resources, the College's funding base, and plans for financial development, including those from any related entities, adequate to support its educational purposes and programs and to ensure financial stability (RoA 11).

In Standard VII, the institution fully discloses its legally constituted governance structure(s) including any related entities, and looks at the institution's governing body, which is responsible for the quality and integrity of the institution and for ensuring that the institution's Mission is being accomplished (RoA 12). Standard II also ensures the integrity of the institution and, with Standard VII, demonstrates that a majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution and are in compliance with the College's Conflict of Interest policies (RoA 13). Standards I, II, and VII show that the institution and its governing body make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations (RoA 14). Finally, all the Standards, but particularly Standards I, III, IV, and V, discuss the institution's core of faculty (full-time or part-time) and/or other appropriate professionals who have sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs (RoA 15). The charts below provide the alignment of the Standards to the Requirements of Affiliation.

<b>Standard</b>	<b>Requirements of Affiliation</b>
Standard I: Mission and Goals	7, 10, 14, 15
Standard II: Ethics and Integrity	5, 6, 12, 13, 14
Standard III: Design and Delivery of the Student Experience	8, 9, 10, 15
Standard IV: Support of the Student Experience	8, 9, 10, 15
Standard V: Educational Effectiveness Assessment	8, 9, 10, 15
Standard VI: Planning, Resources, and Institutional Improvement	8, 10, 11
Standard VII: Governance, Leadership, and Administration	7, 12, 13, 14

Table iii.1 Standards and ROAs

iii. Verification of Compliance (Requirements of Affiliation)

<b>Requirements of Affiliation</b>	<b>Standard</b>
1 - The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees. ( <u>RoA 1 SUNY Establishment of SCCC</u> )	See All; previous accreditation
2 - The institution is operational, with students actively enrolled in its degree programs ( <u>RoA 2 &amp; 3 Graduation Rates by Cohort</u> )	See All
3 - the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place ( <u>RoA 2 &amp; 3 Graduation Rates by Cohort</u> )	Operational since 1962
4 -The institution's representatives communicate with the Commission in English, both orally and in writing (self-evident)	See All
5 - The institution complies with all applicable government (usually Federal and state) laws and regulations ( <u>RoA 5 &amp; 6 IFCR SUNY Sullivan 2023, RoA 5 ECar &amp; PPA FedStuAidEligibility Ltr 2021-27</u> )	See All
6 - The institution complies with applicable Commission, interregional, and inter-institutional policies ( <u>RoA 5 &amp; 6 IFCR SUNY Sullivan 2023</u> )	See All
7 - The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education ( <u>RoA 7 &amp; 10 Strategic Plan Complete 2021-2025</u> )	Standards I & VII
8 - The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes ( <u>RoA 8 &amp; 9 Program Assessment 5-Year Cycle, RoA 8 Accreditations SUNY Sullivan</u> )	Standards III, IV, V, & VI
9 - The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings ( <u>RoA 8 &amp; 9 Program Assessment 5-Year Cycle</u> )	Standards III, IV, & V
10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments ( <u>RoA 7 &amp; 10 Strategic Plan Complete 2021-2025</u> )	Standards I, III, IV, V, & VI
11 - The institution has documented financial resources, funding base, and plans for financial development ( <u>RoA 11 Operating Budget 2020-21, RoA 11 Financial Disclosure Statement 2021</u> )	Standard VI

iii. Verification of Compliance (Requirements of Affiliation)

12 - The institution fully discloses its legally constituted governance structure(s) including any related entities (RoA 12 BOT Members, Minutes, Policies)	Standard VII
13 - A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution (RoA 13 Conflict of Interest #4.05)	Standards II & VII
14 - The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations (RoA 14 Chart of Positions Responsible for Verifying Compliance)	Standards I, II, & VII
15 - The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs (RoA 15 Employee Directory - SUNY Sullivan)	Standards I, III, & V

Table iii.2 ROAs and Standards



Standard I: Mission & Goals



## Standard I: Mission and Goals

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

### **Requirements of Affiliation 7, 10, 14, and 15**

#### **OVERVIEW**

The following statements represent the current SUNY Sullivan Vision, Mission, Core Values, and Strategic Goals, which were finalized and then approved by the President and Board of Trustees in May 2021:

#### **Vision Statement**

*SUNY Sullivan is the heart of higher education and culture in the Catskills.*

#### **Mission Statement**

*SUNY Sullivan is the leader of innovative higher education and a catalyst for workforce development throughout the Sullivan Catskills and beyond. Our diverse community cultivates personal growth and professional advancement, preparing students for success in a sustainable and interconnected world.*

#### **Core Values**

*The SUNY Sullivan community values these elements as core to our identity:*

1. *Equitable access to educational opportunities.*
2. *Critical inquiry and creativity as paths to transformation.*
3. *Enhancement of mind-body wellness and social belonging.*
4. *Educational and cultural partnerships across our communities.*
5. *Sustainable stewardship of resources.*
6. *Student-centered physical activities and athletic programs.*
7. *A culture of social inclusion and respect.*
8. *Development of civic-minded leadership, accountability, and responsibility in society.*

#### **Strategic Goals**

*These eight SUNY Sullivan Strategic Goals, along with their various subgoals, are intended to help the college community prioritize and direct our efforts. They are not presented in any order of priority:*

1. *Lead environmental sustainability across higher education*
  - a. *Integrate sustainability education across academic programs and campus policies*
  - b. *Lower operating costs by reducing the environmental footprint through energy efficiency*
  - c. *Engage local communities by demonstrating sustainable infrastructure*
2. *Expand our athletic excellence and achievements*
  - a. *Add new sports*
  - b. *Esports*
3. *Cultivate a workforce development program for the Catskills region*
  - a. *Be the workforce hub for the Catskills region (external)*

## Standard I: Mission & Goals

- b. Job readiness skills (internal)*
- 4. Determine a college-wide development strategy*
  - a. Alumni outreach and development*
  - b. Articulate a strategy and capacity for grant management*
  - c. Annual fundraising goals*
  - d. Robust government and corporate funding partnerships and relationships*
  - e. Prioritize capital projects and the campus master plan*
- 5. Expand community / cultural partnerships*
  - a. Become the center of community resources and engagement*
  - b. Promote student, faculty, and staff service opportunities*
  - c. Engage and exchange with cultural organizations and events*
  - d. Champion volunteer partnerships*
- 6. Develop a strategy for advanced digital technology*
  - a. Increase high-speed campus-wide wireless range and access*
  - b. Expand distance learning capacity*
  - c. State-of-the-art E-sports facility*
  - d. Upgrade classroom technologies*
  - e. Consistent and reliable electrical power across the campus*
  - f. Ensure all students have access to sufficient personal technology for their studies*
  - g. Provide technological literacy for all members of the college community*
- 7. Expand into additional student markets*
  - a. CEE (college for educational enrichment)*
  - b. Certificate programs and micro-credentials for workforce development and lifelong learning*
  - c. Military (active & veterans)*
  - d. Job-readiness training*
  - e. Increase international student opportunities*
- 8. Strengthen the culture of student support*
  - a. Assist with food insecurities solutions*
  - b. Financial Hardship Grants*
  - c. Student development services*
  - d. On-campus childcare*
  - e. Wellness programming*

***An accredited institution possesses and demonstrates the following attributes or activities:***

***Criterion 1: Clearly defined Mission and Goals that:***

***a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement***

The current Mission, Vision, Values, and Goals were created together during a five-month process, from December 2020 through April 2021, for the Strategic Plan ([I.1a.1 Strategic Plan Complete 2021-2025](#)). An ad-hoc Strategic Planning Committee was created by the President in November of 2019 and consisted of thirteen members. The committee membership represented a cross-functional team across the college community, including five members of staff, four members of faculty, two members of the Board of Trustees, a student member of the Board of

Trustees, and a member of the Foundation Board ([I.1a.2 Strategic Planning Process 2021](#), [I.1a.3 Institutional Priorities Mapped](#), [I.1a.4 Self-Study Timeline](#), and [I.1a.5 Communication Plan](#)). The Strategic Plan built upon SUNY Sullivan's rich history and is eminently timely, given the College's current and future opportunities to serve its communities. The previous Mission, Vision, Values, and Goals were used as a starting point ([I.1a.6 Strategic Plan Outline 2021](#)); through a SWOT analysis and a thematic analysis combined with the engagement of college-wide stakeholders, the new statements were developed. This occurred entirely remotely via weekly Zoom meetings during the period when COVID had halted all in-person gatherings.

This Committee completed its work at the end of April of 2021 when the President approved the Strategic Plan, after which the committee dissolved, having accomplished its ad hoc charge. The plan was updated on May 20, 2021, and then the current Strategic Plan was approved by the President and then by the Board of Trustees ([I.1a.7 BOT Minutes Approved 2021](#)). The College hired a new Vice President for Administrative Services ([I.1a.8 VP for Admin Serv 2022](#)), who will direct and assess progress on the Strategic Plan.

***b. address external as well as internal contexts and constituencies***

The Strategic Plan 2021-2025 reflects the needs of both internal and external constituencies. Goals 2, 5, 6, and 8 are those that focus internally on students, faculty, and staff. Goals 1, 3, 4, 5, and 7 are externally focused on the College's community partnerships and the regional workforce. SUNY Sullivan is committed to being the leader of innovative higher education and a catalyst for workforce development throughout Sullivan County and the larger community. The College meets its Mission and Strategic Goals with rigorous academic programs and community outreach that are formed and adapted through active collaboration with students and faculty, the Sullivan County Government, the State University of New York (SUNY), as well as local schools, businesses, and community organizations.

Through these collaborations, the College is driven to find ways both to align its Mission, Vision, and Strategic Goals with curriculum and workforce training programs, and also to infuse that Mission into the life and fabric of the College in holistic ways that enrich its students and the greater community. For example, SUNY Sullivan's commitment to environmental sustainability is central to the College's Mission and informs all aspects of the curriculum, campus operations, and community engagement, including the Green Building Technology and Environmental Science Degree Programs and energy-saving campus infrastructure ([I.1b.1 Sustainability Comm Agenda Minutes 2022](#); [I.1b.2 SUNY Sull Joins UGC 2022](#)). Healthcare, particularly care of people with disabilities, is the largest employment sector in Sullivan County (see [I.1b.3 Workforce Sull County](#)). SUNY Sullivan has long worked to meet the evolving career and training goals of its students and the community's workforce needs through the College's Health and Social Sciences Programs, which offer a variety of degree and certificate programs in Nursing, Respiratory Care, Medical Assistant, and Alcoholism and Drug Abuse Counseling.

These workforce initiatives are augmented through unique community partnerships, which further strengthen the College's efforts to achieve its Strategic Goals. SUNY Sullivan partners with New Hope Community, which is one of the county's largest employers. The New Hope Community serves people with intellectual and developmental disabilities on Hope Farm, a three-acre organic farm on the College's campus that provides Sullivan students and New



## Standard I: Mission & Goals

Hope's residents a unique, hands-on opportunity to learn sustainable farming techniques ([I.1b.4 New Hope Comm & SUNY Sull Farm 2021](#)). Additionally, the College's Theater Arts Program focused its 2021-2022 season on plays that explore the circumstances of the disability community in an attempt to foreground people whose stories have been largely overlooked ([I.1b.5 SUNY Sull Theater Blackdamp 2021](#)).

Through its internal and external partnerships, the College was able to quickly step in to help students, faculty, staff, and the community meet the challenges of the COVID-19 pandemic. Among these steps, SUNY Sullivan:

- Hosted vaccination and testing clinics on campus for the community in partnership with SUNY, the Sullivan County Health Department, and other local partners ([I.1b.6 COVID Testing Site Opens 2022](#)).
- Opened a new Food Pantry on campus in partnership with numerous community partners to address increased food and financial insecurity faced by students and staff as a result of the pandemic ([I.1b.7 Ribbon Cutting Food Pantry 2021](#)).
- Offered additional Community Learning Program courses, in partnership with community organizations. These courses focus on issues such as suicide prevention and mental health awareness for parents seeking to help their children cope with the challenges of the pandemic ([I.1b.8 Community Learning Courses 2019](#)).

Further examples of how SUNY Sullivan works to address the needs of internal and external constituencies include collaboration with Sullivan Renaissance, a beautification and community development organization, and regular communication between the College's Dean of Student Success and Workforce Development, the State University of New York (SUNY), and the Sullivan County Center for Workforce Development to meet the evolving employment needs of local businesses. As a recent example, the College created a Certified Nursing Assistant course and offered EMT training classes to meet an urgent community employment need ([I.1b.9 Health Workforce 2022](#)). The College also collaborates with the Center for Discovery, Garnet Health, New Hope Community, the Sullivan Catskills Visitors Association, Sullivan 180, the Sullivan County Partnership for Economic Development, and other regional organizations to offer educational and cultural opportunities for students as well as the wider community.

### ***c. are approved and supported by the governing body***

As noted above, the Strategic Plan 2021-2025 was approved by the Board of Trustees on July 15, 2021 ([I.1a.7 BOT Minutes Approved 2021](#)).

### ***d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes***

The effort, including the processes, implementation schedule, and procedures to determine progress on the strategic goals will be directed and assessed by the Vice President for Administrative Services ([I.1a.8 VP for Admin Serv 2022](#)). After a successful search, this position was filled in November of 2022.

The College bases its planning and resource allocation decisions on the goals outlined in the Strategic Plan. In August 2021, the SUNY Sullivan Board of Trustees reorganized the Board



## Standard I: Mission & Goals

Working Groups to align more closely with the Strategic Plan 2021-2025 Goals ([I.1a.1 Strategic Plan Complete 2021-2025](#)). The Working Groups were Infrastructure and Technology Management, Community Partnerships and Development, Academic & Workforce Development, and Student Experience and Student Engagement. At the most recent Board Retreat in August of 2022, the previous working groups were retired and new working groups were formed: Health Science Studies, Sustainability, and Workforce Development and Community Partnerships ([I.1d.1 BOT Retreat Minutes 2022](#)), an update that highlighted the college's areas of excellence. The College is developing a fundraising plan for future campus upgrades, based on the "IronBridge Review of Enrollment Management Recommendation and Action Plan 2018" ([I.1d.2 IronBridge Rec & Action Plan 2018](#)) and Envision Architects' Campus Facilities Master Plan 2019 ([I.1d.3 Campus Facilities Master Plan 2019](#)) commissioned by the President's office in 2019.

SUNY Sullivan's Mission and Strategic Goals inform college decisions regarding program and curriculum development. Working with Sullivan County, the College recently created the Sullivan Promise Scholarship, a free tuition program for all Sullivan County 2022 high school graduates that will continue in the future. In 2020, the College also developed four new articulation agreements with SUNY Empire State College. To meet the needs of area high school students, the College now offers two concurrent enrollment high school programs: an early college associate degree program at Fallsburg Junior Senior High School and at Eldred Junior Senior High School ([I.1d.4 SUNY Sull Partners Fallsburg 2022](#)), and a private-public partnership with the Homestead School called the Collaborative College High School, which currently includes grades 9 and 10 but plans to expand to grades 11 and 12 in the next two years. Further, SUNY Sullivan is prioritizing the expansion of certificate programs and micro-credentials and developing job readiness training. The College also rents several classrooms and offices to BOCES and houses the Liberty Partnership Program (LPP), which works with area high schools to support at-risk students through tutoring and mentorship. The LPP grant was renewed in Fall 2022.

The Strategic Plan is also reflected in the staff review process, where sections of the review form ([I.1d.5 Performance Eval Sect 1 & 3](#)) evaluate each employee's performance. The review includes questions assessing how the Core Values connect with the employee's role at the College and ultimately support the Strategic Plan.

SUNY Sullivan's institutional and educational outcomes correlate with the College's Mission and Strategic Goals. The College regularly tracks the number of graduates, the number of transfers, and the graduation, retention, and transfer rates. Employment information is available through the SUNY System Administration Wage Data website and from graduate survey data. Institutional outcomes are specified by the Strategic Goals, in both the former and current Strategic Plans, and the accomplishment of these goals is reported annually. Learning is defined at the institutional level through the Institutional Learning Objectives (ILOs), formally approved by the BOT in May 2021 (see Criterion 3).

***e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution***

## Standard I: Mission & Goals

Personal growth and professional advancement are central to SUNY Sullivan's Mission as a leader of innovative higher education across the Sullivan Catskills. The College's support for scholarly inquiry and creative activity at all levels at SUNY Sullivan is driven by its Mission to prepare students for success in a sustainable and interconnected world and through the College's Strategic Goals to expand community/cultural partnerships and promote student, faculty, and staff service opportunities (5a-b); to develop a strategy for advanced digital technology that expands distance learning capacity, ensures students have sufficient personal technology for their studies, and provides technological literacy for all members of the college community (6b, f, g); and to expand into additional student markets through certificate programs and micro-credentials for workforce development and lifelong learning (7a-e).

A central component of SUNY Sullivan's support of scholarly and creative activity is the College's commitment to sustainability, a core part of its Mission Statement to cultivate personal growth and professional advancement and prepare students for success in a sustainable and interconnected world. The College strives to meet Strategic Goal 1a-c through capital projects to strengthen the resilience and efficiency of campus facilities and operations ([I.1e.1 Sustainability/Energy Upgrade 2022](#)) and also by infusing sustainability education across academic programs. In 2022, SUNY Sullivan signed onto the University Global Coalition to advance United Nations' Sustainable Development Goals, which includes efforts to promote sustainability goals on campus while creating interactive opportunities for students, faculty, and staff to discuss and contribute to the College's efforts to both meet the UN goals and achieve its sustainability mission ([I.1b.2 SUNY Sull Joins UGC 2022](#)). Furthermore, the College's sustainability focus creates multiple opportunities for cultural partnerships ([I.1e.2 Conservation Corps Helps Hope Farm 2022](#)) and promotes student, faculty, and staff service opportunities ([I.1e.3 Local Volunteers Join Highway Event 2022](#)).

SUNY Sullivan's extensive green infrastructure – which includes a sustainable organic farm, community garden, and apiary, as well as the College's geothermal heating and cooling system, a green roof, a 3 kW photovoltaic array, a 2.5 kW wind turbine, and composting program – has created a living sustainability lab on the campus. This gives students in the College's Green Building and Environmental Science Programs ([I.1e.4 Green Building Tech AAS](#), [I.1e.5 Environmental Science AS](#)) access to state of the art sustainability infrastructure to support their work and scholarship and also drives the College to pursue additional collaborative workforce development programs that incorporate green building and sustainability, such as the College's new AOS in Construction Technology Degree Program ([I.1e.6 New Construction Technology Prog AOS 2022](#)). Designed in partnership with the North Atlantic States Regional Council of Carpenters to address a growing state-wide need for a skilled labor force in construction, the new pathway program provides students with an entry point into a high-wage career in residential construction as well as the opportunity to use their credits to pursue a Bachelor of Technology (BTech) in Construction Supervision at Alfred State College.

The College's support for scholarly inquiry and creative activity was tested and strengthened by the COVID-19 pandemic. After the "New York State on Pause" decision by the governor triggered a physical shutdown of College campuses in March 2020, SUNY Sullivan shifted to remote learning for three semesters ([I.1e.7 NY State Pause Exec Order 2020](#), [I.1e.8 Sull Campus Open Remote 2020](#)) before resuming in-person classes in Fall 2021 ([I.1e.9 Face-to-Face Instr.](#)

Resumes 2021). The challenges, which included continuing to provide classes online to inmates of the Sullivan Correctional Facility through the Hudson Link Program (I.1e.10 Hudson Link & SUNY Sull), were considerable and included resources and well-being issues (housing, food, financial) well beyond the College's regular academic program offerings (I.1e.11 Student COVID Outreach Survey 2020, I.1e.12 SUNY Mental Health Awareness/COVID 2020). One student, who went on to graduate in 2022, had to leave the country because of the pandemic but was able to continue her SUNY Sullivan education remotely from Japan (I.1e.13 Hard Work & Resilience Pay 2022).

The College's Strategic Plan, which was finalized in 2021 during this COVID timeframe, specifically targets the challenges and importance of remote learning in Strategic Goal 6 to develop a strategy for advanced digital technology that expands distance learning capacity, ensures students have sufficient personal technology for their studies, and provides technological literacy for all members of the college community (6b, f, g). From the moment of the initial shutdown, the College dedicated itself, with help from SUNY, to providing remote learning support to students and faculty, through laptop/equipment loans (I.1e.14 Laptop Grant Program 2020), VPN access, Zoom accounts, an added Wi-Fi hotspot in the parking lot, and ongoing training through the College's Brightspace online learning management system (I.1e.15 Brightspace Remote Workshops 2020). The College continues its vigorous effort to support and promote remote learning through continued Brightspace online learning training and updates (I.1e.16 Brightspace Zoom Help Sessions 2022), as well as creative programs, including those that support the College's Goal to expand into additional student markets through certificate programs and micro-credentials for workforce development and lifelong learning community learning programs (7a-e) (I.1e.17 Distance/Online Catalog 2021-22, I.1e.18 Sull Comm Learning Free Courses 2021).

One of the most unique and enriching ways the SUNY Sullivan Strategic Plan supports faculty scholarly and creative activity is by encouraging faculty to incorporate their professional and creative pursuits into the curriculum and life of the College, through performances, special classes, and other innovative collaborations (5a, c). The College's Theater Arts Program produces several annual campus stage productions, including original work by faculty and others in the community, giving the faculty and program alumni the opportunity to showcase their work and students, and community members the chance to work and learn side-by-side with stage professionals (I.1e.19 Blackdamp SUNY Sull 2021).

Another opportunity for students that demonstrates how elements of the College's Mission and Strategic Plan support scholarly and creative activity is the College's apiary. A former economics professor, Art Riegal, founded the apiary on campus in 2017 with support and guidance from the Sustainability Committee. The apiary offers the campus community a chance to experiment with beehives while learning about apiaries and the value of bees in nature. The apiary has also allowed Riegal to further his study of beekeeping while providing students in the Sustainability and Hospitality Programs with the opportunity to gain firsthand experience in the sustainable production of honey. The apiary has five hives, supplies the adjacent Hope Farm, the College Community Garden, and the environs of the College with an abundance of pollinators, and has become a central tool in the College's effort to infuse sustainability and environmental

education across the College's programs and infrastructure ([I.1e.20 Campus Apiary Prepares Bees for Winter 2021](#)).

Faculty scholarship and creative activity are supported through a variety of SUNY Sullivan benefits, including free tuition for 30 credits/year for courses offered by the College, travel stipends, and sabbatical leave for study and educational experience ([I.1e.21 PSA Signed Contract 2017](#); see specifically Article 19 Benefits; Section 1951, p. 68, SCCC courses; Article 20, p. 69, Leave; Article 20 Section 2009.4, p. 76, Sabbatical Leave for study, educational experience, travel). SUNY's new Faculty Peer Mentoring Program ([I.1e.22 New Faculty Peer Mentoring Prog 2022](#)) introducing a new SUNY-wide peer support program for new faculty in Fall 2022. The College should also create a formalized plan for in-house faculty mentoring.

SUNY Sullivan supports students' creative inquiry and scholarly activity through numerous projects related to their academic programs, including a public Student Art Show featuring work by art, graphics, and photography students. SUNY Sullivan's Bridges to Baccalaureate program, which offers health sciences and science students the chance to participate in an eight-week summer research program at SUNY Purchase, funded by the National Institutes of Health (Instagram capture, [I.1e.23 Student Art Show May 2022](#), [I.1e.24 Student Passion for Science 2021](#)). Meanwhile, the College has numerous student clubs, including a Garden Club and Performing Arts Club, that offer students opportunities to further their personal and scholarly interests. Additionally, SUNY Sullivan has a highly active Office of Student Activities and Student Government Association (SGA) that host a variety of lectures, activities, and events for students to participate in, including, in 2022, an SGA-organized Cultural Fashion Show (Instagram capture, [I.1e.25 SGA Cultural Fashion Show 2022](#)).

Teaching, scholarship, and service are central requirements for the reappointment, tenure, and promotion of full-time faculty at SUNY Sullivan. The College's current contract agreement with faculty specifically cites continued specialization in one's field and in the scholarship of teaching as key criteria for the promotion of teaching faculty ([I.1e.21 PSA Signed Contract 2017](#), see Article 16 Section 1603.41, p. 51, Criteria for Promotion of Teaching Faculty). All faculty must complete an annual self-evaluation form ([I.1e.26 Form AF: Annual Report rev 2020](#)) in which they assess their performance and professional growth, specifically describing their continued specialization in their field and in the scholarship of teaching, and listing their specific professional development activities, including, among others, graduate study, creative work, conferences, research, publication, and workshops. The form, which is reviewed by Division Deans and the Vice President for Academic and Student Affairs, also calls for faculty to discuss their professional goals with their Dean to ensure they support the College's Mission and Strategic Goals.

***f. are publicized and widely known by the institution's internal stakeholders***

SUNY Sullivan's Mission, Vision, Values, and Strategic Goals are widely publicized through the College website, at meetings, across campus, and through College communications. Copies of the Strategic Plan ([I.1a.1 Strategic Plan complete 2021-2025](#)) were sent to faculty by email, distributed during faculty and staff development days ([I.1f.1 Faculty Devel Day 2021](#), [I.1f.2 Faculty Devel Day 2023](#)), and are posted in every building across the campus ([I.1f.3 Mission Sample Image](#)). The President's Office and the Office of Communications regularly remind the

## Standard I: Mission & Goals

College, and the greater community, of SUNY Sullivan's goals by including them in the context of College announcements of events and initiatives.

### ***g. are periodically evaluated***

The SUNY Sullivan Board of Trustees reviews and evaluates the currency of the Mission and Strategic Goals at its annual Board Retreat in August each year. The Board determines the upcoming year's action items and checks in on the prior year's annual initiatives that roll up into the overall Strategic Goals (I.1g.1 BOT Retreat 2021, I.1g.2 BOT Working Groups, I.1g.3 BOT Meeting Agenda 2021, I.1g.4 BOT Retreat Minutes Redacted 2021).

### **ANALYSIS**

Up until 2019, an annual reporting process (I.1g.5 Annual Report Form E 2019) was in place to report on individual departments' planning and outcomes related to goals, but this was stopped prior to COVID-19 due to the pending development of the new Strategic Plan. New planning and assessment reporting metrics for the Strategic Plan 2021-2025 are being developed to replace this process, with the intent that the Board of Trustees will review them at their annual summer retreat in 2023. It was identified that some of these tasks were not owned by a single role and thus were not focused upon. The College appointed a Vice President for Administrative Services in November of 2022 (I.1a.8 VP for Admin Serv 2022). This position will assume primary responsibility for developing and implementing a process for the management and assessment of these efforts. It will be beneficial for fundraising plans to also include a campus feedback component.

### ***Criterion 2: institutional goals that are realistic, appropriate to higher education, and consistent with mission***

The eight SUNY Sullivan Strategic Goals were created by the same strategic planning group that developed the Mission and Vision, and they came directly out of the SWOT Analysis that the cross-functional and cross-College team conducted through their efforts (I.2.1 Annual Report 2020-21). As items arose during the organizational review (SWOT), they informed the Mission and Vision, which then informed the Strategic Goals. The Strategic Goals and their sub-goals are fully integrated together and demonstrate how SUNY Sullivan should continue to develop over the next five years. Focusing only on the eight main strategic goal statements as listed on page 1, they are all appropriate to a small rural, public community college.

The College Strategic Plan Goals (SPGs) are consistent with the Mission statement in a number of ways:

*SUNY Sullivan is the leader of innovative higher education and a catalyst for workforce development throughout the Sullivan Catskills and beyond* (supported by SPG 3a-b). *Our diverse community cultivates personal growth* (supported by SPG 2a-b, SPG 4a, SPG 5b-d) *and professional advancement* (supported by SPG 4d, SPG 5b-d), *preparing students for success* (supported by SPG 6a-g, SPG 7a-e, SPG 8a-e) *in a sustainable* (supported by SPG 1a-c) *and interconnected world* (supported by SPG 5a-d, 6a-g, 7e).

### **ANALYSIS**



## Standard I: Mission & Goals

The Self-Study process indicates that the SUNY Sullivan Strategic Goals are realistic and are reflective and inclusive of the purposes of a community college. As demonstrated in the narrative above, the goals of the Strategic Plan, and their associated sub-goals, are closely linked to the components of the Mission and support each of Criterion 1 subcategories.

***Criterion 3: goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission***

The Strategic Goals that SUNY Sullivan developed do not explicitly focus on student learning and related outcomes, as those are all included in the newly revised and approved Institutional Learning Objectives (ILOs, I.3.1 ILOs BOT Approved 2021), which are being integrated across the curriculum (see Standard III). The Strategic Goals instead focus on a number of related outcomes such as retention, graduation, and transfer rates, which are referenced in SPG 6a-g, SPG 7b & e, and SPG 8a-e. Its strong focus on institutional development will help the College achieve Goals 1a & b, SPG 4c & e, SPG 6a-g, and SPG 8a-e, all of which directly support areas of improvement. All the Strategic Goals have sub-goals, some of which directly relate to student learning and related outcomes; these are stated specifically in SPG 1a, 3b, 6c, 6f, 6g, 7a-b, 7d-e, and 8a-e.

### **ANALYSIS**

The SUNY Sullivan Strategic Plan is in its second year, and progress has been made by making these areas a focus of the Board of Trustees and their annual review of the progress (see the BOT agendas and minutes linked in Criterion 1g above, also I.3.2 BOT Retreat 2022). There are still three more years to enact the items committed to in the Strategic Plan, and after recognizing the need for someone to manage and assess these efforts, the College hired a Vice President for Administrative Services, who is responsible for annually measuring and reporting on the progress of the Strategic Plan. This includes developing a process of measurement for evaluating the Strategic Plan and a written policy for how it will be completed (see Ch. VI for more information).

***Criterion 4: periodic assessment of mission and goals to ensure they are relevant and achievable***

As stated above in sub-criterion 1g, the SUNY Sullivan Board of Trustees reviews and evaluates the currency of the College's Mission and Strategic Goals at its annual Board Retreat in August. The Board determines the upcoming year's action items and examines progress on the prior year's initiatives that roll up into the overall Strategic Goals.

### **ANALYSIS**

The SUNY Sullivan Strategic Plan is only in its second year, and although the COVID-19 Pandemic has dramatically slowed progress, the College is committed to moving forward on meeting and achieving the Strategic Goals. The recently hired Vice President for Administrative Services and Controller (I.4.1 Announcing Interim College Controller) will ensure that there is consistent and timely measuring and reporting on the progress of the College Strategic Goals.

### **Institutional Priority Goals:**

**IP 1A - Assess and monitor progress on Middle States and Strategic Plan Goals at least once per year.**

The President's Office creates an annual report that they prepare each year for presentation to the Board of Trustees at their annual retreat in August 2022 ([I.3.2 BOT Retreat 2022](#)). The effort, including the processes, implementation schedule, and assessment plan will be directed and assessed by the Vice President for Administrative Services ([I.1a.8 VP for Admin Serv 2022](#)) and the Vice President of Academic and Student Affairs.

**IP 1B - Develop and implement an alumni strategy for tracking, outreach, contributions, and workforce development connections.**

SUNY Sullivan acknowledged it did not have a clear process for performing this work with current staffing requirements, and as a result a new position was created to help in these areas with the title of Events, Alumni Relations, & Scholarship Manager ([I.3.3 Events & Alumni Manager 2022](#)). This position has been filled. The new hire will help the College meet all of the requirements of this Institutional Priority Goal, along with aiding other efforts where there was not a clear position already on staff.

**Strengths**

- SUNY Sullivan takes its commitment seriously to having Strategic Goals that support the internal and external College community and clearly support the Mission statement.
- SUNY Sullivan has upheld its commitment to the Strategic Goals, even in a period of great uncertainty due to the COVID-19 Pandemic.
- The SUNY Sullivan Mission is lofty and inclusive of diverse voices across the College community.

**Challenges**

- Currently, although several key positions have been filled, vacancies still exist in positions that are needed to assess, report out, and ensure progress toward accomplishing the College Goals.

**Suggestions**

- SUNY Sullivan should continue working on creating an Assessment Plan for evaluating the Mission and the Strategic Plan 2021-2025.

**Commitments**

- SUNY Sullivan recently appointed a Vice President for Administrative Services, an Interim Controller, and is currently in the process of hiring an Events, Alumni Relations, & Scholarship Manager for outreach toward alumni. The search for a Director of Human Resources is ongoing.
- These positions will help the College meet its Mission and Strategic Goals.



## **Standard II: Ethics and Integrity**

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

### ***Requirements of Affiliation 5, 6, 12, 13, and 14***

#### **OVERVIEW**

SUNY Sullivan is committed to ensuring the Standard of Ethics and Integrity is met throughout the campus and practiced amongst faculty, staff, and students. It is part of the College's Mission to prepare students for professional advancement and for success in a sustainable and interconnected world; therefore, it is imperative that the College practice ethics and integrity in all aspects of its operations. In and outside the classroom, SUNY Sullivan follows the criteria of Standard II as outlined below.

#### ***Criterion 1: a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights***

Policies and procedures are in place to demonstrate the College's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. The College is transparent in sharing such information on the SUNY Sullivan Website ([II.1.1 SUNY Sull Website Main Page](#), link to the [SUNY Sullivan website](#) here) and via the learning management system, Brightspace. Information can also be found in the Professional Staff Association (PSA) Collective Bargaining Agreement (CBA).

#### **Academic Freedom, Freedom of Expression, and Intellectual Freedom**

All full-time faculty are members of the Professional Staff Association (PSA). Article 9 of the Collective Bargaining Agreement addresses Academic Freedom ([II.1.2 Academic Freedom](#)) and freedom of expression, including the rights of faculty as well as the limitations. This section of the CBA also addresses "students' rights to hear," which specifies that students are "entitled to a balanced spectrum of opinion in appropriate areas . . . [that] should not be restricted to a limited menu."

#### **Respect for Intellectual Property Rights**

The College Computer and Network Acceptable Use Policy holds faculty, students, and staff responsible for respecting intellectual property rights, with oversight by the Director of Institutional Computing. The Copyright Infringement Policy also covers Intellectual Property Rights and includes a "summary of civil and criminal penalties for violation of Federal copyright laws." Article 11 of the PSA Collective Bargaining Agreement notes that, if approved by the Division Chair and Vice President of Academic & Student Affairs, instructors are to be paid \$700.00 for development of their first course or development of a course that has not yet been taught online. Under this clause, the contract stipulates that the College has unlimited access to

curriculum developed under this clause and faculty have the right to use the curriculum they develop for workshops and institutions that do not compete “with the College’s use of the curriculum.” Lastly, displayed in the College Catalog 2022-2023 ([II.1.3 SUNY Sull Academic Catalog 2022-2023](#)) under Academic Policies (pp. 159-162) penalty and appeal processes for students to follow.

## ANALYSIS

SUNY Sullivan demonstrates a commitment to academic and intellectual freedom as well as freedom of expression and intellectual property rights. Numerous policies are in place to provide guidance and ensure compliance. The College’s Online Committee, chaired by the Coordinator of Instructional Design and Online Learning, is creating a policy that outlines the intellectual property of faculty within the College’s learning management system (LMS), Brightspace, which is used for seated, hybrid, and online classes.

### *Criterion 2: a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives*

SUNY Sullivan is committed to fostering, cultivating, and preserving a culture of diversity and inclusion. A culture of social inclusion, respect, and equitable access to educational opportunities are core values at SUNY Sullivan and a central part of the College's Mission. SUNY Sullivan strives to create a culture that not only understands and values differences but embraces them. The experiences and perspectives that a diverse student body and faculty bring are an essential component of academic excellence. The benefits of diversity are most apparent when an inclusive environment is created in which individuals with diverse perspectives come together, enriching their learning communities and co-curricular activities as they learn from one another.

One of SUNY Sullivan’s strengths is its diversity of its students. A good percentage of the students are people of color, including 25% Hispanic / Latino and 15% Black or African American. The College was designated as a Hispanic Serving Institution ([II.2.1 Hispanic Serving Institutions](#)), starting in 2019. As per the U.S. Department of Education, Hispanic Serving Institutions are institutions of higher education that have “an enrollment of undergraduate full-time equivalent students that is at least 25% Hispanic students at the end of the award year immediately preceding the date of application.” The College student demographics are noted in the following graph.

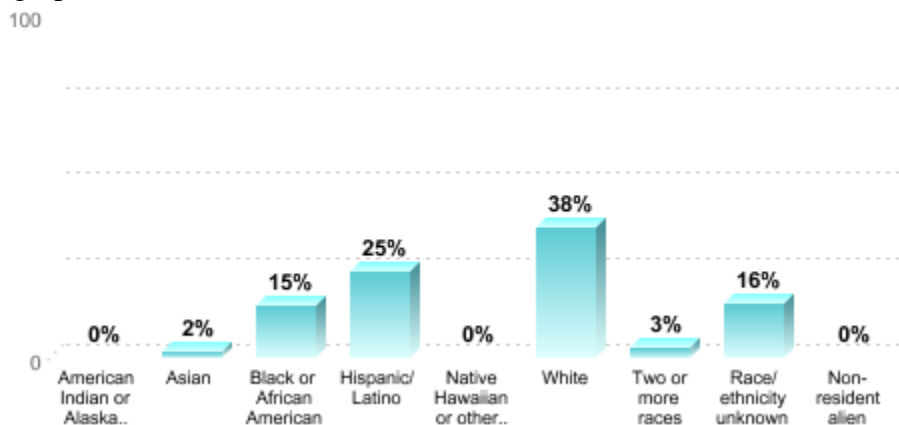


Fig. II.1 SUNY Sullivan Student Diversity 2019



## Standard II: Ethics & Integrity

The College is also participating in the Strategic Enrollment Management Initiative funded by the Lumina Foundation. Currently, the SEM project is coaching the College in putting together a recruitment and retention plan for all its students, with a focus on two specific populations, Hispanic students and adult students.

SUNY Sullivan established the part-time position of Chief Diversity, Equity & Inclusion Officer (CDO) in 2017, per SUNY's Diversity, Equity, and Inclusion Policy ([II.2.2 SUNY Diversity Equity Inclusion Policy 2015](#)). The position provides leadership and vision to the President of the College in the delivery of a comprehensive range of services, policies, and procedures related to equity in diversity and inclusive excellence. The CDO is a member of the President's Cabinet who participates in all aspects of institutional planning and supports the College's Mission and Strategic Goals. As well, the CDO assists the College in meeting the needs of its diverse student, faculty, and staff populations, while at the same time helping to develop teaching, learning, and working environments where all are welcomed and offered the opportunity to succeed. One example was the success of a student-led international fashion show in Spring 2022 (see Standard VII).

The College has a number of student organizations and clubs. Many of the clubs are directly related to programs offered at the College, allowing students to develop professional connections while meeting other students. In addition, there are a variety of social clubs to join, one being the Gender Sexuality Alliance (GSA) Club Charter ([II.2.3 Gender Sexuality Alliance Club Charter 2020](#)), which was formed in February 2020. This club welcomes all students regardless of gender or orientation. The GSA was created to "give members a Safe Space ([II.2.4 Safe Space](#)) where they can be themselves regardless of sexuality and/or gender identity." The club also provides a place on campus for students to become better educated on LGBTQIA+ issues and topics.

SUNY Sullivan has a demonstrated commitment to compliance with the Americans with Disabilities Act (ADA) and to providing equal access to all students and individuals. The College approaches access collaboratively and works with students, faculty, and staff to facilitate an inclusive campus environment. The Department of Learning and Student Development Services provides a variety of supportive services to students with disabilities, including academic advisement, counseling, and tutoring, in order to help them reach their academic potential. The Learning Center's Students with Disabilities webpage ([II.2.5 Students w Disabilities Webpage 2022](#)) clearly outlines the guidelines and procedures for incoming students who intend to enroll and register for Academic Accommodations. SUNY Sullivan complies with all applicable federal laws and regulations regarding reasonable accommodations needed to provide equal opportunity to individuals with disabilities. Further, the Theater Arts Program devoted an entire season to productions on the theme of disabilities (see Standard I).

Consistent with the College's goals of providing a respectful environment for all students, faculty, and staff and for supporting a culture of transparency and communication, SUNY Sullivan's Office of Human Resources serves as an essential resource for all members of the College community regarding personnel-related matters. Due to the College being a part of the SUNY system, such situations may be subject to multiple policies, federal or state laws, and to union or bargaining unit agreements. SUNY Sullivan's collective bargaining units include the

Professional Staff Association (PSA) representing full-time faculty and professional staff, the Teamsters Union representing classified staff, the Joint Executive Board (JEB, an informal group consisting of the PSA Board and members of the administration), and the Management/Association Committee (MAC, a similar group that creates Memoranda of Understanding and other formal agreements).

### **ANALYSIS**

SUNY Sullivan demonstrates a commitment to developing and maintaining a climate that cultivates and promotes respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. Policies and procedures are in place to foster respect across the various constituent groups. The College demonstrates diversity in many aspects: culture, ethnicity, age, gender and gender identity, sexual orientation, disability, and socioeconomics. SUNY Sullivan's core values, listed in the Overview, clearly reflect the College's commitment to the above.

***Criterion 3: a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably***

SUNY Sullivan has grievance procedures and policies in place and supports due process for all students, faculty, and staff.

### **Student Complaints**

Students have access to filing grievances pertaining to a particular class, to final grades, as well as any activity outside the classroom. Faculty and staff refer students to the Department Dean or Director to share positive or negative information about the particular class. At the end of every semester, students are given access to complete the Student Evaluation of Education Quality (SEEQ) to express positive and/or negative feedback on the quality of the course and instruction. The *College Catalog* is updated yearly by the Office of the Dean of Communications and Admissions and is available on the College website. The *Catalog* includes information on filing academic, financial aid, and personnel grievances, including those related to Title IX. Behavioral issues are sent to the Office of the Dean of Student Development Services and, if necessary, addressed by the Student Conduct Committee. However, the Student Complaints system needs a policy change, as the current system does not provide for gathering past complaints and thus creating a culture of transparency. Making this change will ensure that students are being heard and their complaints dealt with.

### **Staff Complaints**

Grievance procedures for classified staff are outlined in the Teamster Collective Bargaining Agreement (CBA) and Teamsters are represented by a Shop Steward and Assistant Shop Steward. The Professional Staff Association also has policies and procedures outlined in their CBA as well as a Grievance Chair. Management Confidential employees are "at will employees," although there is a Board of Trustees (BOT) Disciplinary Policy for Management Confidential Employees in place ([II.3.1 Policy #4.06-Disciplinary MC 2022](#)) to ensure due process. An Employee Counseling form exists for supervisors in all units to document

conferences with employees when concerns are addressed. This form helps to track what steps are followed and allows for employees to respond to each conference. See the attached table ([II.3.2 Table 2.1 Grievance Procedures](#)).

### **ANALYSIS**

Policies and procedures are in place that ensure due process for faculty, staff, and students. These are evidenced in the Collective Bargaining Agreements, Student Code of Conduct, student handbooks, and BOT Policy #4.06.

#### ***Criterion 4: the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents***

Avoiding conflict of interest is essential to ensure that the College's faculty, staff, and leadership serve in the College's best interests. Even the appearance of conflicts of interest can raise suspicions that undermine collegiality and the public's trust, which is essential to the College's success.

SUNY Sullivan employees are bound by a series of measures designed to prevent conflict of interest or the appearance of such conflict. All SUNY Sullivan employees are governed by the New York State Public Officers Law Code of Ethics ([II.4.1 NY State Public Officers Ethics Law 74](#)), a comprehensive measure designed to prevent conflict of interest or the appearance of a conflict of interest. Additionally, all SUNY Sullivan employees must adhere to the State University of New York's Conflict of Interest Policy ([II.4.2 SUNY Conflict of Interest Policy 1995](#)), which reflects the State and Federal laws and regulations pertaining to conflict of interest. Furthermore, the College has its own Conflict of Interest Policy ([II.4.3 Conflict of Interest Policy 2022](#)).

The College's Conflict of Interest Policy seeks to ensure that faculty and staff make their primary commitments to the College and that external commitments and financial interests, either real or apparent, do not interfere with their professional responsibilities. The BOT policy #4.05 states that "Service to the College nevertheless carries with it a requirement of loyalty, and fidelity to SCCC, and with those the responsibility to carry out the business of the College economically and honestly, exercising the best skills and judgment for the benefit of the College." The College also has Reporting Forms ([II.4.4 Reporting Forms 2019](#)) for employees to list any possible conflicts of interest, which includes whether they have employment in an external organization that may affect, or appear to affect, the discharge of their professional obligations to the College.

To educate the faculty and staff about conflicts of interest and promote compliance, the College Human Resources department also provides annual online training to all staff on General Ethics in the Workplace ([II.4.5 General Ethics Workplace 2022](#)) provided by Vector Solutions Safe Colleges.

The New York State Joint Commission on Public Ethics (JCOPE), established as part of the Public Integrity Reform Act of 2011, requires annual reporting designed to ensure that state (including University employees) avoid conflict of interest. JCOPE has jurisdiction over all the officers and employees at State agencies and departments, including those employed by

## Standard II: Ethics & Integrity

SUNY. JCOPE promotes transparency by making required disclosures of all those in its jurisdiction available to the public. The disclosures include annual financial disclosure statements that all employees who are designated as policymakers or who earn more than a certain amount (currently CSEA SG-24 or \$101,379) must file with JCOPE. It also stipulates that state officers and employees are prohibited from soliciting or accepting gifts of more than a nominal value from individuals and entities that conduct business with New York State.

### **ANALYSIS**

SUNY Sullivan demonstrates a commitment to the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. The College Conflict of Interest Policy was recently updated and approved by the Board of Trustees in March of 2022, and the College is committed to following this policy. Chapter 7 provides additional information concerning this policy and its impact on employees.

### ***Criterion 5: fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees***

The College's Human Resources Department works with the President, Vice Presidents, Dean of Students, and Supervisors to ensure fair and impartial practices are in place for the hiring process as well as evaluation, promotion, discipline, and separation of employees. As previously noted, the College recently hired a new part-time Chief Diversity, Equity & Inclusion Officer (CDO) who works with the offices as well.

### **Hiring Process**

Faculty and staff who serve on search committees, which are formed by Human Resources and approved by the President and Vice Presidents, are provided with guidelines on the search process. The Equal Opportunity/Affirmative Action at SUNY Sullivan statement is included in the College Employee Handbook (p. 6) maintained in Human Resources. This statement is also listed in all of the College's position opening announcements.

### **Evaluation**

Management/Confidential (MC), professional non-teaching staff, and classified staff complete annual self-assessments and receive an annual evaluation by their direct supervisors. Performance Review Guidelines are in place and all evaluations once finalized (meetings held and evaluation forms signed) are kept on file in Human Resources. Teaching faculty complete annual evaluations (II.5.1 Form AF Revised 2021) that are reviewed by both the Dean of Liberal Arts Sciences and Health Sciences and the Vice President for Academic and Student Affairs. The College Board of Trustees completes an annual evaluation of the President (see Standard VII).

MC, PSA, and Teamsters members complete Annual Evaluations. This includes a self-evaluation and report on whether staff are meeting expectations outlined in position descriptions and performing duties related to job knowledge, quality of work, initiative, service to others, and teamwork/collaboration. Supervisors, faculty, and staff also outline goals for the upcoming year. The College President's annual evaluation includes reporting on leadership and management, evaluation of strategic goals, general observations and comments, a self-evaluation, and mutually developed goals between the BOT and the president.

### **Promotion**

The promotion process for members of both the Professional Staff Association (full-time teaching faculty and professional staff) and Teamsters is outlined in both Collective Bargaining Agreements (Article 16 pp. 51-60 for PSA, pp. 17-18 for Teamsters). Both agreements are available on the College's shared computer drive. PSA members are provided with a detailed rubric to guide members while creating their promotion portfolio. The Teamsters Promotion process follows Civil Services Rules where members are notified in advance of promotion opportunities.

### **Discipline & Separation of Employees**

The PSA Collective Bargaining Agreement details the disciplinary process for members of that unit. Article 17 of the contract outlines five steps in the disciplinary process: Counseling and Verbal Warning, Reminder 1, Reminder 2, Decision Making Leave, and Recommendation for Termination of Employment. If an employee reaches Step 2, supervisors use the College Employee Counseling Form to document the discussion and recommendations for improvement. The College follows the Teamster contract (Article XXII section 2202), as well as any applicable laws that apply to discipline and separation of employees in this unit.

### **ANALYSIS**

The College has in place fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. This is demonstrated in the hiring processes, annual evaluations, processes for promotions in all units, and disciplinary procedures.

### ***Criterion 6: honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications***

SUNY Sullivan represents itself to students, faculty, staff, and the general public through its website and a variety of print and digital communications. In an effort to maintain honesty and truthfulness in all types of communications, the Office of Communications oversees a large portion of the College's communication presence. In that capacity, the Office reviews the College website and pages throughout the year, working with departments and contributors to ensure the information on the website is accurate, up-to-date, and accessible.

The SUNY Sullivan website makes clear its commitment to present up-to-date information regarding the cost of attendance, scholarships, grants, loans, program requirements, admission requirements, financial aid, and safety information. The Admissions homepage ([II.6.1 Admissions Homepage](#)), available on the College website, clearly outlines the admissions process and admission policies. A section near the bottom of the page also links to the College's online application, more information about paying for college, requesting more information, or scheduling a campus tour. Staff members of the Office of Communications work annually and as needed with Institutional Research and other relevant offices and departments to develop, approve, and refresh facts and data utilized in the College's recruitment materials.

The website also has a Paying For College page ([II.6.2 Paying for College](#)) that acts as the homepage for the Financial Aid Department. This page gives an overview of how to pay for



college and explains what financial aid is and how it can help students. Links under the Related Services dropdown menu provide information on tuition and fees, FAFSA help, grants, scholarships, loans, work study, financial aid forms, specific policies, and financial aid office contact information.

SUNY Sullivan’s Website Policy, revised in March 2006 ([II.6.3 Website Policy rev 2006](#)) and currently in the process of being updated, outlines the general procedures of how the website and departmental pages should be updated and maintained. One of the sections states that the websites and pages are considered to be official publications of the College and part of its information and marketing systems, reinforcing that only approved material may be posted and that it must adhere to the College Communications Guidelines from 2020 ([II.6.4 Comm & Brand Identity Guidelines 2020](#)). These guidelines clearly state the College Mission, communications strategies, and branding guidelines; however, the College should explore revising the above two policies and include information about the use of social media and include guidelines for how the accounts should be maintained and operated.

The College Office of Communications prioritizes honest, accurate, helpful, accessible, and timely content that relies on all members of the SUNY Sullivan Community. In an effort to maintain accuracy in public communications, the Office of Communications reviews and edits most material disseminated by campus units. The College also has a Media Relations Policy ([II.6.5 Media Relations Policy 2020](#)) that outlines how staff/faculty should respond when contacted by the media. The policy allows the College to respond quickly with a consistent message. The policy also encourages staff/faculty to reach out to the College’s Office of Communications if the department has an event or story to share with the press. The Office of Communications also maintains a Facebook and other social media pages and, in addition, regularly sends out internal communications via email about events and other exciting news and happenings on or around campus. A recent email with SUNY Sullivan News from August 17, 2022 ([II.6.6 SUNY Sullivan News 2022](#)) featured the announcement that the College would be building a new aquatic and recreational facility, along with several other items.

Through this Self-Study process, the College has realized it needs an internal communications policy. The College does have an Email Use Policy ([II.6.7 Email Use Policy rev 2006](#)) that covers internal email communication, but the College would need the policy to cover other areas of internal communications including in person, on Brightspace, in online meeting spaces, and through other online forums. This policy would directly address honesty and truthfulness in internal communications as well as other relevant topics.

The College’s Office of Public Safety annually provides a Campus Security and Safety Report ([II.6.8 Campus Security and Safety Report 2020](#)) as required by the federal “Crime Awareness and Campus Security Act,” available on the College Safety and Security page on the website. Lastly, the Consumer Information: Student Right to Know page is maintained by the Office of Institutional Research and is available to the public through the Institute of Education Sciences National Center for Education Statistics website ([II.6.9 National Center for Ed Stats 2022](#)).

## ANALYSIS

SUNY Sullivan demonstrates a commitment to honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. However, the College is currently revising the Website Policy and the Communications and Brand Identity Guidelines to include information about the use of social media and include guidelines for how the accounts should be maintained and operated. The College has an email use policy and should investigate creating similar policies for other forms of internal communication. This policy should cover how and by what means employees are to communicate internally with each other, and address in-person communications, communication for online meeting places and discussion forums, and social media.

The Website Policy should also cover how often information on the web page should be updated and what departments are responsible for making sure the information is properly maintained.

***Criterion 7: as appropriate to its mission, service or programs in place: to promote affordability and accessibility; to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt***

### **Promotion of Affordability and Accessibility**

SUNY Sullivan strives to make students' education affordable and provides information on accessing and maintaining financial aid in the *College Catalog*, on the website, and Financial Aid staff present on the steps required to apply for financial aid at local high schools. This is also done via Zoom and Google Meets. The College does not charge students an application fee. On campus, Financial Aid holds sessions with students on completing the Free Application for Financial Aid (FAFSA), loan requirements, New York State scholarship requirements, and Certificate of Residency filing. The College Academic Advisors assist students with questions on aid eligibility throughout the year, and both Financial Aid and Student Billing have email addresses where students can submit questions electronically. Academic Advisors in the Learning Center review a report every semester to ensure students are registered in classes that apply toward their degree. This allows Academic Advisors to assist students with making adjustments, ensure they are taking classes that count toward their degree, and not jeopardizing their financial aid. In addition, the College has an appeal process in place for students who lose their financial aid due to extenuating circumstances.

Students who reside in Sullivan County with a minimum overall High School GPA of 90 or higher, are eligible for a Presidential Scholarship where they do not have to pay tuition. The scholarship is for two years, and students must attend full-time and maintain a 3.25 GPA. The College discounts tuition for summer and winter by 33% since few students receive financial aid during these sessions. The same discount applies to Early Admit students (who attend classes on campus while enrolled in high school), to students enrolled in the 24 Credit Hour Program (a program that allows students to earn up to twenty-four credits toward their high school degree), and to College in the High School students. Across the campus, faculty have been working for years on decreasing and even eliminating costs for course materials by using Open Educational Resources or creating their own material. The College, in collaboration with a local church, houses a food pantry on campus that is open to students, faculty, and staff experiencing food insecurity. Effective Fall 2022, Sullivan County residents are eligible to apply for the SUNY Sullivan Promise Scholarship. Students who have resided in the county for at least two years and

graduated in 2022 or earned a GED with at least a 70 average are eligible to apply. The scholarship covers tuition and fees after all state, federal, and institutional aid have been applied.

**Enabling students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt**

Every year information listing tuition, fees, supplies, room and board, an estimation of travel expenses and miscellaneous expenses is updated and provided on the College website to inform students about the process prior to their making the decision to apply and enroll. Students have access to information about how to read and understand their award letter, and a Net Price Calculator is also available on the website, where students and their families can determine what aid they might be eligible for.

**ANALYSIS**

SUNY Sullivan is dedicated to providing educational offerings to residents of the county, as well as surrounding counties, and the local workforce. This is demonstrated in its efforts to promote affordability and accessibility to enable students to understand funding sources and options, the value received for cost, and the methods to make informed decisions about incurring debt.

***Criterion 8: compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:***

- a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;*
- b. the institution's compliance with the Commission's Requirements of Affiliation;*
- c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;*
- d. the institution's compliance with the Commission's policies*

The College is in compliance with all of the Commission's Requirements of Affiliation, as this Self-Study Report confirms (see Introduction: Section iii). Accreditation status information for the College and externally accredited programs (Nursing and Respiratory Care) is displayed on the website. The College's website displays a comprehensive Student Consumer Information page (<https://sunysullivan.edu/student-consumer-information/>) that includes the following under Student Outcomes: Diversity Enrollment Rates, NCLEX Nursing Licensure Results, Retention, Graduation, and Transfer-Out Rates, Transfer Articulation Agreements, and Transfer of Credit Policies. SUNY Sullivan also includes all the required consumer protection information expected by MSCHE on the web page under such areas as Programs and Services, Graduation and Retention Rates, Financial Aid, Academic Policies, Campus Safety and Security, and Campus Health.

The Accreditation Liaison Officer (ALO), working with the Vice President for Academic & Student Affairs, ensures that all educational sites and additional locations are listed correctly on the MSCHE website, which includes local high schools (also BOCES), as well as the correctional facility where Hudson Link classes are taught. The ALO communicates this

information to MSCHE through the portal and works with the Vice President to make sure that changes and notifications are initiated within the proper time frame.

In Spring 2022, SUNY Sullivan submitted MSCHE applications to register two local high schools, Fallsburg and Eldred, as additional locations. MSCHE approved both the Fallsburg additional location and the Eldred additional location application in June 2022. The College has paid all MSCHE dues in a timely manner. The Institution has also submitted the Annual Institutional Update and the Mid-Point Peer Review in accordance with MSCHE policy and timeline. The College is current and compliant on both, and they are available within the MSCHE portal.

In preparation for this Self-Study, SUNY Sullivan provided representation at the MSCHE Self-Study Institute, in Fall 2020. The former Vice President of Academic and Student Affairs, the Director of Institutional Research, and the Dean of Liberal Arts, Sciences, & Health Sciences attended that virtual session, and SUNY Sullivan hosted a MSCHE Self-Study preparation visit on October 1, 2021.

### **ANALYSIS**

The College is in compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements.

#### ***Criterion 9: periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented***

SUNY Sullivan has realized through this Self-Study process that the College was not consistently periodically assessing its policies, including those on ethics and integrity. In light of this finding, a new Policy Governing Policies ([II.9.1 Policy Governing Policies](#)) was established on March 17, 2022, which describes and establishes the process and standards for developing, reviewing, approving, amending, and repealing policies, and will also ensure the campus community understands them. In the policy, the SUNY Sullivan Board of Trustees designates the President or his/her designee as responsible for facilitating the development and revision of all Board policies, which includes periodic review and evaluation of all current BOT policies.

These reviews and assessments have led to advancements in policy and practice. One recent example of such revision is the Conflict of Interest Policy ([II.9.2 Conflict of Interest Policy Updated 2022](#)), which was evaluated and updated in March 2022. The College has also established a plan to review all of the Board of Trustees Policies during the President's Cabinet meetings and any recommendations of updates will be made to the Board of Trustees. This process began in the Fall of 2022, with a focus on reviewing policies that have not been updated in the past five years.

SUNY Sullivan also undergoes annual financial audits by independent auditors. These audits check the financial statements of the business-type activities and the aggregate discretely presented component units of the College. The most recent example of this is the 2021 financial audit, which was done by Bonadio & Co. LLP. The audit includes requirements for final

communications ([II.9.3 Final Required Communications 2022](#)) and the final financial statement ([II.9.4 Final Financial Statement 2021](#)). Standard VI provides more details on this process.

SUNY Sullivan has annual Performance Evaluations ([II.9.5 Performance Evaluation Merged](#)) for all Management Confidential, Non-Instructional Staff and Support Staff, as well as the Teamsters Union members. The PSA Faculty have an Annual Report Form, revised in 2021 ([II.9.6 AF Form rev 2021](#)), based on a Memorandum of Understanding ([II.9.7 MOU Eval Tenure Track Faculty 2018](#)). All faculty and adjuncts are also evaluated through observations by tenured faculty ([II.9.8 Classroom Observation Form](#)) and student course evaluations ([II.9.9 Student Eval Educ Quality Survey rev 2022](#)). These performance evaluations allow for effective communication and feedback about performance and are critical to the success of every employee and to the success of the College overall. As part of the performance evaluations for non-teaching employees, the employee first ranks themselves, then the supervisor ranks the employee. They then meet to discuss the evaluation rankings, which cover job knowledge, quality of work, initiative, service to others, collaboration, diversity, job functions, quality, and compliance. The quality and compliance sections make sure that employees are maintaining all Federal, State, SUNY, Middle States, and SUNY Sullivan compliance policies and regulations. The compliance section also specifically states that the employee “Works ethically and with integrity, upholds the College’s values.”

The Human Resources department provides annual online training to all staff on General Ethics in the workplace, as well as faculty and staff training, which is provided by Vector Solutions Safe Colleges. The faculty and staff trainings ([II.9.10 Annual Mandatory Trainings](#)) include information on Federal and State regulations compliance, OSHA safety compliance, general ethics in the workplace, Title IX and Sexual Harassment, as well as several other topics.

## ANALYSIS

The College had identified Institutional Priority 2A: Review and revise all campus policies to ensure they are accurate, ethical, respectful, and inclusive, and ensure that all policies are reviewed on a five-year cycle. The recently developed Policy Governing Policies has been adopted to address this, and that document helps to ensure consistency when developing, reviewing, and repealing policies, and also ensures the campus community understands them. Further, the BOT recently created a Policy Schedule ([II.9.11 Policy Schedule](#)) that includes how often each policy should be updated and identifies who is responsible to make sure the policy is kept updated.

The College is addressing this in several other ways. The President’s Cabinet, which includes representation of faculty and staff across campus, began a review in Fall 2022 of all campus policies, including those requiring BOT approval. The Vice President of Academic and Student Affairs also coordinated with the Academic Council to restart in Fall 2022. This committee consists mostly of full-time faculty; depending on the agenda, other members of the campus community are invited to attend. One charge of this group is to review academic policies listed in the *College Catalog*, to ensure they remain current.

## Strengths



## Standard II: Ethics & Integrity

- SUNY Sullivan demonstrates a commitment to academic and intellectual freedom as well as freedom of expression and intellectual property rights.
- SUNY Sullivan demonstrates a commitment to a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. Policies and procedures foster diversity across various groups (culture, ethnicity, age, gender and gender identity, sexual orientation, disability, socioeconomics).
- The College is committed to providing students, faculty, and staff due process for grievances pertaining to job performance and academics.
- SUNY Sullivan demonstrates a commitment to the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. The College Conflict of Interest Policy was recently updated by the BOT in March of 2022.
- The College has in place fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.
- SUNY Sullivan demonstrates a commitment to honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.
- SUNY Sullivan is dedicated to county residents as well as surrounding counties and the local workforce. This is seen in efforts to promote affordability and accessibility, enabling students to understand funding sources and options, value received for cost, and how to make informed decisions about incurring debt.
- The College is in compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements.

### Challenges

- The College realized through this Self-Study process that it was not consistently periodically assessing its policies, including those on ethics and integrity.

### Suggestions

- Through this Self-Study process the College has realized it needs an internal communications policy that covers areas of internal communications including meetings in-person, through Brightspace, and via other online meeting forums.
- Revisions to the College Website Policy and the Communications and Brand Identity Guidelines should include information about the use of social media, including guidelines for how accounts should be maintained and operated.
- The process for handling and tracking student complaints should be updated to ensure greater transparency and accountability.

### Commitments

- The College will update the policy to protect intellectual property rights created by faculty on Brightspace.
- The Student Complaint process should be reviewed, with revisions to create transparency by including documentation of past complaints.
- The College established a new Policy Governing Policies in Spring 2022, which establishes the process and standards for developing, reviewing, approving, amending, and repealing policies. The College will follow the Policy Schedule to make sure they are kept up-to-date and that the campus community understands and follows these policies.



## **Standard III: Design and Delivery of the Student Experience**

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

***Requirements of Affiliation: 8, 9, 10, and 15***

### **OVERVIEW**

SUNY Sullivan offers a variety of undergraduate programs to support a diverse student body and meet Sullivan County's workforce needs. The College offers forty-two programs, which includes seven certificates and thirty-five associate degrees, that are registered with the New York State Department of Education (NYSED) and designed to serve the needs of students as well as employers in a changing workforce environment.

***Criterion 1: certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriated to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning***

In addition to 1-year certificates, the 2-year degrees offered are Associate of Arts, (AA), Associate in Science, (AS), Associate in Applied Science, (AAS), and Associate in Occupational Science (AOS). Certificate programs require a minimum of thirty credits and associate degrees require a minimum of sixty and a maximum of sixty-four credits. The College offers seventeen AAS degrees, two AOS degrees that prepare students to enter the workforce, and ten AS and six AA degrees that prepare students to transfer to a 4-year institution (samples [III.1.1 College Catalog 2020-2021](#), [III.1.2 College Catalog 2022-2023](#)). The Green Technology, Catskill Hospitality, Nursing, and Theater Programs are popular signature programs that help distinguish SUNY Sullivan from other community colleges. Additionally, the College currently offers three non-credit Workforce Development Programs: Emergency Medical Technician, Certified Nursing Assistant, and ServSafe Certification training.

In Fall 2022, SUNY Sullivan joined SUNY's Guided Pathways initiative. The Guided Pathways committee's first task was to create credit-bearing micro-credentials. The committee focused on four existing programs to create new micro-credentials and career pathways to employment. Business Accounting, Computer Support, Medical Assistant, and Food Service were the programs targeted to begin building micro-credentials from, because these programs offered students the option to complete both a one-year certificate and a two-year associate degree. The cross-functional committee of faculty, staff, and administration created 18 stackable micro-credentials that can lead to completion of a certificate or degree program ([III.1.2 Proposed Micro-credentials](#)). The proposed micro-credentials underwent the faculty governance vetting process in the Fall of 2022 and are being offered to students in Fall 2023.

### Standard III: Design & Delivery of the Student Experience

SUNY Sullivan had long offered some online courses, and even a completely online business degree, but in March 2020, all on-campus courses were required to transition to remote delivery methods due to the COVID-19 pandemic. Governor Cuomo’s “New York State on Pause” decision resulted in the physical shutdown of the College campus, which occurred just before Spring Break. The College suspended classes for an additional week to give faculty an opportunity to convert their seated classes to an online format. Support was given to faculty by the Coordinator of Instructional Design and Online Learning about how to create an online course ([III.1.4 Faculty Training for Online Teaching](#), [III.1.5 Requirements for Online Teaching](#)) and how to use the OSCQR rubric ([III.1.6 OSCQR Rubric](#)). By April 2020, all course delivery was online. In Fall 2020 and Spring 2021 classes remained online except for laboratory sessions or clinical experiences in the following programs: Nursing, Respiratory Care, Medical Assisting, Culinary and Pastry Arts, and Theater classes. In Fall 2021, due to the mandate that all on-campus students needed to be vaccinated, the College continued to offer many courses online so students who did not feel comfortable coming back to campus, or who did not wish to be vaccinated, could continue to pursue their degree online ([III.1.7 Updated COVID-19 Protocols 2021](#)). More seated classes were added in Spring 2022 as New York State started to relax the COVID-19 protocols and allowed businesses and educational institutions to resume typical operating procedures. Prior to the pandemic, the College offered a minimal number of online classes, including typically at least one section of the general education courses. For example, in Fall of 2019 only forty-three online courses were offered, compared to Fall 2021 where the number of online classes was slightly more than double, or ninety classes. Since the pandemic, students have been requesting more and more online classes.

Below are charts showing comparisons.

#### Course Sections:

Term	Hybrid	On Campus	Online	Other	Grand Total
Fall 2019	23	231	43	81	378
Fall 2021	10	165	90	95	360

Table III.1 Course Section 2019 & 2021

Fall 2019 reflects the College’s course delivery methods prior to the COVID-19 pandemic and Fall 2021 illustrates the delivery methodology coming out of the COVID -19 “New York State on Pause” period. Hybrid classes are a combination of seated and online class sessions. On-campus classes are in-person seated classes. Online classes are 100% remote learning. The category Other refers to classes held at the local high schools, the prison program, independent study, and internships.

To assess the online classes, a comparison of before and after the Covid-19 “New York State on Pause” declaration of seated and online grade distribution was conducted. The grade distribution comparison before and after the COVID-19 pandemic showed that statistically, there was not a significant difference between the way grades were awarded. Even after faculty had to pivot



quickly to remote learning, the quality of faculty instruction has remained consistent. See the attached table ([III.1.8 Grade Breakdowns by Instr Method 2019 & 2021](#)).

SUNY Sullivan has a number of articulation agreements with four-year institutions that enable SUNY Sullivan students to enroll in 4-year programs after completing their 2-year degree. Currently, the College has articulation agreements with fourteen different institutions ([III.1.9 Articulation Agreements](#)) for thirty-one programs of study. Examples of a few of the articulation agreements include the following: Buffalo State for the Theater Program, Alfred State College for the Construction Technology Program, Environmental Science with Dominican College, and SUNY Empire State's Alcohol and Drug Abuse Counseling Program. The College collaborates with 4-year institutions to offer 2-plus-2 programs to students. An example is the articulation agreement with SUNY Canton, where SUNY Sullivan students in the Business Administration or Criminal Justice Programs can seamlessly transfer into SUNY after completing their Associates degree. The College is in negotiations with Fairleigh Dickinson University to expand the 2-plus-2 programs. Once students complete their Associates degree with SUNY Sullivan, they can transfer into other SUNY four-year institutions through the SUNY Seamless Transfer Pathways Program.

In addition to certificates and degrees, SUNY Sullivan has a 24-credit hour program that enables students to earn their GED and college credits at the same time on campus. Once students complete the prescribed twenty-four credits, they send their official transcript to the State Education Department, which reviews the courses and then issues students their GED. Other programs to support student learning at the high school level include the Concurrent Enrollment-Early Admission Program, which enables high school students to attend college classes on campus or online while also attending high school. Credits earned during the early admission period may be used to satisfy graduation requirements, with the high schools determining how these credits will be utilized toward a NYS high school diploma ([III.1.2 College Catalog 2022-2023](#)). The College in the High School Program offers college-level courses at the high school taught by qualified high school faculty. Faculty teaching the College in the High School courses are hired by the College and have to meet the same hiring standards as the on-campus part-time faculty ([III.1.10 BOT Policy #4.30 Fac Teaching Credentials rev 2021](#)). Students enrolled in this program can earn college credits at a reduced tuition rate. Lastly, the College partners with the Homestead School through the Collaborative College High School initiative. This partnership enables students, as young as ninth grade, to explore subjects of interest by taking college courses taught by faculty at the off-site Hurleyville classroom location. As the Homestead students progress through their high school curriculum they can supplement their learning with college credit courses. Many of the college credits earned will count towards the credits needed for a NYS high school diploma and also as college credits ([III.1.11 Collaborative College-HS Flyer 2022](#)).

As part of the SUNY system, new program development adheres to the guidelines ([III.1.12 SUNY Guide to Acad Prog Planning 2017](#)) set forth in the NYSED and SUNY Application for Registration of a New Program ([III.1.13 SUNY New Prog Proposal Appl 2017](#)). Program modification is first discussed with each academic department. Once voted on at the department level, the faculty member completes the Program Modification Form ([III.1.14 Prog Modification Form 2019](#)) and submits it to the Curriculum Committee. The Curriculum Committee vets the



### Standard III: Design & Delivery of the Student Experience

request and once approved, the modification request is submitted to the Faculty Council for approval ([III.1.15 Curriculum Committee Agenda 2022](#), [III.1.16 Faculty Council Agenda 2022](#)). New programs must complete an additional step in gaining SUNY and New York State Department of Education approval ([III.1.13 SUNY New Prog Proposal Appl 2017](#)).

The Curriculum Committee is a standing committee of the Faculty Council. The Charge of the Curriculum Committee ([III.1.17 Charge of Curriculum Comm](#)) provides a list of charges and membership rules. Recommendations from the Curriculum Committee are presented to Faculty Council for a vote. Changes that are approved in Faculty Council are reported out by the FC Representative to the Board of Trustees at their regular meetings. In accordance with the rules of SUNY ([III.1.13 SUNY New Prog Proposal Appl 2017](#), p. 11) and the New York State Education Department, curriculum changes of one third or more (previously 25%) are approved by the Faculty Council and then sent to the office of Vice President for Academic and Student Affairs, who forwards them to SUNY for final approval as per SUNY Shared Governance Policy for NYS community colleges, the County Legislature, and the Governor's office.

Program development and modification is completed by faculty. New programs are based on industry needs assessments and how they support the College's Mission and Strategic Plan. The College resurrected the Alcohol and Drug Counseling and Construction Programs based on the growing industry needs in the county. These were programs the College had offered in the past and have now been re-established.

The College secured the services of EMSI Burning Glass to complete a gap analysis between the programs the College offers and the industry needs of Sullivan and its surrounding counties. The gap analysis revealed the top industry sectors of SUNY Sullivan's service area are as follows: Healthcare, Hospitality, Administration and Business Support Services, Specialty Trade Contractors, Educational Services, and Social Assistance ([III.1.18 SUNY Sullivan's Executive Summary PDGA 2017](#)). The College is part of the Hudson Valley Educational Consortium, which consists of SUNY Sullivan, SUNY Ulster, SUNY Orange, SUNY Dutchess, SUNY Westchester, and SUNY Rockland. The consortium colleges were just awarded a \$5 million grant to create a cannabis studies program ([III.1.19 Gov Hochul \\$5 Million Funding 2022](#)). Because the adult-use cannabis industry is so new, data on the number of related jobs in the area are speculative at this point in time. However, there are employers moving into the area; for example, Holistic Industries is establishing a business in Liberty, NY, which will create 70 to 100 new jobs. The consortium colleges will utilize the grant money to develop new programs to support the jobs created by this emerging industry.

The College consults with program advisory committees to ensure the curriculum reflects current skills in the industry. Many of SUNY Sullivan's career and technical programs have advisory committees; however, not all the programs have established advisory committees, as yet. A new Associate Dean of Assessment and Instruction, hired in February 2022, is responsible for (among other duties) collaborating with faculty to establish advisory committees. Substantial work on this project will be completed by April 2023.

The New York State Department of Education also evaluates programs, such as the Nursing Program and provides guidance for program development and modification to ensure specific

standards are being met. For example, the New York State Education Department (NYSED) recommended that Principles of Bio SCI 1124 be removed from the Nursing curriculum track as a degree requirement and moved to a pre-program requirement, which it had been in the past, to allow the College to offer the upper-level science course earlier in the program. NYSED also recommended that Sociology be added back into the program, since this class is important to nursing students, educating them on social systems and human behavior. The Nursing Program made those changes through the program modification process ([III.1.20 Nursing Prog Modification Form](#)).

## ANALYSIS

Through the Self-Study process, it was determined that SUNY Sullivan offers a wide variety of programs and credentials to both high school and college students. The College has continued to grow by creating the Collaborative College High School Program, adopting the Guided Pathways framework, identifying and implementing micro-credential programs, and initiating the 2-plus-2 articulation agreements with four-year colleges. Even through the COVID-19 pandemic, the College has demonstrated its ability to continue to offer a quality education and a commitment to growth and service through these initiatives.

***Criterion 2: student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:***

***a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals and policies***

In June of 2021, SUNY Sullivan was proud to be ranked the #1 community college in New York State by Intelligent.com, and 14th overall among all New York colleges ([III.2a.1 SUNY Sull Ranks Top College 2021](#)). That kind of recognition would not occur without a faculty that demonstrates rigor and effectiveness in teaching. Although SUNY Sullivan is relatively small, faculty members, both full-time and part-time, take pride in what they do. Excellence in teaching and learning is a primary goal reinforced in the SUNY Sullivan Mission Statement ([III.2a.2 Strategic Plan Complete 2021-2025](#)) as part of the Strategic Plan.

To ensure that the claim of having a high caliber of faculty is true, the College supports a rigorous evaluation process. For their first five years on term appointment, members of the faculty are observed every semester by three other faculty members who are tenured. Before faculty members receive tenure (a continuing appointment), they undergo a process that includes thirty classroom observations and coaching, support, and mentoring by tenured faculty. The faculty evaluation process is further discussed in Criterion 2e.

All faculty members are required to attend “Faculty Development Day” held the week before the start of the fall and spring semesters. Agendas for these all-day workshops show many types of training to support student learning and increase retention ([III.2a.3 Faculty Devel Day Agenda 2019](#)).

Regarding the assessment of student learning, in 2019 the Institutional Assessment Committee worked with the Division Deans and Vice President of Academics and Student Affairs to establish a new plan for assessment of student learning. Beginning with the year 2019, each

### Standard III: Design & Delivery of the Student Experience

course was designated a spot on the 5-year cycle ([III.2a.4 Assessment 5-Year Cycle rev 2021](#)). In addition, a new form was created for faculty to use to assess student learning in their courses ([III.2a.5 Assessment Form 2022](#)) and guidelines were provided to help with the process ([III.2a.6 Course Assessment Guidelines 2021](#)). However, with the onset of Covid-19 pandemic, this process stalled, as faculty pivoted to online learning methods, dealt with the stressors of the pandemic, and supported students who were struggling with the disruption to their college experience during the lockdown. During this period, it was not always possible to assess and document student learning through the previously identified assessment methods for on-campus instruction. Going forward, these assessments will be looked at and managed more meticulously, especially now that the new position of Associate Dean for Assessment and Instruction has been filled as of February 2022.

Faculty duties that are considered service are spelled out in the contract ([III.2a.7 PSA Contract 2016-2021](#)). Division Deans discuss service options with the faculty they supervise, and faculty are allowed to choose the committees they serve on. With a small full-time faculty and many committees to serve on, most faculty members serve on multiple committees.

Although faculty members at a community college are not required to participate in research and other scholarly inquiry, many faculty do. SUNY Sullivan is proud of the numerous accolades its faculty members receive, such as the “2020-2021 Sullivan County Poet Laureate” ([III.2a.8 Sull County Poet Laureate 2020](#)), or when faculty publish in journals or edited collections ([III.2a.9 Kenneth Luck 2022](#), [III.2a.10 Women's Ways of Making 2021](#)). SUNY Sullivan is also proud to announce every year the SUNY Chancellor awards for Excellence in Teaching, Excellence in Adjunct Teaching, and Excellence in Faculty Service, and there are currently 19 award-winning individuals teaching the students ([III.2a.11 SUNY Sull Catalog 2021-2022](#), p. 213).

#### ***b. qualified for the positions they hold and the work they do***

At the time of submission of this Self-Study document, SUNY Sullivan has 32 full-time and 76 part-time faculty for the 2022-2023 academic year. Data for the AY 2021-22 cohort indicated that 23 out of 32 (72%) of the faculty are tenured, while the remaining nine faculty members are on a tenure track ([III.2b.1 Tenured & Tenure Track Fac](#)). The College experienced twelve faculty retirements during the ongoing COVID-19 pandemic. To infuse new expertise, and replace the retirees, the College has been actively recruiting new full-time tenured track faculty members. During the hiring process, the College seeks individuals with years of experience in their respective fields, evidence of earned credentials, teaching experience, and demonstration of ability to connect with students.

According to SUNY Sullivan’s Board of Trustees policy ([III.1.10 BOT Policy #4.30 Fac Teaching Credentials rev 2021](#)), both full-time and adjunct faculty are required to have a minimum of a Master’s degree in their related field, with the exception of certain specialized and/or technical fields. In those instances, substantial work experience may be substituted.

The faculty at SUNY Sullivan are highly knowledgeable in their area of expertise. Of the tenured faculty, 34% hold terminal degrees and 50% have earned Master’s Degrees as documented in the 2021-2022 College Catalog ([III.2a.11 SUNY Sull Catalog 2021-2022](#)). While 84% of the faculty hold credentials at the Master’s or Doctoral level, a small percentage (15%) of the career and

### Standard III: Design & Delivery of the Student Experience

technical instructors have earned Bachelors or Associates degrees to augment the years of industry experience that they bring to the classroom.

Credentials of part-time (adjunct) faculty are not included in the *College Catalog*. According to the *Collective Bargaining Agreement* between Sullivan Community College and the Professional Staff Association of 2016-2021 (III.2a.7 PSA Contract 2016-2021), qualifications needed for adjunct instructors to teach include a minimum of twelve academic graduate credit hours and teaching or working experience in the discipline the person is seeking to teach.

Training to help perfect their teaching skills is provided through the new faculty onboarding process. Additionally, the Dean of Liberal Arts, Sciences, and Health Sciences and the Director of the Catskill Hospitality Institute mentor new faculty. Workshops to support universal design, online learning instruction assistance, professional development support through SUNY, and the College's faculty development days on effective classroom strategies and assessments, are examples of professional development opportunities available to faculty.

Administrative and academic support staff are well-credentialed, as evidenced in the 2021-2022 *College Catalog* (III.2a.11 SUNY Sull Catalog 2021-2022). The College offers continuous professional development through webinars, professional organizational conferences, staff development day, and other on-campus training workshops. Faculty and staff can also expand or deepen their breadth of knowledge by participating in committee participation and grant work. Examples of professional development through participation in new initiatives include presentations the faculty and staff working groups completed to SUNY's Guided Pathways Cohort 3 (III.2b.2 SUNY Sull Guided Pathways Presentation 2022) and the Community College Research Center's Summer Institute (SI.2b.3 Guided Pathways Summer Institute 2022). These working groups will also be presenting to the Faculty Council Fall 2022.

#### *c. sufficient in number*

Evidence supports that the number of faculty is sufficient to serve the number of students. The following table\* provides comparisons between the number of full-time teaching faculty and the number of students served for the academic years provided.

	Fall 2019	Fall 2020	Fall 2021
<b>Full-Time Students</b>	779	702	583
<b>Part-Time Students</b>	849	999	1012
<b>Full-Time Instructional Staff</b>	35	33	32
<b>Part-Time Instructional Staff</b>	76	67	76
<b>Student to Faculty Ratio</b>	18:1	19:1	16:1

Table III.2 Full-time vs. Part-Time Student to Faculty Ratios

Source: Tableau Admissions by Days from Start report

\*Data from Tableau student enrollment data and IR workbooks to develop the IPEDS Fall Enrollment Data submissions for the last three years.

Similar to other SUNY community colleges, SUNY Sullivan has experienced waning enrollment over the last few years due to the decreased number of high school graduates in NYS. Additionally, the College experienced a significant drop in enrollment in Fall 2021 due to the

SUNY COVID-19 vaccine requirement for any students who enrolled to attend on-campus classes.

In the academic year of 2019-2020, when all higher education institutions were required to move to remote delivery methods, the College witnessed more students deciding to enroll part-time. The part-time student numbers include students enrolled in the College in the High School program as well as students taking advantage of the College offerings. The part-time faculty numbers also reflect the high school faculty who are hired to teach the College in the High School courses. That program is an area of growth for the College, and SUNY Sullivan has partnered with the Fallsburg and Eldred High Schools to offer students the opportunity to earn their Associates Degree at the same time as they are completing their high school requirements. The part-time student numbers also include the Hudson Link prison program.

During the pandemic, twelve faculty retired; however, the College actively recruited new faculty to replace them. SUNY Sullivan is a small institution; students have the benefit of small class sizes and the opportunity to work closely with their instructors. In Fall of 2019 and 2020, the typical class size ratio was 18-19 students to one faculty member. In Fall 2021, the typical class size decreased to 16:1, due to the decrease in the total enrollment in large part because of the vaccine mandates.

***d. provided with and utilize sufficient opportunities, resources and support for professional growth and innovation***

Consistent with the SUNY Sullivan Mission and Strategic Goals, the College places importance on professional development for faculty growth and innovation. SUNY provides faculty across all campuses the opportunity to take part in workshops or courses related to pedagogy, assessment, and innovations in teaching and learning. Faculty are encouraged to attend professional development conferences.

Both full-time and adjunct faculty are provided the benefit of taking classes for free tuition at SUNY Sullivan. As per the PSA contract ([III.2a.7 PSA Contract 2016-2021](#)), full-time faculty can take up to 30 credits per year. Adjunct faculty are eligible for three credits per semester not to exceed six credits per year. Once the adjunct has taught ten courses, they are eligible for up to thirty credits each year. In addition, faculty and staff can participate in the SUNY Tuition Waiver Program, with a maximum allowance of \$3000 per year. This program is limited to SUNY Sullivan full-time faculty members and has been used by only a handful of people in the last five years ([III.2d.1 SUNY Tuition Waiver 2018](#), [III.2d.2 SUNY Tuition Waiver Instructions](#)).

Faculty and adjuncts have access to *Faculty Resources* in Brightspace, the Learning Management System (LMS), that address issues such as accessibility, copyright laws, building competencies, and more. New faculty receive training on how to use Brightspace to support students in their learning and exploration of vital subject matter through the Teaching and Technology Center (TTC). The College has recognized the need for a handbook for new faculty, which the Associate Dean of Assessment and Instruction is currently working on with the Dean. SUNY Sullivan provides training for faculty who teach online through the campus's TTC.



### Standard III: Design & Delivery of the Student Experience

Faculty who teach online classes are provided with more detailed information on how to use Brightspace for student engagement ([III.2d.3 Policies for Online & Hybrid Courses 2020](#)). All faculty who teach online must follow the OSCQR 4.0 and RSI guidelines ([III.2d.4 OSCQR 4.0 & RSI 2021-2022](#)) when teaching online. The OSCQR 4.0 and RSI document was used to create the Course Syllabus template ([III.2d.5 Course Syllabus Template](#)) for all courses.

Faculty are also provided with information for improving their technical skills and course design, such as Five Free Tech Tools To Make You More Productive Inside and Outside of Brightspace ([III.2d.6 Five Free Tech Tools 2019](#)) and Using SoftChalk to design course materials ([III.2d.7 Using SoftChalk 2020](#)). Faculty are concerned about the cost of education and materials for students, and an effort has been launched to use open educational resources wherever possible. Faculty were provided with a long list of Open Educational Resources ([III.2d.8 Open Educational Resources](#)) to choose from. Also, the Lumen Learning Course Catalog ([III.2d.9 Lumen Learning Course Catalog 2017](#)) is available to faculty to choose open educational resources at no charge to students. The courses in the Lumen Catalog are complete courses. The Teaching and Technology Center provides materials created by other colleges that provide excellent information for faculty, as evidenced by the D2L Connection: Minnesota Edition ([III.2d.10 D2L Connection: MN Ed 2019](#)).

The SUNY Center for Professional Development (CPD) provides a variety of resources and webinars for faculty. SUNY also provides a webinar series for teaching online. Although the series of webinars is focused on online teaching, information also pertains to teaching in seated classes ([III.2d.11 SUNY Online Teaching Webinar Series](#)).

The SUNY CPD's OTTER Institute 2022 ([III.2d.12 OTTER Institute 2022](#)) is an opportunity for online practitioners to learn more about the innovations, trends, and challenges with online education. This year the College is responding to the implementation of a new, updated version of Brightspace that is now being used SUNY-wide and is focusing on transitioning all coursework to this LMS. The SUNY Online Teaching unit has developed a portfolio of resources in a variety of modes to best fit institutional or individual needs. The webinar is recorded and shared with faculty who are not able to attend a live webinar. Webinar series have provided tips on authentic online assessment, strategies to support online academic integrity, and ways to support online student success.

***e. reviewed regularly and equitably based on written, disseminated, clear and fair criteria, expectations, policies and procedures.***

Evaluation protocols for both full-time tenured and tenure-track faculty are spelled out in Article 16 of the Professional Staff Association (PSA) contract, beginning 2016 through the year 2021 ([III.2a.7 PSA Contract 2016-2021](#)). MOU's have extended that version of the contract through August 31, 2023, with minor modifications ([III.2e.1 Contract Extension Signed 2022](#)). A tenure-track faculty member who is on a "term appointment. . . shall receive a written evaluation of his/her work from the Division Tenure Committee each semester." The contract addresses who the members of the Tenure Committee should be and how they go about completing the review of the faculty. During the fifth year of service, the evaluation process culminates with the faculty submitting a promotion portfolio in hopes of receiving a continuing appointment. A committee

### Standard III: Design & Delivery of the Student Experience

reviews the portfolio, makes a recommendation, and sends the portfolio administration for final approval.

Procedures for faculty to obtain promotions of rank are also explained in Article 16 of the PSA contract. Faculty can obtain a maximum of three promotions: from Instructor to Assistant Professor, then to Associate Professor, and finally to Professor. There should be two to five years between promotions, as specified by the last rank and date of hire or promotion. Promotion requests are submitted through a portfolio, which are reviewed by a Committee for Promotion of College Faculty. The committee uses the categories of Effectiveness of Teaching, Scholarship, and General Educational Activity to evaluate a faculty member's promotion portfolio.

Tenured faculty are reviewed on a rotation schedule and evaluated once every four years to "help maintain or foster teaching excellence and document the individual's professional performance over the preceding four years." Evaluations are based on classroom observations (III.2e.2 Classroom Observation) conducted in the second and fourth years and the Annual Report of Teaching Faculty (Form AF, III.2e.3 Annual Report of Teaching Faculty) prepared by the member. The AF reports are reviewed and completed by either the Dean of Liberal Arts and Sciences or the Director of the Catskill Hospitality Institute, then forwarded to the Vice President for Academic and Student Affairs for final approval.

The AF reports require faculty to discuss not only teaching effectiveness, but also rapport with students, service to the College, digital literacy, professional growth, and several other topics. It is completed with a self-reflection narrative as well as a self-rating scale on seven attributes. Upon completion, the designated supervisor or Division Dean also gives a rating on those seven attributes and justifies the rating by providing a substantive analysis. With the loss of the Division Chairs during the reorganization in 2018, the review and evaluation process for adjunct instructors became less formal. Currently, there is no written policy and procedure for evaluating adjuncts. It seems "understood" by faculty, HR, and administration that the same protocol be followed as with full-time faculty, but a more formal process should be implemented. This is also in the planning stages by the Associate Dean of Assessment and Instruction and the Dean.

### **ANALYSIS**

Through the Self-Study process, it was determined that the teaching faculty and staff at SUNY Sullivan are well-qualified and meet or exceed the standards set by Middle States. Although the current faculty staffing level is meeting the needs of the College due to the lower enrollment numbers, as the enrollment turns around coming out of the pandemic, more full-time faculty will be needed.

The Self-Study process revealed that the College has programs where additional full-time faculty are needed. For example, the College has a Psychology Program, but no full-time psychology professor now on staff. Also, in some programs there is only one full-time faculty member teaching all the courses, such as for the Green Technology and Computer Science. Having only one faculty member for a program means that only certain classes can be offered each semester, which limits student choices.

The College offers multiple opportunities for professional development and supports such activities in a number of ways. The College has effective processes in place for evaluating the quality of teaching of full-time faculty. However, there is a need for SUNY Sullivan to develop a policy and procedure for formally mentoring and evaluating adjunct faculty, including teachers in the College in the High School Programs. With the large percentage of adjunct faculty at the College in particular, a more structured process will ensure that adjuncts are providing a quality teaching experience to the students of the College.

***Criterion 3: academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree program requirements and expected time to completion***

SUNY Sullivan offers forty-two AA, AS, AAS, AOS degrees and Certificates, which are published and displayed in several locations. The *College Catalog* ([III.1.2 College Catalog 2022-2023](#)), which is updated annually, and the College website ([www.sunysullivan.edu](http://www.sunysullivan.edu)) are the two primary locations for displaying program information. Current students can also find and access this information through their student portal ([www.my.sunysullivan.edu](http://www.my.sunysullivan.edu)).

SUNY Sullivan has two types of academic advisors. Located in the Learning Center are general academic advisors who can work with any student for any program of study. The advisors help students determine their goals and choose degree programs or courses if they are non-matriculated. Learning Center advisors also help students with dual degree options, transfer of credits, prior learning opportunities, career and transfer questions, and retention. SUNY Sullivan uses Starfish as a retention tool and the Learning Center staff works with students who have been referred through Starfish notifications.

In addition to Learning Center advisors, all SUNY Sullivan full-time faculty serve as academic advisors. Students are assigned to a specific faculty advisor during the first week of classes, and the students retain the same advisor throughout their academic journey unless they change their major. Faculty advisors help students register for future semesters and work with retention efforts, as Starfish notifications also go directly to each advisor. Academic advisors can also help with career and transfer advice for second-year students.

All newly admitted students make their schedule with Learning Center advisors, and at that time the program track sheet will be reviewed. The program track sheet clearly outlines all required courses and credits to complete the degree. Track sheets indicate prerequisites and are designed so students can take courses sequentially if applicable. After new students register, they are sent an electronic copy of their program track sheet. Program track sheets are available on the “Academic” section of the SUNY Sullivan webpage by accessing “Programs of Study.” Once students choose their degree, they are then linked automatically to the program track sheet.

SUNY Sullivan 2-year programs include transfer tracks and career tracks. Transfer degree tracks include AS and AA and display Liberal Arts and Sciences and general education courses necessary for completion at the student’s future bachelor’s degree level. Career track programs are designed for entry into the workforce upon completion. They include Associate of Applied Science and Associate of Occupational Studies degrees. SUNY Sullivan also offers 1-year

### Standard III: Design & Delivery of the Student Experience

Certificate programs, which include highly concentrated required courses aimed at specific workforce areas.

Track sheets for the AS and AA degrees (sample, [III.3.1 Human Services Track Sheet](#)) include course numbers, course names, and credits, and also indicate whether a course also has a general education designation. The “Notes” column may include pre-requisite requirements and indicate if a course is limited to specific semesters. The track sheet includes a specific note outlining the general education course requirements for all transfer degrees.

Associate of Applied Science Programs are designed to have graduates enter the workforce and are not considered “transfer tracks.” These programs include more courses in the program-specific curriculum and fewer courses in general education. SUNY Sullivan follows the New York State Education Department requirements for twenty hours of liberal arts and sciences courses for AAS degrees ([III.3.2 NYSED Policy Statement on Liberal Arts](#)). Track sheets address the requirements and options of these liberal arts courses specifically in the notes at the bottom of the track sheet (sample, [III.3.3 Criminal Justice Track Sheet](#)).

Associate of Occupational Studies Programs ([III.3.4 Culinary Arts AOS 2021-22](#)) do not require either NYSED liberal arts and sciences courses or SUNY general education courses; however, the degree program may contain specific courses in liberal arts and sciences required for students to be proficient in that career. No notes regarding these courses are included on the track sheet.

One-year certificate programs ([III.3.5 Accounting Studies Cert 2021-22](#)) are tailored to provide students with the background for employment in entry-level positions. These thirty to thirty-two credit programs meet the specific demands of the targeted profession and provide the education and experience required of the workforce. Programs may not include liberal arts and sciences or general education unless they are deemed necessary for that workforce.

Continuing students work with their assigned faculty advisors who specialize in the student’s major. In order for a continuing student to register for the next semester, the advisor must give “registration clearance.” This is a precautionary step that prevents students from registering without having first had an advising conference. Students who want to change their majors also work with advisors in the Learning Center, who review the track sheet for the new major with the student.

The MySUNYSullivan portal also has advising worksheets, which show students what courses they have successfully completed and what courses are still needed for degree completion. Many advisors and students still use paper copies of track sheets, but in the near future, the College will be transitioning to updated technology that includes an advising module in J1Web through the Jenzabar registration program.

The above discussion shows that students should be able to easily understand and follow degree programs and requirements, and assistance is always available from both the Learning Center advisors as well as faculty advisors. One shortcoming is that course descriptions, and thus program track sheets, do not always, or accurately, indicate that courses may only be offered in specific semesters, i.e. Fall only or Spring only. This information is not part of course

descriptions in the *College Catalog*, nor on the track sheet. This may cause some students to require a course in their last semester that is not offered at SUNY Sullivan, resulting in the student having to take an independent study course or find a course at another SUNY college.

### ANALYSIS

SUNY Sullivan has been diligent in making track sheets accessible to students both on the website and through academic advisors. Track sheets present program information in a clear and understandable way. Academic advisors are utilized throughout the entire academic career of a student and there is an incentive program in place to encourage student retention. One initiative that all faculty should take part in after the transition to the new general education requirements is complete would be to fully examine the course offerings of their area, confirm that all course descriptions are current, and add to the course descriptions whether those courses are taught only in the spring or fall semester. Once that has been completed, every track sheet should be updated with those notes as well.

#### ***Criterion 4: sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress***

SUNY Sullivan has provided support for students' academic progress in many ways, including

- English Composition Committee
- Freshman Enhancement Seminar and Metamorphosis courses
- Composition I with Studio courses
- Starfish Online Student Engagement Program
- Learning Center with Tutoring Services
- Campus Computer Labs
- Campus Library
- Online Advisory Committee
- Sullivan Unstoppable Program

The College English Composition Committee provides faculty with a Writing Program Handbook (III.4.1 Writing Prog Faculty Handbook 2022), which was updated in May 2022. The Writing Program allows for a wide variety of teaching approaches and styles while maintaining some uniformity in the many English Composition classes, taught by many full-time and adjunct professors. This document serves three goals: to establish guidelines and policies for classes in the Writing Program, to offer helpful information for those teaching in the program, and to provide information to instructors about the Writing Program. The handbook helps to support the faculty in the Writing Program to best provide the students with consistent and high-quality writing instruction. In addition to the handbook, the Composition Committee also discusses topics such as plagiarism, information literacy, and Open Resource textbooks (III.4.2 Comp Comm Minutes 2022).

SUNY Sullivan had offered students required, first-semester support courses for many years. Although the names and number of college credits for these courses changed in recent years, the common goal was to help prepare students for college-level work and give them extra support as needed. The Metamorphosis course was required of all first-semester SUNY Sullivan students who were in no more than one remedial class. It was a two-credit course where students actively



learned the conditions and environment to be successful in college, and more specifically at SUNY Sullivan. Students worked closely with instructors, who acted as mentors to guide them through their first semester of college ([III.4.3 Metamorphosis Course Syllabus 2020](#)).

In the past, SUNY Sullivan students that placed in both English and math remedial courses were placed in a three-credit first-semester course called Freshman Enhancement Seminar ([III.4.4 Freshman Enhancement Seminar 2016](#)). This course was designed to assist students in making a successful transition to college life by focusing on academic as well as interpersonal skill enhancement. Students were welcomed to campus and introduced to Sullivan's services. One course goal was to equip students, early on, with the skills and knowledge necessary to take responsibility for their own success in college. This included college study and test taking skills, note taking, critical thinking, time management, etc. The course included an Information Literacy component as well as extra help for students needing to strengthen basic computer skills. Each section was limited to 20-25 students to allow for as much one-on-one attention as possible. The Freshman Enhancement Seminar also included a Book Club to help the students with reading comprehension and foster a supportive community in the classroom. In the class, the faculty member chose the shared reading selection and led group discussions ([III.4.5 Prof Amy Colón Student Success Summit 2018](#)).

After the COVID-19 Pandemic hit the US in March of 2020, SUNY Sullivan's administration decided the College could no longer afford to offer these first-semester courses. Starting in the Fall semester of 2020, SUNY Sullivan ceased the offering of all first-semester college preparedness courses. To replace these credit-bearing first semester courses, the Learning Center developed non-credit Freshman Success Coaching and Student Success Coaching Brightspace shells, along with a Pre-College Program Brightspace shell to be completed prior to the first day of classes. Tracking the completion rates of the Pre-College Program Brightspace courses has shown that the majority of students do not complete them, and a significant number never even start them ([III.4.6 Brightspace Pre-College Course Stats](#)). Freshman Success Coaching and Success Coaching take place during the semester and all freshmen are enrolled in Freshman Success Coaching. Students on Academic Warning or At-Risk students are placed in the Success Coaching non-credit course ([III.4.7 Student Success Workshop 2021](#)).

To aid students that test low on the English placement test, the College offers a Composition I with Studio course to give the students extra writing support while allowing them to earn college credit in a Composition I course. Composition I with Studio students meet in a typical Composition I course (3 credits) and meet separately in a Studio course (2 equivalency credits). In Writing Studio, students learn critical thinking, reading, study, writing, revision, and time management skills designed, primarily, to help them produce college-level writing and pass their Composition I course. Students also work closely with instructors, who act as mentors who guide them through their first semester of college. The grade students earn for the typical Composition I portion constitutes the grade for the Studio and the Writing Studio courses ([III.4.8 ENG 1001 & 1003 SLO Form 2020](#), [III.4.9 Studio Contract](#)). For years, the Writing Program had a rigorous, three-year assessment process in place, but in Fall 2020, the administration ended the Writing Program Coordinator (WPA) position, which meant the Composition Committee was also disbanded. The WPA position was reinstated in the Spring 2022 semester, the Writing Program

Handbook (III.4.1 Writing Prog Faculty Handbook 2022) was revised in May 2022, and the newly re-formed Comp Committee is now revisiting assessment policies and procedures.

Mathematics has a program where students are placed into the for-credit mathematics course required for their program and, if needed, also simultaneously enrolled in a five-week review class in basic arithmetic or basic algebra. Both of these efforts give students the opportunity to take credit-bearing mathematics courses in their first semester.

In 2019, SUNY Sullivan began subscribing to the Starfish student success platform. The Starfish program/software is an early alert communication tool that supports student success. Students and advisors are alerted when academic performance issues arise that may jeopardize the success of the student. The student is then connected with coaches, advisors, faculty, and other offices on campus to help promote and support their success. Starfish is available for all enrolled SUNY Sullivan students, providing the college community with a network of coordinated support, online appointment scheduling, timely and informed feedback, and tracking of assistance/intervention.

SUNY Sullivan supports students academically with tutoring services. Free tutorial services are provided by the College in the Learning Commons. Drop-in tutoring is available throughout the day and early evening. The College also offers online tutoring through Thinking Storm. This online tutoring service allows students to access tutorial support throughout the day and after hours, when the Learning Commons is closed. Online tutoring services are available for online and on-campus students. The Learning Commons is a full-service study center, where students prepare for their classes, work on assignments, study in small groups, get focused tutoring, or have questions about the College answered. Equipped with worktables, couches, twenty computers, and a printer, the Learning Commons is open from September to May. For more information or to get online tutoring, students can visit the Learning Commons on Brightspace or contact the Learning Commons at [learningcommons@sunysullivan.edu](mailto:learningcommons@sunysullivan.edu).

SUNY Sullivan offers on-campus students access to a Computer Lab. The Computer Lab hours are Mon.-Thurs. 8 am-11 pm, Fri. 8 am-5 pm, and Sat./Sun. noon-11 pm. Help is available to students during these hours. Students' tuition also covers some printing fees.

SUNY Sullivan's Hermann Memorial Library serves students, faculty, and staff as a site dedicated to learning and student success, supporting curriculum, teaching and research, providing information literacy, and offering help finding references and resources. Library staff are available to meet one-on-one with students or in scheduled class sessions. Additionally, the library has discipline-specific resource pages on its website to help guide students toward resources best suited to their area of research. Resources relating to all programs of study can be found throughout the existing physical and electronic collections of the library.

The library has two locations on campus (III.4.10 SUNY Sull Library Two Locations 2018) that house the physical book collections and provide quiet spaces for students to study and conduct research. The library's collections include 22,011 print books, 400,000+ e-books, and 94,000 electronic serials, plus access to over eighty academic databases such as *CREDO*, *Academic Search Complete*, and *CQ Researcher Online*. The library also has several interlibrary loan services for students and faculty to access materials that the library does not have in its holdings.

### Standard III: Design & Delivery of the Student Experience

This includes the SUNY ILL system, which provides access to all the SUNY college libraries; the OCLC (Online Computer Library Center), which provides access to all members' libraries through the WorldCat catalog; and access to SEAL (SouthEastern Access to Libraries), which allows access to all participating local public library resources.

Beginning in March 2020, the college library was physically closed due to the pandemic. Like the rest of the campus, the library pivoted to provide support for students and faculty in a variety of innovative ways. To provide more virtual research support, library staff created discipline-specific resource pages along with a Research Help Guide ([III.4.11 Research Help Guide 2022](#)) posted on the website. The Research Help Guide was created to aid students with their research and covers such areas as selecting topics, developing a thesis, and finding search strategies. It also includes step-by-step instructions and links to videos on finding and using library materials as well as accessing library materials from both on and off the campus. The library also created citation guides for both MLA and APA citation styles that include information about formatting papers, creating in-text citations, and creating Works Cited pages. The guides contain template papers so students have access to a sample paper with formatting already set up. The library also added a chat service to their website to enable students and staff to directly contact library staff during opening hours or submit help tickets when the library is closed. Library staff continued classroom and instructional support virtually. In Fall 2021, when the campus reopened, the library returned to assisting students and staff in person as well as online. Most of the library's website is accessible off-campus without any special login; however, to get full access to databases, e-journals, and other proxied resources, students need to log into the proxy with their SUNY Sullivan Network Credentials. Currently, the library has two Technical Assistant Library Support Staff, one full-time and one part-time and a search is in progress for a Public Services Librarian. The Library's hours are 8:30 am - 4:30 pm, Monday through Friday, with extended hours on Wednesday evening until 7 pm.

During the recent Covid-19 Pandemic, SUNY Sullivan organized an Online Advisory Committee to help the faculty adjust to the unexpected switch to online teaching and help unify the campus' online teaching strategies/policies. The committee created policies for all the College's online and hybrid courses ([III.4.12 Policies for Online & Hybrid 2020](#)). To support students' academic progress, the College also created the Sullivan Unstoppable Program, which celebrates students who have earned fifteen, thirty, and forty-five credits toward their degree, passing milestones that make them #SullivanUnstoppable! Standard IV provides more details on this program.

### ANALYSIS

To support student learning and achievement, SUNY Sullivan has instituted several different protocols and programs. To provide additional support to students in English, the Composition Studio allows students to complete the college-credit Composition 1 course and get extra help through a designated workshop. To support students in need of additional help in mathematics, they are now placed into the for-credit math course needed for their program, while receiving additional work in basic arithmetic or basic algebra during a companion five-week review class. Other initiatives outside of the classroom setting include increased support for online learning, tutoring, and the use of the Starfish retention platform, providing an early alert system to keep students on track.

***Criterion 5: a general education program that:***

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;***
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and***
- c. Not Applicable for SUNY Sullivan***

Sullivan County Community College as part of the State University of New York (SUNY) follows the guidelines for general education specifically spelled out from SUNY based on a student's degree choice. Every bachelor's degree requires 30 credits in general education from at least seven specific Knowledge and Skills areas ([III.5.1 SUNY Policy Gen Ed 2010](#)).

Specifically, bachelor's degrees require two of the ten areas, Gen Ed 1 Mathematics, and Gen Ed 10 Basic Communication. In addition, all bachelor's degrees require competency in the two areas of critical thinking and information management.

To follow along with that regimen, all of SUNY Sullivan's transfer track programs of Associate of Arts and Associate of Science degrees require a minimum of seven general education Knowledge and Skills Areas, specifically stated on the bottom of the program track sheets (sample, [III.5.2 LA & Sci: History AA 2021-22](#)). All transfer tracks of AA and AS also require a Gen Ed 1 Mathematics and English Composition plus either Fundamentals of Speech, Interpersonal Communications, or Intercultural Communications to satisfy the Gen Ed 10.

To provide opportunities for students to meet the two competency areas critical thinking and information management, both are specifically addressed in English Composition 1 as well as in other courses. As mentioned, the Writing Program Faculty Handbook produced by members of the English faculty specifically addresses how this is accomplished. Students know these expectations, as each Composition 1 course syllabus spells out how critical thinking will be used in the process of applying information management techniques to writing assignments ([III.5.3 ENG 1001 Course Outline 2022](#)).

Since general education courses have not been required for the AAS and AOS degrees or for certificates, SUNY Sullivan follows New York State Department of Education (NYSED) guidelines for liberal arts and sciences requirements. With regard to this, NYSED does not use the term 'general education' that both SUNY and MSCHE do. The nomenclature for NYSED "Liberal Arts and Sciences" include the disciplines of humanities, natural sciences, mathematics, and social sciences ([III.5.4 NYSED Expectations Curriculum](#)). NYSED mandates are, in fact, stronger and more specific than both the SUNY and MSCHE mandates, requiring that any AA program includes forty-five credits in liberal arts and science, any AS program includes thirty credits in liberal arts and sciences, and any AAS program includes a minimum of twenty credits in liberal arts and sciences ([III.3.2 NYSED Policy Statement on Liberal Arts](#)). Liberal arts and sciences requirements for these programs are built into the course sequence and are specifically indicated in the notes at the bottom of the track sheet ([III.3.3 Criminal Justice Track Sheet](#)). The

### Standard III: Design & Delivery of the Student Experience

track sheets identify which courses and course codes can be used as liberal arts and science courses ([III.5.5 Track Sheet AAS Business: Accounting](#)).

It is important to note that SUNY Sullivan will be going through a major change regarding general education in the next two years. On November 9, 2021, the SUNY Board of Trustees passed resolution 2021-48 establishing a new “SUNY Gen Ed Framework” that all SUNY Schools will need to implement ([III.5.6 SUNY Resolution Gen Ed Framework 2021](#)). This new framework will go into effect in Fall 2023 for all AA, AS, and Baccalaureate degrees, and in Fall 2024 for AAS and AOS degrees. It has been developed to specifically align with both MSCHE and NYSED directives and policies ([III.5.7 SUNY New Gen Ed Framework](#)).

The implementation of this was addressed in a Memorandum to SUNY college presidents on December 21, 2021 ([III.5.8 SUNY Gen Ed Framework Implementation 2021](#)). This procedural guidance plan addresses course review and approval, syllabi, equivalencies, and the inclusion of courses in multiple general education categories. SUNY Sullivan has adopted a calendar for implementation ([III.5.9 Calendar for implementing new Gen Ed](#)) to begin the transition and has formed a committee to oversee the process ([III.5.10 Gen Ed Taskforce 2022](#)).

One of the directives of this Criterion is that students need to “acquire and demonstrate essential skills including ... technological competency.” Currently, the SUNY Gen Ed requirements don’t specifically cover that directive. SUNY Sullivan does however have a requirement of all faculty, whether teaching full-time or part-time, or in-person or online, that they use Brightspace for all grades and attendance. Most of the faculty have also adapted their courses to have assignments and discussions posted in Brightspace, and assignment submissions through the Brightspace drop box. These practices are increasing technological competency for all students.

Additionally, this Criterion states the general education program should include the study of values, ethics, and diverse perspectives, consistent with the College Mission. SUNY Sullivan has recently hired a Chief Diversity Officer to help courses comply with this directive, and to prepare for the new SUNY Gen Ed Framework which correspondingly includes a new Knowledge and Skills Area called “Diversity, Equity, Inclusion, and Social Justice.”

The attached chart provides a comparison of the MSCHE general education directives compared to the current and future SUNY general education guidelines, and shows what SUNY Sullivan does to comply with guidelines ([III.5.11 Gen Ed Comparison Chart](#)).

The assessment of general education categories last occurred in the years 2014 through 2017 ([III.5.12 Gen Ed 1 Math 2013-14](#)). It appears no assessment has occurred since the Spring of 2017; this is likely a result of the reorganization that happened in 2018. The College was on a schedule for assessment of general education ([III.5.13 SUNY Sull Gen Ed Assessment Schedule](#)); however, that ended with the 2018-2019 year. The newly formed committee overseeing general education is developing a new schedule.

### ANALYSIS

SUNY Sullivan follows the SUNY Guidelines for General Education, which correspond to MSCHE guidelines. SUNY updated its general education program in 2010, and most recently



### Standard III: Design & Delivery of the Student Experience

made a significant revision to the program in December 2021. SUNY Sullivan looks forward to working with faculty and staff to implement and update the changes within the academic programs, which SUNY requires to be in place beginning in Fall 2023. In the process of this implementation, SUNY Sullivan will particularly address and verify that the general education program complies with Criterion 5a, and “offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.”

The upcoming change to the new SUNY General Education Framework has prompted SUNY Sullivan’s administration and faculty to come up with a documented policy and procedure for the assessment of general education. New rubrics and a cycle of assessment for each Gen Ed category are being developed as the College adopts the new framework. This is being done along with the review of courses and categories. Under the oversight of a General Education Committee, the implementation process will be completed by Fall 2023.

**Criterion 6:** Not applicable for SUNY Sullivan.

***Criterion 7: adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers:***

SUNY Sullivan does not have credit academic programs that are designed, delivered, or assessed by third-party providers, but does have several third-party providers for continuing education programs. These offer non-credit certificates and give students the opportunity to obtain necessary skills to acquire professional-level positions for many in-demand occupations.

The third-party programs are designed by a team of professionals from each respective field, providing students with effective web-based learning programs. Instructors/mentors are actively involved in the online learning experiences, responding to any questions or concerns, as well as encouraging and motivating students to succeed.

Ed2Go, Career Step, and Mind Edge offer a wide range of highly interactive courses that students take entirely online. Classes begin on a rolling basis with course offerings ranging from arts to computer science, as well as such topics as grant writing and sign language. These support students in completing their workforce development goals.

Thinking Storm is an online third-party tutoring service provided for SUNY Sullivan students. Students log into the Brightspace LMS to access the link to Thinking Storm where they will receive on-demand tutoring. Although the College collects data, such as the number of students tutored, which courses they receive tutoring for, and the total number of tutoring sessions they attend per semester, there is not yet a mechanism in place to assess and review the effectiveness of the services.

### ANALYSIS

The Self-Study process determined there was a lack of evidence that illustrates adequate and appropriate institutional review and approval on any student learning opportunities designed,

### Standard III: Design & Delivery of the Student Experience

delivered, or assessed by third-party providers by SUNY Sullivan. The College recognizes that there is a need for formal policies to be developed to review and assess the learning opportunities these third-party companies provide to the students.

#### ***Criterion 8: periodic assessment of the effectiveness of programs providing student learning opportunities***

SUNY Sullivan conducts periodic assessments of the effectiveness of programs that provide student learning opportunities. Review of these data creates an ongoing process for the following:

- Reevaluation and Refinement of Programs
- Services and Initiatives that enhance Students' Academic Performance
- Student Engagement
- Graduation and Retention Rates

To develop a fuller picture of the teaching effectiveness, the College looks at traditional measures such as graduation and retention rates at the individual level, individual pass rates, and course and program assessments.

The College requires faculty to consider the appropriateness, coherence, and rigor of program and course content as well as students' achievement of course and program outcomes. Faculty must include SLOs and related assignments in the course syllabus for every course they teach (see Standard V for examples of Standards and Guidelines for Assessment and Course Outlines). Departments track course SLOs to program learning goals and outcomes and to GE SLOs, which they assess annually. These data are used to inform decision-making about students' learning and their experiences with faculty. A 5-year cycle for course assessments was revised and initiated in the year 2019. The new assessment forms developed with the 5-year cycle now involve a process to "close the loop," something the former course assessments did not address.

Program assessments were also revised in 2019 and all programs were put on a 5-year cycle, set to begin with the 2022 year. In addition, an Associate Dean of Assessment and Instruction position was created to support the work of the Institutional Assessment Committee, the Vice President of Academic and Student Affairs, the Dean of Liberal Arts and Sciences, and faculty to complete program reviews. These also include courses required for the major, input from advisory councils for career tracks, and an examination of transferability for transfer tracks.

#### **ANALYSIS**

SUNY Sullivan is in the process of revising the program assessment structure and timeline. These revisions were implemented in Fall of 2022. The assessment of the effectiveness of academic programs is discussed in detail in Standard V.

#### **Strengths**

- Faculty and staff demonstrate consistent expertise and dedication.
- Within two weeks of the New York State Governor's order to pause all in-person educational programming, the College offered online classes and remote support services.
- The number of students participating in the College in the High School Program is rising.

### Standard III: Design & Delivery of the Student Experience

- Track sheets for all programs provide each student with an academic plan to follow.
- The Sullivan Unstoppable Program helps motivate students and encourage them toward degree competition.

#### **Challenges**

- The College lacks a formal evaluation process for part-time faculty on campus and faculty teaching college courses in local high schools.
- Course descriptions do not always, or accurately, reflect in which semester courses are offered, which should be addressed after the transition to the new general education requirements is completed

#### **Suggestions**

- Hire more full-time faculty for programs that currently have part-time faculty only.
- Create a new Faculty Handbook.
- Develop formal procedures to assess the student learning objectives of third-party providers.
- Create an Assessments Handbook that addresses assessment across the campus for faculty, staff, administration, and its supporting structures.

#### **Commitments**

- Develop processes and procedures to implement micro-credentials.
- Review all programs to ensure compliance with the new SUNY Gen Ed Guidelines.
- Develop a policy and procedure for formally mentoring and evaluating adjunct faculty, including teachers in the College in the High School Programs.
- Continue updating general course descriptions to reflect current course content.
- Establish advisory councils for the Career and Technical Education Programs.

Standard IV: Support of the Student Experience



## STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

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

### ***Requirements of Affiliation 8, 9, 10, and 15***

#### **OVERVIEW**

The overall purpose of the institution is to give students from any walk of life the opportunity to progress and take the next academic step for themselves, whether this means completing one of the College's certificate programs, completing one of the degrees, or completing a high school equivalency program. The institution aims to be of service to the community by providing the appropriate stepping stones so any student who completes this journey can continue on at the four-year school of their choice or enter the work world directly in a career they wish to pursue.

*Criterion 1: clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:*

- a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;*
- b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;*
- c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;*
- d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement*

#### **STUDENT SUCCESS**

##### **Admissions Procedures**

The following describes the process for students to be admitted to SUNY Sullivan.

##### 1. Application

Students submit a free SUNY Sullivan application form online at [sunysullivan.edu](http://sunysullivan.edu) or a paper application. Students can also complete the online SUNY application at [www.suny.edu](http://www.suny.edu). There is a \$50 fee for applying through SUNY.

##### 2. Transcripts



## Standard IV: Support of the Student Experience

All degree-seeking students and certificate-seeking students must submit transcripts within one term or they may not register for subsequent terms. Transcripts should be received by the Admissions Office prior to orientation and registration and must show graduation with a standard high school diploma or high school equivalency diploma. Applicants who have a General Education Development (GED) diploma must submit official transcripts from a state Department of Education. Transfer students must submit both official high school and college transcripts and should have college transcripts sent prior to registration to ensure proper advisement.

To be considered official, transcripts may either be sent directly to SUNY Sullivan from the issuing institution or be hand-delivered in a sealed envelope sealed by the issuing institution. Students with out-of-country high school transcripts must provide proof of high school graduation. Original records must be commercially evaluated. All transcripts from postsecondary institutions outside the United States must have a course-by-course commercial evaluation completed by an approved agency (listed online at [www.naces.org/members.htm](http://www.naces.org/members.htm)).

### 3. Placement Tests

All students who enroll in credit courses and who do not have a high school transcript must be tested for appropriate placement. Test scores are valid for two years from the date the test was taken. Students whose native language is not English and who did not graduate from a U.S. high school are required to prove college-level English proficiency.

### 4. Immunizations

Pursuant to New York State Public Health Law # 2165, prior to registration, each student accepted for admission at SUNY Sullivan must submit a signed SUNY Sullivan Immunization Form. SUNY Sullivan requires documented proof of immunizations to Measles, Mumps and Rubella. In addition, pursuant to New York State Public Health Law # 2167 students must also provide documentation of vaccinations against Meningococcal Meningitis or provide a signed waiver to decline vaccination. Per SUNY policy, since 2021, on-campus students must show proof of updated vaccination for Covid-19.

### 5. Acceptance of Students

Upon completion of all forms and assuming eligibility, the applicant will receive Conditions for Admission information via email, and a letter is mailed to the student. When a student is accepted, an acceptance email and letter are sent. The email contains a link to a registration form that the advisor also receives. The advisor then connects with the student to register for classes.

### 6. Registration

An advisor from the Learning Center registers the student and provides a checklist of tasks for the student to complete to be prepared for the start of the semester. The checklist includes the following information:

- How to obtain account login information
- How to apply for financial aid and check status
- Certificate of Residence
- Immunization & Vaccination requirements
- How to pay a remaining balance or set up a payment plan
- Brightspace tutorial videos

## Standard IV: Support of the Student Experience

- A practice Brightspace course link
- Orientation
- College email account link
- How to order required course materials
- Academic Calendar
- Reminder to submit final transcripts (if applicable)
- Dorm application instructions

In March 2020, all courses were shifted to an online format due to the COVID-19 pandemic. In Fall 2020/2021 and Spring 2020/2021 semesters, courses remained online both asynchronously and synchronously, with very few exceptions of courses offered on campus. Hudson Link courses (in Sullivan Correctional Facility) were not offered during that time. The residence hall was also closed for the Fall 2020/2021 and Spring 2020/2021 semesters. This impacted enrollment, but the College saw the largest drop the following year in the Fall 2021/2022 semester. Recruitment was restricted to online only during the Fall 2020 and Spring 2021 semesters, which caused a dramatic drop in applications for the Fall 2021 semester. SUNY introduced a mandate for all students to be fully vaccinated in order to be allowed on campus. The residence hall reopened in Fall 2021, but the occupancy was very low. Note that Summer 2019/2020 enrollment was the highest it has been over the past five years. Nonetheless, one benefit was the rich offering of online courses that allowed students more flexibility.

Early in the admission process, as soon as students have completed a FAFSA application and the school application, the College provides students with information about their financial aid. The College website contains a plethora of information to help guide students through the financial aid process, including PDF forms with instructions on how to complete a FAFSA application and PDF forms to guide students through their loan entrance counseling and Master Promissory Note. Once students have filled out the FAFSA form and their financial aid packet is complete, they are given an award letter that informs them of the amount of financial aid they have qualified for. In addition, short instructional videos are sent to students to help them navigate the MY SUNY Sullivan portal, where they can find their financial aid and billing information online. Student bills are not generated until they have registered for courses, but a generic bill with estimated costs is provided on the award letter to provide students with an idea of how much it will cost to attend ([IV.1.1 Forms & Procedures 2021-2022](#)).

See the table below for information on scholarship awards for the past five years:

<b>Fiscal year ending</b>	<b>Foundation Scholarship Dollars Awarded</b>	<b>PELL Grant Awarded</b>	<b>NYS TAP Grant Awarded</b>
8/31/17	\$ 72,934.50	\$ 2,986,829	\$ 1,642,123
8/31/18	\$ 88,448.00	\$ 2,920,971	\$ 1,613,534
8/31/19	\$ 57,174.00	\$ 2,768,121	\$ 1,392,873
8/31/20	\$ 49,634.00	\$ 3,073,918	\$ 1,546,677
8/31/21	\$ 72,115.00	\$ 2,301,696	\$ 848,015

Table IV.1 Scholarships Awarded 2017-2021

## ANALYSIS

Providing the above information on the admissions process to students is essential to ensuring that the College's admission/onboarding process is smooth and efficient. The more SUNY Sullivan makes this information readily available to students and their parents, the more students become independent and capable of navigating such processes generally. Shifting to the One-Stop model in 2018 made the admissions process easier and more convenient for potential, incoming, and current students. The One-Stop houses Admissions, Billing, Financial Aid, and the Registrar along with Counseling and Disability Services, Tutoring and Student Success Services, Transfer & Career Services, and a department for Retention. Knowledgeable One Stop staff are available to help students obtain information about costs, fees, expenses, and ways to finance their education. Students can also access all of the information they need to apply on the College website as well as in person in the One Stop; however, finding the information on the website can admittedly be difficult. Upgrades and improvements to the website over the course of 2022 will enable students to more easily guide themselves through the application process.

It is noted that the College does well with recruiting and marketing itself and with receiving and processing admission applications. However, getting accepted students to "enrolled" status remains a challenge. See the attached table ([IV.1.2 Applications Received 2017-2021](#)) for more information.

### Student Support

In 2018, the College shifted from direct placement testing to using a system based on Regents scores and grades from high school transcripts. Students enrolling at SUNY Sullivan who do not meet the minimum proficiency ([IV.1.3 English & Math Placement Criteria](#)) for ENG 1001 Composition I are placed in DEN 1002 Developmental English (Basic Writing) or in the Accelerated Learning Program, which combines Composition I with a workshop support course, Studio. Students focus on fundamentals of writing such as grammar, spelling, sentence structure, and paragraph development, but also on higher order skills such as choosing a focus, developing support, and organizing ideas. These courses also focus on improving reading skills. In addition to the regular class meeting time, both Basic Writing with Workshop and Composition I with Studio include a workshop where students get the opportunity to work in the lab and meet with their professor directly for extra assistance. Similarly, the mathematics course sequence also places students according to scores and grades, but rather than placing students in developmental mathematics, the program now schedules students who need extra help into a basic mathematics skills support class for the first portion of the semester to help them succeed in the credit-bearing mathematics classes. The College also offers the Ability to Benefit placement test.

Another vital academic support SUNY Sullivan offers students is tutoring services ([IV.1.4 Tutoring Schedule 2022](#)). Students can access help in two ways: first, they can visit the Learning Center located above the One-Stop in the upper E building for drop-in tutoring. The College utilizes both professional and peer tutors, and students can meet with a tutor one-on-one or participate in small group tutoring. Second, students can get help through the online tutoring service, Thinking Storm. Thinking Storm is a third-party tutoring service that gives students access to help through the Learning Management System or the College website in specific subjects such as math, science, English, or history. As an example, during Fall 2021, a total of 219 students made use of the tutoring services both online and on-campus with a total of 808

## Standard IV: Support of the Student Experience

tutoring sessions completed, which also showed that students were returning for help. Below are data on tutoring service utilization in Fall 2021:

Total # students served on campus	Total # on-campus sessions	Total # tutoring hours on campus	Average length of on-campus sessions	Average # on-campus sessions per student
175	638	1102	1.61 hours	3.65

Table IV.2 On-campus Tutoring Fall 2021

Total # students served online	Total # online sessions	Total # tutoring hours online	Average length of online session	Average # online sessions per student
44	170	135	3.07 hours	3.07

Table IV.3 Online Tutoring Fall 2021

In addition, during contract negotiation in the Spring of 2022, key College administrators and faculty came up with a new plan for the coming academic year. Moving forward, the College has added the additional service of having full-time faculty offer one office hour per week for on-campus tutoring at various locations and times across the campus. This will not only help students become more academically successful but will also allow them to build closer relationships with faculty, which should help boost retention.

## ANALYSIS

The numerous developmental, support courses, and tutoring services SUNY Sullivan offers allow students to obtain the additional assistance they may need in order to better prepare for, learn, and succeed at the college level. Such offerings provide students with rich opportunities to work one-on-one and in small group settings with dedicated, supportive instructors. In Spring 2022, the College hired a new Coordinator of Tutorial Services and Student Success Services, who is working with faculty to create the tutoring schedule for the fall semester. The coordinator also plans to use social media to reach out to students more effectively. The College continues to work on guiding students toward campus resources, helping students understand the value of each resource and how it can benefit them.

## Orientation

The responsibility of organizing and facilitating orientation was moved from the First Year Coordinator position in the Learning Center (the coordinator position and course were later eliminated during retrenchment) to the Student Activities Office in 2017. Orientation was changed to a hybrid delivery model for a time and is now transitioning back to a full in-person model for students on campus and an enhanced virtual model for students who are fully online moving forward. Subsequently, the pandemic also affected the delivery method of orientation. As a result, the orientation model has varied over the past five years. Most commonly, new student orientation took place one day before classes began for the semester. To cut back on the number of hours students needed to attend in person, an online orientation component was

## Standard IV: Support of the Student Experience

created in SUNY Sullivan's Learning Management System (LMS), Brightspace. The rest of the orientation was delivered in person.

For the Fall 2021 semester, orientation sessions ([IV.1.5 New Student Orientation 2022](#)) were offered on three separate days before classes began to give students options and avoid scheduling conflicts. The redesigned process provides new students with a warm welcome to the College and gives an overview of the requirements for academic and personal development.

### **Advisement**

All new and readmitted students meet with an advisor in the Learning Center ([IV.1.6 Advising & Registering 2022](#)) to register for the first semester of classes. Matriculated students are then assigned a faculty advisor for the remainder of their time at SUNY Sullivan. Advising training materials are available on the shared drive in the 'Advisor' folder and shared with all new advisors. Advisors also attend training sessions every semester for refreshers, reminders, and updates.

After the College adopted the Starfish ([IV.1.7 Starfish](#)) early alert system, the expectations for advisement have become more clearly defined, and data that were not collected previously are now increasingly available. Students can use Starfish to view the name of the faculty advisor assigned to him/her, set up appointments with faculty and staff, and track their academic progress. Starfish alerts advisors when faculty or staff raise academic concerns regarding a specific student, and advisors are instructed to reach out immediately to provide guidance as needed. The student is also alerted and prompted to connect with their faculty advisor to find resources and solutions. Starfish can also be used to send alerts to advisors at the beginning of the semester when instructors "flag" students. The system identifies students deemed 'At Risk' or on 'Academic Warning' and notifies the advisor that the student requires extra support. Starfish went live at SUNY Sullivan in January 2018.

The Learning Center also developed a Brightspace course shell for 'Success Coaching' in the Fall 2020 semester. This non-credit course was developed when the freshman Metamorphosis course was no longer offered due to budget constraints. Metamorphosis acted as an introductory course to college as a whole covering topics including, but not limited to, time management, disability services, career services, study skills, stress management, and diversity. The purpose of the 'Success Coaching' course is to guide students through their first semester of college. Each module contains weekly tasks for students to complete, such as finding an advisor, accessing midterm grades, etc.

In the Spring 2021 semester, a Brightspace course shell was created called 'Pre-College Program.' When the majority of classes were offered online due to the pandemic, it became clear that many students did not fully understand how to use and navigate the Brightspace LMS. As a result, this non-credit course provided a way for students to practice and prepare before the semester began. See Standard III for more information on this program.

In Fall 2019 the 'Sullivan Unstoppable' initiative was launched after staff members attended Jenzabar's Annual Meeting and learned of a similar program another college had implemented. Every fall and spring semester, an event is held to celebrate students who reach milestones of



## Standard IV: Support of the Student Experience

earning fifteen, thirty, and forty-five credits. Each student who reaches these credit thresholds receives a T-shirt to celebrate their progress toward a degree. This program encourages students and models acknowledging others who are working toward earning their degree in a timely manner.

The College is a certified Veterans Institution where Veterans can receive VA benefits and enroll in programs. A SCO (School Certifying Official) is on staff to assist Veterans. SUNY Sullivan also has a Veterans “Buddy Lounge” where veterans can meet, study and congregate both during and after school hours. The College offers short-term non-credit workforce training courses for adults and the general public. These courses are offered through third-party vendors.

### **Counseling**

Personal counseling services ([IV.1.8 Pers Counseling Serv](#)) are provided free of charge to all current SUNY Sullivan students Monday-Friday 9 am to 5 pm. Three counselors are available for walk-ins or by appointment. Workshops are also offered each semester by the counselors. Topics can include, but are not limited to, anger management and healthy relationships.

A counselor in the Learning Center specializes in ADA compliance ([IV.1.9 Students With Disabilities](#)) and provides access and equal educational opportunity for students with disabilities, enabling them to succeed academically, socially, and professionally. After being admitted to the College, new and readmit students are directed to complete a New Student Registration Form ([IV.1.10 New Student Reg Form](#)) that connects them with an advisor to register for courses. The form includes the option to request special accommodations. Once students have self-identified, applied for services, and provided documentation of their disability, the counselor works to determine eligibility for reasonable accommodations. The counselor also acts as a liaison between the student and faculty and staff.

Further additional support includes the use of the Kurzweil 3000 ([IV.1.11 Free Resource Kurzweil 3000](#)) learning environment, which provides technological tools that break through learning barriers of all kinds on any device. SUNY Sullivan began offering this service to students in the Spring 2021 semester.

The Learning Center is an integral part of the SUNY Sullivan campus that ensures that counseling, advisement, and tutoring are readily available for all students. The Learning Center provides students with a variety of services to assist them in reaching their academic, personal, career, and mental health goals. Nearly all students interact with this resource at some point during their time at SUNY Sullivan. One challenge the staff face is during the summer months when faculty advisors are not available, so staff provide advising support not only for new students but also returning students. Sometimes current students also seek advising support during the fall and spring semesters if they are unable to connect with their faculty advisors due to scheduling conflicts. This can cause challenges because three of the six advisors are also counselors who are busy with appointments behind closed doors for the duration of the day. The new tutoring schedule that requires faculty to tutor for one office hour per week will, it is hoped, help ensure that faculty advisors become more accessible to students.

### **ANALYSIS**

## Standard IV: Support of the Student Experience

Analysis shows that SUNY Sullivan offers a wealth of student support services and continues to work on improving services that support student success. Due to budget constraints, Metamorphosis courses that introduced new students to college were eliminated in Fall 2020. The Learning Center implemented “Freshman Success Coaching” Brightspace shells to provide a space for students to find the information that was included in the course, but not all students log in or thoroughly read through the information. As a result, the campus relies heavily on orientation sessions to provide students with vital information, but this is challenging to complete in just one day. Reimplementing a 1-credit Metamorphosis/Freshman Seminar course, or integrating the information into another 3-credit course, would help ensure that students receive crucial information that will help them succeed at SUNY Sullivan.

***Criterion 2: policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches***

### **Meeting Educational Goals**

Articulation agreements help ensure that students transition smoothly from SUNY Sullivan to the 4-year institution of their choice. Articulation agreements are monitored for updates periodically. Deans and Directors have already reviewed and updated the majority of the articulation agreements. Appropriate staff will review agreements regularly to keep them updated. All agreements are currently being gathered into one document to be posted on the website.

Career and Transfer services are offered to students to help them develop and identify career paths, career maps, and navigate the transfer process. This is done through workshops, appointments, and walk-ins.

SUNY Sullivan encourages student achievement in various ways. The National Society for Leadership and Success chapter at the College was founded in 2015 and currently has 643 members and 248 alumni. The speakers and events sponsored by the NSLS help students realize their leadership qualities and push them to challenge themselves to reach their goals. SUNY Sullivan also hosts an academic awards night that recognizes students who have performed in outstanding ways in their programs. This honors students who do the hard work of achieving their goals. Every year SUNY Sullivan presents the SUNY Chancellor’s Award for Student Excellence to a student who goes above and beyond in their educational goals. That student is recognized at the graduation celebration for all of their hard work.

The following policies and procedures regarding the evaluation and acceptance of transfer credits can be found in the *College Catalog* (sample, [IV.2.1 College Catalog 2021-2022](#), p. 173). The Director of Registration Services coordinates the review of course descriptions with division chairpersons or the appropriate dean for possible transfer credits and provides course outlines to a student if requested. Transfer credit may be accepted from degree-granting institutions that are fully accredited at the collegiate level by their appropriate regional accrediting agency. Courses from non-regionally accredited institutions may also be transferred on a case-by-case basis. Students with college credit from institutions outside the U.S. must have a course-by-course commercial evaluation from an accredited company (listed online at

## Standard IV: Support of the Student Experience

[www.naces.org/members.htm](http://www.naces.org/members.htm)). The criteria that courses must meet in order to transfer include the following:

- The course title/description is similar to that of a course offered at SCCC
- The course bears college-level credits
- The student received a grade of “C” or better in that course
- Only classes/credits that apply towards a student’s major are listed on their transcript. If a student declares a different major, he/she should have his/her transcript evaluated for the new program of study

Credits that have been previously transferred from another institution can be found on the shared ‘S’ drive in the ‘SDS-Transfer’ folder. However, this information is only visible internally. SUNY Sullivan could improve this process by having the information readily available to students on the College website. SUNY Sullivan could examine SUNY Orange’s Credit Transfer page ([IV.2.2 TES Orange CCC](#)) as an example.

Per the *College Catalog* ([IV.2.3 College Catalog 2022-2023](#), p.151, credit for prior learning), SUNY Sullivan students may earn academic credit based on life/work experience. To be eligible, students must 1) pay the \$40 per credit evaluation fee (waived if the student is full-time), and 2) submit a written request for credit and a written account of the experience, including a complete description of the activities and documented supervision. Separate letters of documentation from supervisors familiar with the experience are required. Upon successful completion of the necessary documentation, the Division Dean will authorize granting of appropriate credit(s), subject to the approval of the Vice President for Academic and Student Affairs.

The College website provides information for students on credit for prior learning ([IV.2.3 Credit for Prior Learning](#)) in relation to Advanced Placement (AP), College-Level Examination Placement (CLEP), and International Baccalaureate (IB) credits.

### ANALYSIS

SUNY Sullivan has appropriate procedures in place for awarding course transfer credit that would apply to a student’s degree completion. However, the process for receiving credit for life/work experience has been deemed lengthy and could be improved by giving some credits based upon credentials, such as for EMT training or CPR certifications. Also, the information on the awarding of Advanced Placement (AP), College-Level Examination Placement (CLEP), and International Baccalaureate (IB) credits is not easily accessible on the College website.

***Criterion 3: policies and procedures for the safe and secure maintenance and appropriate release of student information and records***

### Privacy of Information

Protecting privacy, safely and securely maintaining student information, and lawfully releasing student information remains a top priority at the College. SUNY Sullivan protects student information by following the Family Educational Rights and Privacy Act ([IV.3.1 FERPA](#)). Only those who are listed on a student's account or are authorized college personnel can obtain information about the student. Anyone who wishes to access student information must request that the student complete a FERPA waiver form ([IV.3.2 New FERPA Waiver](#)). Filling out the

## Standard IV: Support of the Student Experience

waiver ensures that the student formally gives the College permission to share their information with designated individuals. In addition, students can log into the portal at My SUNY Sullivan (on the Jenzabar platform) with a username and password ([IV.3.3 MySUNY Sull Portal](#)) to access information such as billing, financial aid, transcript, credits earned, grades, schedule, etc.

### ANALYSIS

The College stores a great deal of personal information about each student, which makes it essential that the College maintain proper safety protocols and procedures to protect that information. The FERPA Waiver form and the use of technology that requires unique login credentials in order to access College accounts help ensure that students' personal information is secure. The College IT department is also diligent about sending out notifications of potential threats, such as phishing attempts, that may be emailed to students, staff, and faculty.

*Criterion 4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs*

### Extracurricular Activities

SUNY Sullivan offers an expansive range of intercollegiate athletic opportunities ([IV.4.1 SUNY Sull Athletics Website](#)) for students to compete in under the NJCAA (National Junior College Athletic Association). Those sports include Men's and Women's Basketball and Men's Baseball that are at the Division II scholarship level. In addition to that, SUNY Sullivan also offers Volleyball, Wrestling, Golf, Indoor and Outdoor Track which all compete at the Division III NJCAA level. In order to participate in these sports programs, students must adhere to the rules and regulations set by the NJCAA and SUNY Sullivan.

Student Athletes have resources available to them in order to help ensure their academic success. First, there is an Academic Support Center, also known as the Learning Commons, located in the One Stop on campus, and the Student Athlete Success Center located in the Field House. There, athletes must complete mandatory study hall and tutoring hours in order to maintain eligibility for their sport. There is an academic support staff stationed in all academic support centers on campus to assist any athletes or students who enter, and who may be struggling with an assignment or certain subject.

The Student Activities Office oversees, plans, organizes, and implements a variety of offerings for students designed to provide a full complement of programming outside of the classroom. Student Activities regularly notifies students of events and activities through emails, flyers, posters, and their weekly newsletter "Check This Out" ([IV.4.2 Sample Newsletter 2021](#)). The Student Activities Office's mission is to provide SUNY Sullivan students with a wide variety of co-curricular experiences and opportunities through campus and community involvement as a means to supplement the academic experience and help students develop into responsible global citizens. The Office of Student Engagement provides educational and social programming for the student body, operating and supervising the Kaplan Student Union, administering clubs and organizations, and advising the Student Government Association. Various programs offered include off-campus trips, community service opportunities, leadership development, performances by comedians, musicians, and entertainers, speakers and discussion panels

## Standard IV: Support of the Student Experience

covering trending topics, and social and educational movie series. The Office is also using social media to expand its outreach and build a greater presence for the College across the county.

The Kaplan Student Union houses a student lounge, pool room, and the Student Government Office. The Student Union is also equipped with wireless internet, televisions, a piano, and a projector. SUNY Sullivan is home to over fifteen clubs and organizations, for example, a Performing Arts Club, Photography, Wellness, Garden Club, a “Power of Nutrition” Club, Earth Guardians, etc., that give students a chance to practice vital leadership skills and explore their passions. Students who do not find a club that interests them are encouraged to start their own club with the assistance of the Student Activities Office.

The SUNY Sullivan Food Pantry supports students, staff, and faculty experiencing food and financial insecurity, two urgent issues exacerbated by the COVID-19 pandemic. Operated in partnership with the Episcopal Diocese of New York Campus Ministry and the Delaware Catskill Episcopal Ministry, the Pantry offers non-perishable food, toiletries, as well as fresh in-season vegetables from the campus Community Garden and Hope Farm.

The mission of the Student Government Association (SGA) is to provide stimulation of student interest in, and support for, activities that contribute to cultural, social, and physical improvement. The SGA is the body of leaders elected by students to represent them. Members of SGA approve student organization charters, assist in developing the programming calendar, represent student interest on various campus committees, and develop and recommend policy to the SUNY Sullivan administration. See Standard VII for more information.

The Student Activities Office increased its departmental programming events by 40% during the 2021-2022 academic year. The most successful events were, in no particular order,

- An inaugural Bonfire, which will now be an annual Fall event
- Summer Orientation (good attendance with positive anecdotal feedback)
- Regular food carts (walking tacos, baked potato bar, vegan and meat-based chili)

Both the Athletic Department and the Student Activities Department’s funding and structure are governed by the Faculty Student Association (FSA). The FSA is an independent 501C3 organization that manages all administrative practices and procedures as set forth by the Board of Directors that is made up of College Administration, College Faculty, and elected and/or appointed Students. The FSA is audited on a yearly basis in accordance with all approved college policies and procedures.

### **ANALYSIS**

SUNY Sullivan has regularly offered a plethora of sound Athletic and Student Activity programming throughout its existence. The College adheres strictly to policies and procedures outlined in the Faculty Student Association (FSA) By-Laws, and the Association is audited yearly for compliance. Fiscal oversight of the Association is handled by the elected Board of Directors, made up of voting members of the FSA, and managed by department heads and the College Controller.



*Criterion 5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers*

**Additional Support Services**

Food Service and Dorming

Although it is a 2-year community college, SUNY Sullivan offers students the opportunity to have the complete college experience. SUNY Sullivan maintains the Lazarus L. Levine Residence Hall ([IV.5.1 Lazarus L. Levine Res Hall](#)), which can hold 300+ students, and which has community rooms that students can use for studying or to make use of the board games available from the Student Activities Office. In addition, two full-length outdoor basketball courts and a sand pit for playing volleyball are located directly behind the residence hall. The discounted rate for in-county students is \$1,694, which is approximately 50% less the \$3,808 that out-of-county students pay to stay in the dorms. In addition, the residence hall is equipped with internet and laundry facilities. Having students live on campus means the College is required to also have a dining hall. SUNY Sullivan's dining hall has been run by American Dining ([IV.5.2 Meal Plan Brochure](#)) since Fall 2021 and will continue to do so through the 2022- 2023 academic year. Students have the option to choose one of two different meal plans, 16 meals per week at \$2,000 per semester or 19 meals per week at \$2,400 per semester. Commuter students may also purchase meal plans; their options are five meals per week at \$700 per semester, eight meals per week at \$1,000 per semester, and lastly ten meals per week at \$1,200 per semester.

Bookstore

Prior to COVID, SUNY Sullivan had a bookstore on campus that was run by Follett. During the pandemic, the on-campus bookstore closed and was moved instead to be fully online, still run by Follett ([IV.5.3 Virtual Bookstore Portal](#)). Currently, the College is discussing re-opening the bookstore next to the dining hall for the upcoming academic year. There, students can purchase College clothing such as sweaters, t-shirts, and hats, and supplies. In addition, students would be able to buy pre-wrapped sandwiches prepared by American Dining. The bookstore portion of the Campus store will remain online through Follett, where students can go to purchase class materials such as culinary supplies and class textbooks.

Bus Service

Sullivan County has a community bus service called MOVE Sullivan ([IV.5.4 MOVE Sullivan Schedule 2020](#)) that used to cost approximately \$5 a ride but has recently become free. The bus service provides SUNY Sullivan students with the opportunity to get to and from neighboring towns such as Liberty, Monticello, and Fallsburg Monday – Friday, 7:30 a.m. – 5:30 p.m. This provides students access to stores such as Walmart, Shoprite, Dunkin Donuts, and many other shops and restaurants. In addition to the Move Sullivan bus service, the Short Line Bus ([IV.5.5 Short Line Bus 2022](#)) company also stops right at the front of the SUNY Sullivan campus. Students can take that bus, transfer at the Short Line bus terminal in Monticello, and continue on to places such as Middletown, NY, where the Galleria Mall is located, a major shopping center in the area. Students can also transfer over to a bus that goes to the Port Authority in New York City.

**Starfish**

## Standard IV: Support of the Student Experience

SUNY Sullivan currently uses a software system called Starfish ([IV.1.7 Starfish](#)), an early alert and analytics software system, to track student academic progress. The program is a student management system that allows individuals to raise flags and express concerns about students who may be struggling. This program provides a holistic approach for the College to monitor the success of all students, rather than just concentrating on students with traditional at-risk characteristics. Members of the College community are encouraged to identify students through Starfish who could benefit from additional academic and/or personal support in meeting their educational goals. According to a Starfish report from the 2019-2020 academic year, which also includes the Fall 2020 semester, 62% of 12,766 flags raised were subsequently cleared.

### ANALYSIS

The College provides adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers. The College believes that the Starfish system enhances the ability of faculty and staff to better communicate with students as well as to identify early barriers to student success. This enables them to open dialogue with each other and direct students to the appropriate support services. SUNY Sullivan will continue to monitor the success of this system and its impact on student retention and graduation rates.

### *Criterion 6. periodic assessment of the effectiveness of programs supporting the student experience*

During AY 2020-2021 and AY 2021-2022, SUNY Sullivan sent out a Graduation Survey ([IV.6.1 Graduation Survey 2020-21](#), [IV.6.2 Graduation Survey 2021-22](#)) to each year's graduating students, which gave SUNY Sullivan some insight into how students viewed experiences during their time at the institution. The most recent survey, for example, was viewed 164 times and 77 students who began the survey completed it. Even after the experience of moving to remote studies because of the pandemic, 97.9% of the 2021 respondents said they were proud to be a SUNY Sullivan graduate, and 91.67% said they would recommend a friend or family member to SUNY Sullivan. In 2022, between 80% and 90% of respondents agreed with these statements.

One question included in the survey was “Considering your complete experience with SUNY Sullivan, how satisfied are you with your educational experiences here?” The overall feedback received was positive. Many students felt that they were not only supported by the professors at the College but by all the other resources and support services available on campus as well. Many students also mentioned the impact COVID-19 had on their educational experience.

### ANALYSIS

Conducting the graduate survey each year will give SUNY Sullivan a great point of reference to look back on. Comparing the surveys year-to-year will help SUNY Sullivan see what the institution is doing well to support students, as well as where the institution can improve. This continued effort, combined with this year's Middle States Self-Study process will help paint an accurate picture of where SUNY Sullivan stands and where the institution can grow and build to provide the best, fulfilling overall experience for the students who attend SUNY Sullivan.

### **Institutional Priority 4b**

**IP 4B: Identify the impact student life and athletics have on persistence and retention.**

The Student Engagement and Retention Committee (SEAR Committee) worked together over the Fall 2021 semester to identify activities and assessment strategies to demonstrate the impact student life and athletics have on persistence and retention ([IV.6.3 IP4b SEAR Comm Agendas Minutes 2021-22](#)). The SEAR Committee identified eight student life activities to measure during the Spring 2022 semester. The eight activities include: tutoring, orientation, dining/cafeteria usage, resident hall residents, athletes participating in a college sponsored sport, club participation, student activities, and the Sullivan Unstoppable completion pledge ([IV.6.4 IP4b Sull Unstoppable 2022](#)). In an effort to help students stay motivated and on track for their goals and degree completion, the Sullivan Unstoppable initiative awards students on their way of accumulating degree credits by giving away 15-credit white t-shirts, 30-credit gray t-shirts, and 45-credit green t-shirts (the school color). This effort helps students see where they are in the completion of degree credits.

The committee selected two clubs, the Performing Arts and Gay Straight Alliance (GSA) clubs to capture student participation attendance. They also identified two specific student activities that occur each semester to collect student participation attendance, the bonfire event and bingo. Initially the committee was seeking to collect data on students who sign the completion pledge card during the Sullivan Unstoppable event. However, many more students attended the Unstoppable event itself to get their t-shirt and the number of signed pledge cards was directly related to the availability of staff to sit at a table to gather the pledges. The SEAR Committee decided to utilize the attendance data from the event instead.

The assessment measure the SEAR Committee decided on was to compare the persistence rate, measured term to term, and the retention rate, measured fall to fall, of students who participated in the identified activities compared to students who did not participate for the Spring 2022 semester. The attached charts highlight the structure of the committee's work ([IV.6.5 IP4b SEAR Comm Persistence Data 2021](#)). The committee completed a preliminary analysis of the data to obtain a snapshot of how these activities impacted persistence and retention for the Middle States Self-Study. The only activity the committee was unable to collect data on was the dining/cafeteria usage, as the subcontractor company was not able to provide the data.

Preliminary data indicated that students who participated in orientation and Sullivan Unstoppable had a higher persistence rate than students who did not participate. Obtaining tutoring also had a significant impact on persistence. Athletics and resident hall living had an equally significant effect on persistence. In Spring 2022, the overall majority of students living in the residence hall were athletes, so that data outcome is expected. The club and student activity data were too small to be useful. The SEAR Committee recommended that a new swipe attendance system be established for the Fall 2022 semester to capture actual student attendance more efficiently.

In Fall 2022, the SEAR Committee will process the data again to assess the impact of the eight student life activities, with the exception of dining/cafeteria usage, for their impact on student persistence and retention rates. Preliminary data is showing a positive correlation, and this initial data set is baseline data for the College. In the upcoming academic year, the SEAR Committee will review the activities and methods of data collection and continue to measure how these activities impact student persistence and retention.

### **Strengths**

- Students have numerous on-campus opportunities to obtain help for issues they may be struggling with (Mental Health, Tutoring, Athletics).
- Incoming students have multiple ways to bring credits into SUNY Sullivan, either directly from high school, life experience, and/or another college.
- As SUNY Sullivan is a small institution, students can mold their experience through Student Activities, Student Clubs, Intramurals, Athletics, Residence Life, etc.
- With its long history of intercollegiate success in multiple sports, the Athletics Program is a driving force on campus that provides a wealth of extracurricular experiences.
- SUNY Sullivan's diverse student body provides students with the opportunity to connect and learn from individuals from many different backgrounds and cultures, enhancing their educational experience.

### **Challenges**

- Frequent turnover in positions often leaves gaps in the transition to new staff.
- As a 2-year school, the College has found that it can be difficult for students to figure out what classes will transfer to other institutions. The current student management portal does not allow students to clearly see their pathways without consulting an advisor or faculty member. The transition to the J1 Web should address this challenge moving forward; the College anticipates this will be in place by the Spring 2023 semester.
- The College continues to seek more effective communication tools to properly advertise resources and services that SUNY Sullivan has to offer.

### **Commitments**

- The College will utilize each year's Graduation Survey in order to better understand where the College is performing well and what areas the College can improve upon from the students' point of view.
- The College will continue to develop and improve support systems to help increase retention. This will include making sure processes are clear to students and making sure students are aware of the support services SUNY Sullivan offers.
- Although the College website links to SUNY's course equivalency page, the College is working to help students find that information more clearly and quickly.







## STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

*Requirements of Affiliation 8, 9, 10, and 15*

### OVERVIEW

Over the last decade, many changes have occurred at SUNY Sullivan, a number of which have had direct implications for the College assessment processes. To ensure that the efforts for the assessment of student learning are based on sound learning outcomes and appropriate assessment practices, will lead to improvement of the educational activities, and will meet the MSCHE criteria, a number of goals and initiatives have been identified in the last three years.

The SUNY Sullivan assessment processes were adversely affected by a “perfect storm” confluence of events, beginning with the elimination of most Division Chairs in 2018 during a reorganization of the College and the departure, for various reasons, of numerous faculty and staff in key positions. The Chairs had previously provided the administrative structure for maintaining oversight of the assessment of student learning (see evidence provided below). When those positions were eliminated, and individuals were either appointed to new positions or left the College due to retirement or other employment, the reassignment of responsibility for assessment did not immediately occur.

A number of initiatives have now been put in place to address these issues. One aim of these initiatives, discussed below, is to accurately assess and demonstrate that SUNY Sullivan's students have accomplished the educational goals of their program of study and the institution's Mission. Another goal is to feed the results of learning assessment into operational and budget planning, leading to more effective, targeted, data-driven decision-making across the College.

*An accredited institution possesses and demonstrates the following attributes or activities:*

*Criterion 1: clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission*

SUNY Sullivan has set new assessment goals and, to meet those goals, has taken or is in the process of taking the following steps:

- Formed a new Institutional Assessment Committee (IAC, now the Academic Assessment Committee, ([V.1.1 Faculty Council Bylaws 2022](#), see 5.4.3)
- Created a new position of Associate Dean of Assessment and Instruction ([V.1.2 Assoc Dean of Assessment & Instr](#))
- Hired a new Vice President of Academic and Student Affairs with a strong background in assessment ([V.1.3 Singer CV 2021](#))
- Overhauled the assessment process ([V.1.4 Previous MSCHE Requirements/Recs](#))
- Created new Institutional Learning Objectives ([V.1.5 ILOs BOT Approved 2021](#))

## Standard V: Educational Effectiveness Assessment

- Created new forms and assessment schedules on a five-year cycle for courses ([V.1.6 Course Assessment Schedule 2022](#))
- Conducted Assessment Workshops for the entire campus in Nov. 2020 ([V.1.7 Course Assessm Workshop 2020](#)) and Sept. 2022 ([V.1.8 Course Assessm Workshop 2022](#))
- Invested in professional development for the faculty chair and co-chair of the Assessment Committee to enroll in an Assessment Certificate Program through the SUNY Center for Professional Development
- Conducted an inventory of past academic program reviews, developed a new Assessment Form ([V.1.9 Student Learning in the Course v.3](#)), and created a new five-year cycle ([V.1.10 Prog Assessment 5-Year Cycle v.1](#)) for Program Assessment
- The Assessment Committee also developed a new, similar form to assess Student Learning in the Program ([V.1.11 Student Learning in the Program v.3](#))
- Invested in professional development for faculty with a consultant ([V.1.12 Rosero CV](#)) brought in to help facilitate Faculty Assessment Workshop
- Reviewed and revised learning outcomes for academic programs ([V.1.13 PLO Inventory 2021](#))
- Hired a Retention Coordinator in August 2021 ([V.1.14 New Hires 2021](#)) to lead retention efforts
- Created a committee ([V.1.15 Gen Ed Taskforce 2022](#)) in Summer 2022 to oversee the transition to the new general education requirements, including assessment of Gen Eds tied to courses and programs
- Reviewed and revised learning outcomes for courses (workshop scheduled for Jan. 2023)
- Restructured the Institutional Assessment Committee to become the Academic Assessment Committee in Nov. 2022 ([V.1.16 FC Minutes Nov2022](#))

In 2019, what had been the Strategic Planning and Institutional Assessment Committee (SPIA) was split into two committees ([V.1.17 SPIA History 2012-19](#)). An ad hoc committee created the new Strategic Plan ([V.1.18 Strategic Plan Complete 2021-2025](#)) and an Institutional Assessment Committee (IAC, now Academic Assessment Committee, [V1.19 IAC Membership 2020-2021](#)) was formed to review and update the assessment of student learning processes for all relevant areas on-campus (see Bylaws below). The IAC is faculty-led but includes members from areas across the campus; as per the Faculty Council Bylaws 5.4.3 ([V.1.1 Faculty Council Bylaws 2022](#)), the IAC (now AAC) reports to the Faculty Council. In preparation for their roles, the Chair and an additional member of the Assessment Committee ([V.1.20 Assessment Cert Prog Registration 2020](#)) both completed the three-part Assessment of Learning Outcomes Certificate Program ([V.1.21 Assessment of LOs Certificate Program](#)) developed by the SUNY Council on Assessment (SCoA) and offered through the SUNY Center for Professional Development.

The assessment process was further hampered by the onset of the COVID-19 pandemic. The campus shut down completely in March 2020 ([V.1.22 NY State Pause Exec Order 2020](#)) and over the course of the next two years, including tying the return to campus in Fall 2021 to a vaccine requirement, enrollment declined precipitously and has not reached pre-pandemic levels.

Nonetheless, to further support the College's assessment efforts, in February 2022 the College hired a new Vice President of Academic and Student Affairs with experience in the assessment

of learning at the college level. Further, in Spring 2022, SUNY Sullivan created the new Associate Dean of Assessment and Instruction position ([V.1.2 Assoc Dean of Assessment & Instr](#)), and an individual who had been at the College for over a decade and who had in-depth knowledge of all of the academic programs was appointed to the position.

SUNY Sullivan recognizes that the first step in providing meaningful and useful assessment of student learning is the identification of well-written learning outcomes at the course, program (academic and general education), and institutional levels.

### **Course Learning Outcomes (CLOs)**

For each course, a set of student learning outcomes is included on the course outline. There is an expectation that the instructor will provide opportunities for students to achieve the CLOs, regardless of who is teaching the course, the location, or the course delivery modality. Learning outcomes at the course level are developed by discipline full-time faculty members who teach the courses. If a course fulfills a SUNY General Education Knowledge and Skill area (see Standard III), those designated learning outcomes will also appear on the course outline. When changes are made to existing courses, or when new courses are developed, the IAC reviews the CLOs to ensure that they are measurable and at appropriate levels of learning. Through a formal process, these CLOs are approved by the corresponding department, then vetted by the Curriculum Committee, and finally approved by the Faculty Council ([V.1.23 Course Action Request](#), [V.1.1 Faculty Council Bylaws 2022](#), see p. 7). All CLOs (and General Education Learning Outcomes, where applicable) are listed on the first page of every course outline (sample [V.1.24 MAT 1004 Outline Elem Stats 2022](#)), in the *College Catalog* ([V.1.25 College Catalog 2022-23](#), p. 10-83), and also posted in the appropriate Course Information Module on Brightspace, SUNY Sullivan's learning management system.

### **Program Learning Outcomes (PLOs)**

Curricular goals for every academic program are defined by the full-time faculty within their representative disciplines. When programs are created or modified, the learning outcomes must first be approved by the department, then by the Curriculum Committee, and finally the Faculty Council ([V.1.1 Faculty Council Bylaws 2022](#), Section 5.4.1: Curriculum Committee duties). PLOs are now developed with the input and guidance of the Associate Dean of Assessment and Instruction and the IAC and are listed in the *College Catalog* and on the SUNY Sullivan Program website pages, respectively.

### **Institutional Learning Objectives (ILOs)**

SUNY Sullivan began a campus-wide process of revising its Institutional Learning Objectives in the Spring of 2017. Due to changes in the College administrative structure and the COVID-19 Pandemic, the process of creating new ILOs was not completed until 2021. The Board of Trustees approved the new Institutional Learning Outcomes in May 2021 ([V.1.5 ILOs BOT Approved 2021](#)).

### **Interrelation of Learning Outcomes/Objectives**

During Spring 2022, the IAC discussed how to review and revise the learning outcomes for all programs according to all six levels of Bloom's taxonomy ([V.1.26 Guidelines Blooms Taxonomy](#)). On September 1, 2022, during Faculty Development Day, an assessment consultant

(V.1.12 Rosero CV) was brought to the campus to help facilitate a Faculty Assessment Workshop (V.1.8 Course Assessment Workshop 2022). The intent of the workshop was to engage faculty in the process of reviewing and revising the PLOs to ensure that the statements were measurable and of an appropriate level, and to document the interrelationship among the CLOs, PLOs, and ILOs. During the workshop session, the PLOs were first reviewed/ revised to support the ILOs, and then the faculty began updating the Curriculum Maps that showed the relationship between the courses and the PLOs. Examples of possible PLOs were shared with the faculty, with the Vice President for Academics and Student Affairs, Chair of the IAC, Associate Dean of Assessment and Instruction, and the visiting consultant all assisting faculty during the process. For those programs where the work was not finished, the faculty members were asked to complete the efforts by December 1. Some academic programs did not have a full-time faculty member present at the workshop, or currently assigned to the program.

## ANALYSIS

SUNY Sullivan now has a set of Institutional Learning Objectives that is appropriate for higher education and that reflects the type of learning that a graduate of a two-year program should display. The ILO statements are also consistent with the MSCHE expectations of learning (V.1.27 Crosswalk ILOs to MSCHE GE). The College has an active Institutional Assessment Committee and an Associate Dean of Assessment and Instruction to ensure that learning outcomes at the course and program levels are measurable and of appropriate levels of Bloom's Taxonomy.

The review/revision of the PLOs, and the link to the ILOs and the courses, is a work in progress at the time of the writing of this Self-Study document. The review/revision of the CLOs for all courses is a current focus of Spring 2023.

The Institutional Assessment Committee, made up of a wide variety of campus stakeholders, meets monthly to discuss best practices and policies related to college-wide assessment efforts. The recent decision has been made to separate student-facing services assessment from academic program assessment and rename the committee the Academic Assessment Committee to reflect its narrowed focus going forward (V.1.28 Institutional Assessment Comm Resource Doc).

***Criterion 2: organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:***

***a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals***

As noted in Criterion 1, the Program Learning Outcomes for all academic programs have been, or are being, reviewed and revised to ensure that the statements are appropriate and measurable. As part of the Faculty Assessment Workshop, faculty were provided a document for each program that included PLOs to review, and tables to complete to link PLOs to the ILOs, including a place to identify assessment measures and benchmarks of success. All revised and updated PLOs and Curriculum maps will be submitted to the Dean of Assessment and Instruction by Dec. 1, 2022. They will be reviewed by the Dean in conjunction with the IAC to determine if

all relevant information has been completed for each academic program. It should be noted that the Dean of Assessment and Instruction is now a permanent member of the IAC.

***b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals***

The College maintains that discipline faculty are the ones that should be developing PLOs for their programs, as they are the individuals with the expertise on the knowledge and skills that students will need to attain to be successful in their careers or pursuit of higher education. During AY 2019-20, SUNY Sullivan recognized the need to create the IAC with the purpose of revising the assessment processes for all areas of learning (course, program, general education, etc.), and to provide support for participating faculty. Unfortunately, in March 2020, moving all instruction and college activity online due to the pandemic had a serious negative impact on work across the campus, particularly instruction, assessment, enrollment, participation, and retention. In addition, the Vice President overseeing the assessment process left the College during the following academic year. This led to the hiring of a new Vice President for Academics and Student Affairs in February 2022 that had experience in the area of assessment. The position of Associate Dean of Assessment and Instruction was created and filled internally during the same semester. These two positions, along with the IAC, now provide the necessary support for assessment at the administrative and governance levels.

### **Course Assessment**

When the Institutional Assessment Committee was formed, it was determined that the College's previous course assessment process was not a true assessment of student learning. First, the assessment form was only completed by new faculty or tenured faculty who were teaching a specific course for the first time. Second, student data were never collected nor analyzed. Third, faculty were not required to make changes designed to improve student learning (V.2b.1 ASLOC Form, sample assessment V.2b.2 ENG 2005 Comp II SLO 2019).

In Fall 2019, a process was developed to ensure that every course would be assessed more regularly and that all faculty would participate (V.2b.3 Course Assessment Five Year Cycle v.1). Under the supervision of a Lead Instructor, assessments are now chosen for each course learning outcome, data from all sections of the course are gathered and analyzed, and an action plan is created to improve student learning. The course is then reassessed after the action plan has been carried out to determine the effectiveness of the change (V.1.9 Student Learning in the Course v.3). This process was implemented during the Spring 2020 semester, at the start of the COVID-19 pandemic, which has hampered the evaluation of its success. Despite this challenge, faculty are increasingly making data-driven decisions that continue to improve student learning and close the assessment loop. Sample assessments include American Government (V.2b.4 POL 1341 Amer Gov't 2020-21), U.S. History (V.2b.5 HIS 1229 US Hist Since 1940 2019-20), Intro to Poetry (V.2b.6 ENG 2132 Intro to Poetry 2019-20), and Green Building (V.2b.7 GRB 2500 Troubleshooting Green Bldg Sys 2020-21) course assessment documents. The value of these analyses should improve dramatically now that the College has reopened for on-campus classes and the instructional methods have stabilized. Gathering this data will be especially useful for assessing the effectiveness of programs as well.



### **Program Assessment**

Prior to 2018, academic programs and general education requirements were assessed on a regular basis by the Division Chairperson, with faculty and the Director of Institutional Research providing relevant data ([V.2b.8 Timetable 2015](#)). At that time, the College was using templates provided by SUNY to coordinate these reviews ([V.2b.9 ASLOM Guide rev 2015](#), [V.2b.10 ASLOM Summary Report](#), [V.2b.11 Gen Ed Math Form](#), [V.2b.12 Gen Ed Summary Report](#)).

In 2018, multiple changes and turnover of higher levels of administrative positions occurred, including the elimination of Division Chairs who had the responsibility for overseeing assessment. During that reorganization, the Division Chairperson position was eliminated and replaced by the Department Chairperson position; however, this new position did not have the responsibility of oversight to ensure that programmatic and general education assessments were completed. Therefore, during AY 2018-19 there was a lapse in the focus on the assessment of student learning at the program level. This led to the Institutional Assessment Committee being formed and tasked with designing new assessment processes.

Going forward, all academic programs will be reviewed on a regular, ongoing basis (see [V.2b.13 Assessment 5-Year Cycle rev 2021](#)) and the schedule will be updated. The format will be similar to the course assessment process. With the support of the Associate Dean for Assessment and Instruction, faculty choose assessments for each programmatic learning outcome, gather and analyze data, and create an action plan to address any gaps in student learning. During this process, all programs will also review their programmatic learning outcomes and/or curriculum maps and update as needed. Student completion rates, transfer rates, and other metrics of success will be used to measure the efficacy of the program as well ([V.1.11 Student Learning in the Program v.3](#)). A working group for Institutional Priority 5A is currently developing a rubric ([V.2b.14 Prog Review Criteria](#)) that captures important metrics for assessing each program (see Analysis below).

The assessment of the general education program will follow a similar format, except that the mastery of the student learning outcomes will be measured during the previously mentioned course assessment process. The data from each corresponding general education course will be gathered so that an assessment of the overall program can be performed. This process will also occur with the support of the Associate Dean for Assessment and Instruction and committee overseeing the transition to the new SUNY general education requirements. See Standard III for more information concerning the assessment of the general education program.

In the Spring of 2022, the Institutional Assessment Committee began working with the Dean of Liberal Arts and the Associate Dean of Assessment and Instruction to conduct a pilot review of the new program assessment processes using the Criminal Justice Program, which had not been assessed since 2012-2013. Members of the IAC also began taking inventory of when and which programs were last assessed.

This pilot program review was only partially successful, especially as the campus had lost many of its most knowledgeable assessors and assessment results had not been maintained. The pilot review highlighted processes already in place and also identified areas to re-focus on to move toward more effective and interrelated assessment strategies. A complete inventory of Program

Learning Outcomes in November 2021 (V.1.13 PLO Inventory 2021) revealed the need to revisit and, in some cases, simplify, PLOs for programs across the campus, including for the Criminal Justice Program, which had been chosen for the pilot. Importantly, the inventory revealed how many programs—not just program outcomes, but programs themselves—needed to be reassessed and updated. After cross-campus discussion, the Institutional Assessment Committee recommended that assessment be reviewed to better align Institutional, Program, and Course Learning Outcomes. Currently, the campus is also in the process of shifting to the new SUNY Gen Ed course outcomes and matching courses to those outcomes. The results of this inventory showed the need for faculty to be brought together for the purpose of reviewing and revising the PLOs, and this became the focus of the Faculty Assessment Workshop held on September 1, 2022 (V.1.8 Course Assessm Workshop 2022).

The Institutional Assessment Committee has reaffirmed that assessment becomes more effective when every step of the process has an institutional home and is “owned” by a stakeholder. The Chair of the Institutional Assessment Committee created the following recommendation for the assessment workflow, which was approved by the IAC.

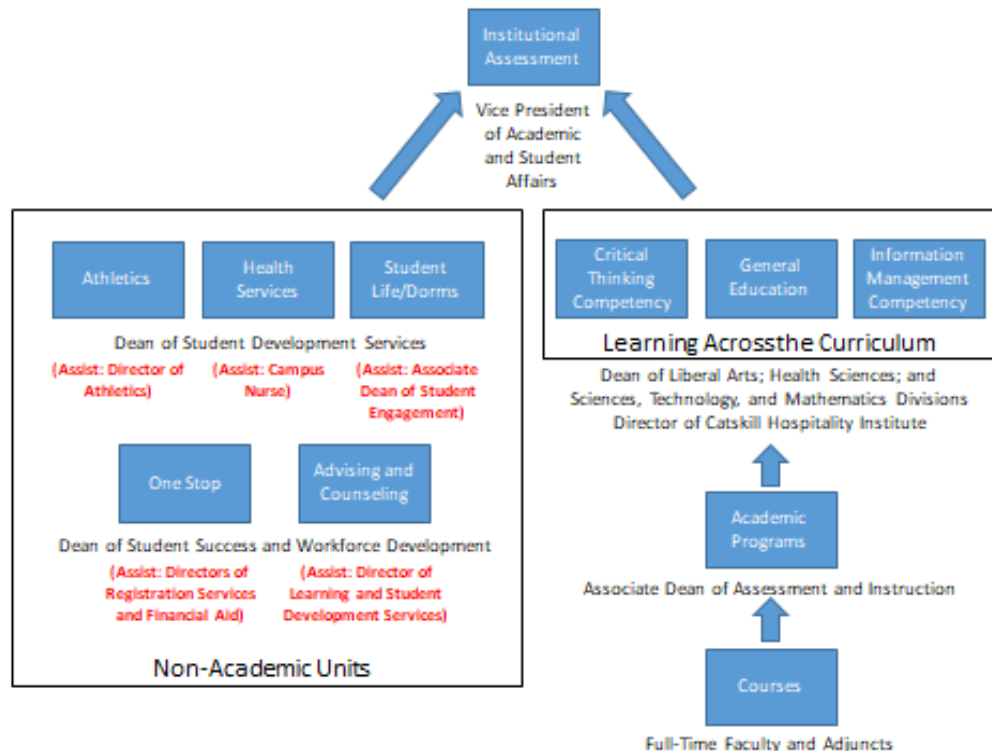


Fig. V.1 Assessment Workflow Chart

***c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders***

The IAC and the Associate Dean of Assessment and Instruction have provided support for all campus-wide assessment processes. Leaders of the IAC have completed assessment-related certificate programs provided by the SUNY Center for Professional Development. The information learned has been disseminated through workshops with fellow faculty members (V.1.7 Course Assessm Workshop 2020, V.1.8 Course Assessm Workshop 2022, V.2c.1

Assessment Committee Update 2020). The assessment data collected from faculty are stored within a shared computer drive to which all administrators, faculty, and staff have access (S-Drive).

The Office of Institutional Research tracks and reports general student achievement data as well as student satisfaction reports. The student achievement data, including graduation rates by program, can be accessed freely using the SUNY Analytics tool, which provides a wealth of data (V.2c.2 Retention Trends 2017-2020, V.2c.3 Graduation Rates by Cohort, V.2c.4 Degrees Granted Trends, V.2c.5 Transfers to SUNY Sull, and V.2c.6 Transfers from SUNY Sull). These results are also shared with the appropriate stakeholders on campus as needed. The most recent graduation survey results, for example, were discussed during one of the semiannual Faculty Development Days (V.2c.7 Grad Survey 2021).

## ANALYSIS

Assessment has remained an area of particular challenge on the SUNY Sullivan campus for a number of years. As previously stated, the campus has dealt with both internal and external upheavals, including a campus-wide reorganization that led to differing visions and guidance about assessment; high turnover of key personnel; the global pandemic, which had stark adverse effects on enrollment and attendance; and intermittent administrative support. The Timeline of Events (V.2c.8 Standard V Timeline) reviews the key changes. Stakeholders across the campus, including and especially members of the IAC, are aware of the ongoing challenges and are helping to fill in the gaps.

With the input from the Vice President of Academic and Student Affairs, the new Associate Dean of Assessment and Instruction, the IAC, and the Curriculum Committee, SUNY Sullivan's current focus on assessment includes these key steps:

- Following a revised process of course and program approval in which all revised learning outcomes will go through the IAC, then to the Curriculum Committee, and finally to the Faculty Council for formal adoption
- Conducting a campus-wide environmental scan of academic programs, which will lead to updating, revision, combination, and/or possible elimination of programs
- Conducting a full inventory of program reviews over the last ten years
- Continuing to review and revise course and program learning outcomes, as needed
- Incorporating new SUNY-wide general education requirements into all courses and programs, per SUNY directives
- Incorporating assessment processes into all courses through the new SUNY-wide Learning Management System, Brightspace, due for implementation in AY 2022-23 (see V.2c.9 Institutional Assessm Comm Mtg Minutes 2022)
- Initiating the proposed five-year cycle for assessment of academic programs
- Creating a separate Committee to review and create learning outcomes and assessments of Non-Academic Programs, answerable to the Dean in charge of each area

Once these steps have been completed in the AY 2022-2023, the College is confident that the new assessment processes and procedures, including the ability to generate assessment data using Brightspace, will better serve the institution as a whole. Especially crucial is that these

updated processes will remain in place regardless of disruptions caused by personnel and/or internal and external changes.

**Criterion 3:**

*consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:*

- a. assisting students in improving their learning;*
- b. improving pedagogy and curriculum;*
- c. reviewing and revising academic programs and support services*
- d. planning, conducting, and supporting a range of professional development activities*
- e. planning and budgeting for the provision of academic programs and services*
- f. informing appropriate constituents about the institution and its programs*
- g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates*
- h. Implementing other processes and procedures designed to improve educational programs and services*

**Assessment of Courses**

The College requires faculty to consider the appropriateness, coherence, and rigor of program and course content as well as students' achievement of course and program outcomes. Faculty must include SLOs and related assignments in the course syllabus for every course they teach ([V.3.1 SUNY Gen Ed Approval Guidelines](#); sample course outline [V.3.2 SCI 2922 Intro to Ecology](#)). Departments track course SLOs to program learning goals and outcomes and to General Education SLOs as they assess them annually ([V.3.3 Course Assessment Guidelines 2021](#)). These data are used to inform decision-making about students' learning and their experiences with faculty. A 5-year cycle for course assessments was revised and initiated in the year 2019 ([V.2b.3 Course Assessment Five Year Cycle v.1](#)). The new assessment forms developed with the 5-year cycle now involve a process to "close the loop," something the former course assessments did not address ([V.1.9 Student Learning in the Course v.3](#)); see sample course assessments provided above.

With a grant from SUNY, the Writing Program piloted a two-instructor support course for its Comp I Studio and Basic English Workshop classes for several years. An informal assessment showed mixed success for these classes, however, and when the grant was not submitted for renewal, and then with the adverse financial impact of COVID, the program was discontinued. When the Writing Program computer lab classroom was converted to the Esports Theater, the College created a new computer classroom ([V.3.4 New Computer Lab](#)) in Spring 2022, outfitted with new computers. The space offered a similar pedagogically sound environment with designated areas for whole group discussion, small group work, and sufficient technology for each student to work individually. Other changes intended to support student success included streamlining the placement process for math and English courses and shifting from a developmental math course prerequisite to a co-requisite support course. Before the reorganization eliminated most of the Chair positions, departments regularly held their own Faculty Development Day sessions ([V.3.5 LA Fac Dev Day Agenda 2018](#)) to assess teaching practices and explore ways to improve pedagogy. The Writing Program continues to hold

professional development workshops with the high school teachers. The Dean of Liberal Arts and Sciences in conjunction with staff and faculty is exploring ways to augment the professional development sessions already occurring on campus.

### Assessment of Programs

Program assessments were also revised in 2019 and all programs were put on a 5-year cycle, set to begin with the 2022 year (V.1.10 Prog Assessment 5-Year Cycle v.1). During the 2021 year, a trial using the new program assessment form (V.1.11 Student Learning in the Program v.3) was scheduled to be conducted with the Criminal Justice program. In addition, the new position, Associate Dean of Assessment and Instruction, was created under the supervision of the Dean of Liberal Arts and Sciences. This person will work with the Institutional Assessment Committee, The Vice President of Academic and Student Affairs, the Dean of Liberal Arts and Sciences, and all the faculty in the departments, to complete program reviews. As the Criminal Justice Program review proceeded, it was found that the new form lacked in scope, specifically with regard to courses required for the major, input from advisory councils for career tracks, and an examination of transferability for transfer tracks. The Institutional Assessment Committee and appropriate administrative staff did some foundational work in the Fall of 2022 to revise the program review form and procedure.

With a “Closing the Loop” section built into the revised course and program assessment forms (see above), data-driven decision-making is now built into the academic assessment process at all levels at SUNY Sullivan. In addition, multiple changes have been implemented across the campus in non-academic areas, starting with the creation of Student Learning Outcomes for all levels. In general, SUNY Sullivan uses both formal and informal measures to assess progress and make targeted changes and improvements.

To develop a fuller picture of teaching effectiveness across the campus, the College uses traditional measures such as graduation and retention rates at the individual level, individual pass rates, and course and program assessments. With the revised Course Assessments, faculty have been regularly identifying ways to improve student learning and close the loop.

Several examples of more formal changes in programs over the last several years, despite the campus shutdown for nearly a year and a half, are as follows:

- In 2020, the **Direct Support Practice Certificate** was revised in response to feedback from local agencies such as the Center for Discovery, New Hope, and ARC, organizations that help people with disabilities, giving students the opportunity to receive credit for “onboarding” training while pursuing a credential that will allow them to advance their careers. This also gives students the option to pursue a 2-year Psychology track.
- After examining retention in the **Computer Information Systems: Computer Support Program AAS** and researching similar programs and graduate job opportunities, an introductory course CPT 1307 was added to the program to replace CPT 2301 or an elective. This was done to better prepare students for later program courses. The sequencing of the courses was also changed to better support student success.
- A review of student retention and success in the **Medical Assistant Program AAS** resulted in course substitution and reordering. Reviews of curriculum and job



requirements also showed that information on anatomy and physiology is presented in the medical terminology class, giving adequate background for students completing only the certificate. The SCI 1424 Intro to Anatomy and Physiology with Lab course was changed to SCI 1050 Intro to Biology, a human biology course replaced an elective, and several courses were moved to later semesters.

- A Review of employment requirements led to revision of the **Computer Programming, AAS** program to allow students to begin with simpler programming language (scripting) and offering OOP in java, which is a standard at many colleges and universities. Outdated Programming in Visual Basic/CPT 1405 and Networking Essentials/CPT 1161 & Computer Hardware Software/CPT 1209 courses were removed.
- Recent needs assessments of new employment opportunities led to the **Tourism Certificate** Program being reinstated.
- A needs assessment of employment in the area has also led to reinstatement of the **Construction Technology Program AOS**, which was discontinued in 2011.
- Changes made to the **Nursing Program AAS**, as recommended by NYSED after their Self-Study Accreditation site visit, included adding Sociology into the program and raising the credits of NUR 1001, NUR 1010, and NUR 2030 so that the clinical and lab sessions now affect the GPA.

Informally, an internal assessment of the Writing Program, after the Writing Program Coordinator position was eliminated in the Fall of 2019, led to a reinstatement of the position in January of 2022. Further examples include the Liberal Arts Division Report 2018 ([V.3.6 LA & Hum Form D 2018](#)), the Gen Ed 10 Assessment 2018 ([V.3.7 Gen Ed 10 Assessm 2018](#)), and the comprehensive chart of recent assessment-driven programmatic changes ([V.3.8 Curriculum Comm Changes Rev](#)).

### **Assessment of Non-Academic Areas**

Assessment has driven many non-academic areas across the campus as well. After surveying students, faculty, and staff ([V.3.9 Day Care Survey 2020](#)), for example, the College created a Day Care Center ([V.3.10 Healthy Kids Day Care](#)) in the lower floor of the main building. After the ILOs were approved, the Learning Center assessed ([V.3.11 Aligning Learning Center w/ ILOs 2021](#)) how well their activities aligned with the Institutional Learning Outcomes. Areas needs assessments, enrollment data, student surveys ([V.3.12 Student Workshop Survey](#)), and graduation rate data ([V.3.13 College Navigator Stats 2018-2021](#)) were used to create Strategic Enrollment Management Goals ([V.3.14 SEM Strategic Goals 2022](#)), One Stop and Learning Center Goals ([V.3.15 One Stop Goals 2021](#)), and drive the Strategic Goals and approaches of the Student Enrollment And Retention Committee ([V.3.16 SEAR Agendas & Minutes 2022](#)), as demonstrated in the attached set of minutes and agendas. The same data also led to the campus initiating the transition to becoming a Guided Pathways institution ([V.3.17 Guided Pathways Initiative 2022](#)). Assessment of campus needs also led to the creation of a Veteran's Lounge on campus ([V.3.18 Battle Buddies Info Hours](#)), which was then moved to a new location when the original space was turned into a new computer classroom. Veterans now have the Battle Buddy Room ([V.3.19 Veterans Students Services](#)). Assessment of student needs also led administration to encourage faculty to use Open Resource textbooks ([V.3.20 Open Resource Textbooks](#)) wherever possible, as well as the use of free resources such as Kurzweil 3000 ([V.3.21 Free Resource Kurzweil 3000](#)). See Chapters 3 and 4 for additional information on investments in

student services. A Facilities Master Plan ([V.3.22 Facilities Master Plan Final 2019](#)) was created after an assessment of the campus by Envision Architects, funded in part by SUNY ([V.3.23 Energy System Upgrade & Conservation Project](#)).

Student evaluation of faculty and coursework is gathered through SEEQ evaluations ([V.3.24 Student Eval of Educ Quality Survey rev 2022](#)), which are completed by students for each course every semester. These surveys ask students to evaluate teacher effectiveness overall and answer specific questions about the class such as evaluation of course material, level of difficulty, quality of content, timeliness of instructor feedback, etc. The results are useful in helping the College evaluate the quality and effectiveness of each course so that adjustments can be made to ensure a valuable experience for all. Results are included in the annual faculty self-review form.

### **ANALYSIS**

Student and self-evaluations are critical steps in gathering feedback to help faculty grow and develop. SEEQs though have a limitation because the College relies on students to respond at the end of the semester when they are often busy with academic responsibilities. One suggestion would be to create a peer review system through which colleagues can provide each other with insights and feedback about teaching pedagogy and styles. All in all, the Self-Study analysis revealed that, despite setbacks, the College has priorities of updating the assessment practices and creating more effective, campus-wide processes of evaluating student learning, with a clear focus on closing the loop. While there is still much work to be done in these areas, the College has renewed its focus on improving assessment processes, including maintaining oversight of these, and on updating and implementing meaningful assessment strategies that will lead to results useful for the improvement of educational effectiveness.

***Criterion 4: if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers;***

Not applicable for SUNY Sullivan.

***Criterion 5: and periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.***

As mentioned above, the Institutional Assessment Committee was formed to assess the effectiveness of the College's assessment processes and offer suggestions for improvement. This committee determined that the assessment of student learning outcomes in courses needed to be revised, and a new process was introduced in the Spring of 2020. A five-year assessment cycle is now in place, guidelines have been created to help the faculty complete the assessments, and many courses have already completed their first assessment. The process has been updated multiple times based on feedback that was brought to the IAC for discussion, including the creation of guidelines to help faculty complete their course assessments ([V.5.1 SUNY Academic Prog Assessm Rubric](#)).

Regarding programmatic assessments, the previous process was incredibly laborious ([V.2b.9 ASLOM Guide rev 2015](#)). The IAC was tasked with redesigning and streamlining this process. Not only is the new process simpler, but it also more accurately measures student learning by

focusing on the results of specific assessments, instead of the students' overall course grades or individual instructors. A section was also added to ensure that actions are identified to improve the effectiveness of the program.

## ANALYSIS

The IAC will continue to examine the effectiveness of the processes used to assess student learning. The SUNY Council on Assessment (SCoA) has developed a rubric to determine the effectiveness of program assessment processes, and that instrument will be examined for ideas on how to further improve SUNY Sullivan's efforts in this area (V.5.1 SUNY Academic Program Assessment Rubric). As the College continues to refine its processes, including assessing the assessment process itself, it should also include SUNY's SCoA Institutional Assessment Rubric (V.5.2 SUNY Institutional Assessment Rubric) to evaluate the College's overall progress.

**IP 5A:** Develop and prioritize a schedule of programs to be reviewed and implement a plan that will assist the College to improve financial stability in regard to academic programs and services.

After the confluence of adverse events outlined above (re-organization, loss of multiple key faculty and staff, loss of most department Chairs, and then the pandemic), a new 5-year programmatic review cycle was created in 2020. However, in AY 2021-2022, in part after an inventory of PLOs that revealed a need for revisions to the learning outcomes, it became apparent to the IAC and administration that the College should undertake a full review of programs first. This process is now underway and includes the following steps:

- A review committee was formed consisting of the Vice President of Academic and Student Affairs; the Dean of Liberal Arts, Sciences, and Health Sciences; the Director of Strategic Planning and Compliance; and the Chair of the Institutional Assessment
- This committee created a program assessment rubric based on SUNY's Academic Program Assessment Rubric and has begun a full environmental scan of the College's offerings, including a review of all academic programs, according to the metrics the group chose for analysis.
- An outside facilitator was brought in to lead a workshop on revising and aligning PLOs. This process was overseen by the IAC and concluded on December 1, 2022.
- The programmatic review schedule was updated in Fall 2022.
- The Institutional Assessment Committee is being renamed to Academic Assessment Committee and will be in charge of assessing and aligning courses and programs.
- A separate committee will be in charge of non-academic assessment.
- Eventually, this conversation will be broadened to include the entire campus, who will review the data and help design a plan to reprioritize and further update academic programs and student services.
- A review committee has been formed consisting of the Vice President of Academic and Student Affairs; the Dean of Liberal Arts, Sciences, and Health Sciences; the Director of Strategic Planning and Compliance; and the Chair of the Institutional Assessment.

## ANALYSIS

Members of the College community are acutely aware that, with numerous upheavals both internal and external over the last several years, sufficient attention to all aspects of the

assessment process was not always paid. Key stakeholders, however, including the administration and the IAC, have picked up the mantle and restarted or updated assessment across the campus, including documentation, oversight, and assessment of the processes. SUNY Sullivan recognizes the need to continue building a strong, sustained culture of assessment and have taken multiple steps to move forward. Among these, hiring a Vice President of Academics and Student Affairs with a strong background in assessment and creating the Associate Dean of Assessment and Instruction position have been two crucial steps that tie assessment ownership and oversight to positions and offices rather than individuals. The College continues to invest time and resources into adequate data collection and analysis, which will support evidence-driven decision-making at all levels of operation.

### **Strengths**

- Renewed the College's commitment to a campus-wide culture of assessment
- Simplified, clarified, and streamlined assessment processes and forms
- Hired a Vice President of Academics and Student Affairs with assessment experience
- Created a new administrative position, the Associate Dean of Assessment and Instruction, to help coordinate academic assessment processes

### **Challenges**

- Personnel and environmental changes left gaps in past processes for ensuring currency of program learning outcomes and curriculum mapping
- Lack of clearly defined oversight allowed various assessment processes to fall through the cracks
- Use of assessment results to improve educational effectiveness has been inconsistent

### **Suggestions**

- Finish revising Program Learning Outcomes and curriculum mapping
- Create clearer ownership of and oversight over assessment processes
- Tie assessment more clearly to best practices, e.g. based in Bloom's taxonomy

### **Commitments**

- Provide ongoing campus-wide training and support for all stakeholders
- Utilize the campus learning management system, Brightspace, to capture and organize assessment data to improve educational effectiveness
- Revise the duties and membership of the Institutional Assessment Committee to focus on academics, especially areas that have previously been neglected







## **Standard VI: Planning, Resources, and Institutional Improvement**

*The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

### ***Requirements of Affiliation 8, 10, and 11***

#### **OVERVIEW**

In a time of uncertainty and change due to external factors, including the COVID-19 pandemic, SUNY Sullivan has continued striving to meet its commitments to planning, resource allocation, and institutional improvement. During this time, the College has updated its Mission and Strategic Goals and is undergoing processes to better tie institutional objectives to planning processes. This chapter demonstrates that the College has managed to support and maintain operations and to deliver high-quality education and services, even with a minimum of fiscal and human resources in a time of multiple disruptions.

***Criterion 1: institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation***

SUNY Sullivan's Mission and Vision statements focus on student personal growth and professional advancement for a sustainable and interconnected world. The College views its role to be acting as the heart of higher education and culture in the Catskills.

SUNY Sullivan's Strategic Plan 2021-2025 ([VI.1.1 Strategic Plan Complete 2021-2025](#)) is a guide for uniting the College through shared goals, listing the College's core values, and engaging with stakeholders college-wide. The institutional objectives are listed in the College's Strategic Plan. The Strategic Plan was approved by the Board of Trustees (BOT) in May 2021. Because the plan is only in its second year, the process of implementation and assessment is still in the beginning stages.

The College has recognized a need to connect evidence and assessment results more strongly to planning and resource allocation, both at the institutional and individual unit levels. In 2018, SUNY Sullivan employed the services of Iron Bridge Resources, a higher education consulting firm, to review the then-current Enrollment Management Plan and look at recruiting. The Report included a SWOT analysis and a Recommendation and Action Plan ([VI.1.2 Iron Bridge Report 2018](#)). This Recommendation and Action Plan may be revisited and consulted to help inform future strategic decisions.

Prior to the adoption of the Strategic Plan, the College enlisted the services of Envision Architects to construct a Facilities Master Plan ([VI.1.3 Facilities Master Plan 2019](#)). The Facilities Master Plan was presented to the public on Sept 24, 2019, discussed at the BOT meeting on Sept. 26, 2019, and approved at the BOT meeting ([VI.1.4 BOT Agenda & Approval of Minutes 2019](#)) on Nov. 21, 2019. The purpose of the Plan was to assess current facility conditions and plan future additions for meeting academic and student enrollment goals.

## ANALYSIS

The College has taken multiple forward-looking steps, including hiring architects and a higher education consulting firm, to create and implement long-term planning; however, up to this point there has been no clear link between planning and budgeting and assessment data. Because the Strategic Plan is in its second year, that process will now move forward during the 2023-2024 budget process. This demonstrates an increased focus (VI.1.5 Administrative Assessm Comm) on tying resource allocation to assessment results, both at the institutional and the individual unit levels.

With continued turnover in management/senior leadership and the global pandemic of 2020, the College has continued to budget using an “incremental approach, essentially budgeting based upon previous years’ allocations with across-the-board spending reductions operationalized due to lower enrollment. Moving forward, the College should institute a process that breaks down goals and objectives and includes assessment data. The Office of the Vice President of Administrative Services (VI.1.6 VP for Admin Serv Job Posting), a position the College recently filled that was vacant for the past few years and during the pandemic, will hold lead responsibility for monitoring and tracking progress on the Strategic Plan. Recommendations will be made on a yearly basis to support planning and budgeting moving forward.

### ***Criterion 2: clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results***

The Strategic Plan 2021-2025 is posted on SUNY Sullivan’s website along with summaries of Strategic Planning Committee meetings. The President regularly updates the Board of Trustees on progress toward meeting the goals of the plan. The President also provides regular budget updates to the BOT. SUNY Sullivan further has an assessment framework and processes that support the evaluation of all the constituents’ participation. One suggestion that has emerged through this Self-Study process is that the College should create an Assessment Plan and Guidebook containing the details of planning and assessment. Under the direction of the Vice President for Administrative Services, the process has begun to form a committee that will oversee the development of an initial suite of KPIs and unit alignment/ownership, along with a framework for performance management and departmental goal setting.

Currently, Division and Administrative Secretaries call for annual reports (VI.2.1 AF Form rev 2021) from academic and administrative units in mid-spring that are usually due in June. Area Directors, Academic Deans and Assistant Deans, and each Vice-President is responsible for reviewing the annual reports.

In addition to the above processes, the College community also engages in the following planning and assessment activities with communications posted on the College website:

- Faculty and Staff Development Days (VI.2.2 Faculty Devel Day 2023, VI.2.3 Staff Devel Day 2021), held in late August and late January, provide a forum for sharing the highlights of annual reports and plans. The President provides an overview of the major institutional outcomes and each Vice President has an opportunity to present institutional goals for the coming semester.

## Standard VI: Planning, Resources, & Institutional Improvement

- The results of the Enrollment Management Action Plan ([VI.1.2 Iron Bridge Report 2018](#)) provide a review of enrollment management with a recommendation and action plan.
- The current Master Plan and the President's presentation of the Master Plan ([VI.2.4 Master Plan Presentation Quaintance](#)) are posted on the College website
- The President's Welcome Back reports ([VI.2.3 Staff Devel Day 2021](#))
- The President's presentations to the Board of Trustees ([VI.2.5 BOT Agenda 2021](#))
- The SUNY Sullivan 2021 Annual Report ([VI.2.6 Annual Report 2020-21 Final](#))
- The College 2017-2019 Diversity Plan ([VI.2.7 3-Year Divers & Inclus Plan 2017-19](#))
- The SUNY Sullivan 2021-2022 Recruitment Plan ([VI.2.8 Recruitment Plan 2021-22](#))
- The SUNY Sullivan 2014 Retention Plan ([VI.2.9 Retaining Students 2014](#), the 2022-23 Retention Plan is currently in the revision stage)

### ANALYSIS

The President updates the campus constituents at least twice a year regarding planning and improvements in his Welcome Back Speeches on Faculty/Staff Development Days and in regular presentations to the Board of Trustees. An Annual Report is generated by the Communications Office that discusses planning, improvements, and things to be celebrated around campus. This Report is available on the College website and is passed around virtually to constituents. The Admissions, Student Success, and Workforce Development Offices have also created plans that detail their intentions for improvement.

The Self-Study process demonstrated that the College needed a committee or office designated specifically to review the results of academic and administrative annual reports, the Strategic Plan Progress Report, and the President's Annual Report to the Board of Trustees. This responsibility has been assigned to the Office of the new Vice President for Administrative Services, which will help clarify planning, discussion, and improvement of campus processes and help communicate them across the campus community.

The assessment process on the SUNY Sullivan campus had a makeover during the last Middle States review process. All of the constituents at the College created an assessment plan and process. However, due to the 2018 reorganization along with high personnel turnover, those processes were either forgotten or done away with. Therefore, while the College has not held all constituencies accountable through a documented process that is tied to the Strategic Plan in the past, the College is committed to forward-thinking processes that will create a legacy of accountability and more closely tie planning and implementation to budgeting and assessment. The Vice President for Administrative Services has already begun this implementation ([VI.1.5 Administrative Assessm Comm](#)); this Office will lead campus master facilities planning, direct campus strategic planning goals implementation and assessment, and plan, monitor, and assess annual institutional objectives as related to the strategic goals and resource allocation.

Initial steps to address any deficiencies in this area began in December of 2022. The newly appointed Vice President for Administrative is convening a small working group to examine the implementation of a data/metric-driven approach to track progress in performing internal assessment processes. It is anticipated that this process will begin at a high level, while creating additional working groups as needed to address more detailed components, and will provide units with the guidance, training, and tools necessary to implement a practical and

effective assessment process that tracks progress against goals that align with the College's Mission and Strategic Plan.

Building upon the work of individuals operationalizing the educational assessment commitments outlined under Pillar V, this group will seek to address the following:

- 1) The steps necessary to implement a system for development and tracking of divisional and individual annual performance goals that meet all of the following criteria:
  - Align with the Strategic Plan 2021-2025
  - Are SMART (Specific/Measurable/Achievable/Relevant/Time-bound)
  - Are data-driven
  - Advance the Mission of SUNY Sullivan
- 2) Identify and implement a handful of divisional Key Performance Indicators (KPIs) that align with the Strategic Plan 2021-2025 and the College's Mission.
  - Metrics to be developed around the following areas:
    - Student Success/Outcomes, with potential metrics including, but not limited to, categories such as drop-fail-withdraw (DFW) rates, completion rates, attrition rates, student persistence, graduation rates, transfer rates, attainment of 4-year degree, and post-graduation employment.
    - Enrollment goals (student headcount, AAFTE, Full-time vs. part-time, etc.)
    - Fundraising (performance to predetermined goals, annual contributions, total assets of the foundation, etc.)
    - Stewardship of University Resources (average class-size/fill rates, faculty/student ratio, net margin after instructional expenses, etc.)
    - Financial Performance (improvement to structural position, improvement to net position, calculation and implementation of College overhead rate, reduction of College overhead rate, specific financial ratios, etc.)
- 3) Form a Nonacademic Assessment Committee tasked with developing and implementing a rational and data-driven process for administrative unit assessment.

The KPIs Plan Graphic ([VI.2.10 Adjust Label KPIs Plan Graphic](#)) provides a preliminary timeline for these measures.

***Criterion 3: a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives***

SUNY Sullivan recently hired a Vice President for Administrative Services and an Interim Controller. Due to the position's responsibilities and the search approach, the final appointee to the Vice President for Administrative Services area could have potentially been hired with a background in finance, human resources, buildings and grounds, information technology, or elsewhere. The successful candidate, appointed in November of 2022, has a primary background in finance and budget. The new Vice President for Administrative Services is currently

## Standard VI: Planning, Resources, & Institutional Improvement

developing plans for the future organizational structure of finance and budget area, as the hire provides more flexibility and additional skills to that area than may have been applicable with a different candidate.

As part of the annual budgeting process, the Controller reaches out to budget managers and asks them to complete their requests for the upcoming year (examples: [VI.3.1 5062 Budget Sheet Returned 2022-23](#), [VI.3.2 6001 Budget Sheet Returned 2022-23](#)). The Controller provides pertinent information, which includes what the prior year budgeted amount was along with up-to-date “actual” expenditures versus said budgeted amounts.

Administrators are asked to review these preliminary budgets and submit a proposal for any additional staffing that they feel is needed. The Budget (example, [VI.3.3 Operating Budget 2020-21](#)) is then compiled and reviewed by the Executive Committee. After that, the Budget goes before the Finance Committee of the Board of Trustees, is reviewed by that committee (example, [VI.3.4 BOT Finance Agenda 2021](#)), and then voted on by the entire BOT ([BOT Budget Approval 2021](#)), following the decision-making on any requests for new funding and incorporation of any approved new requests into the budget.

A call for annual budget requests (sample Liberal Arts, [VI.3.6 LA SPOT Form Gen Budget Final 2017](#)) is made by unit heads typically at the same time as the annual reports. As part of this process, each unit head sends a budget to their executive for review, who then sends it to their respective supervisor.

Upon review, this budget is compared with the Strategic Plan ([VI.1.1.Strategic Plan Complete 2021-2025](#)) in order to make final decisions about resource allocation.

Each spring semester, the Office of the President, in consultation with the Vice President for Administrative Services and the Controller, establishes the budget for the fiscal year. The sample budget sheets indicate the budget from the previous year, the current status of a budget, and the requested budget (see examples above) for the next academic year.

In the past, the College utilized the SPOT form from 2013 (sample [VI.3.7 SPOT 2013](#)) to help develop future budgets. Those forms allowed individual offices and departments to validate why new funding was being requested. Through the turnover in senior management, the College has veered away from that form. The College recognizes the need to implement a similar system to allow for transparency of the budgeting process. The newly appointed Vice President for Administrative Services will include the development and implementation of this system in the work described previously under Criterion 2. New processes and forms will be developed to incorporate alignment with SUNY Sullivan’s Mission, Strategic Plan, and needs as identified through a newly operationalized assessment process.

### ANALYSIS

Linking planning and budgeting to the Strategic Plan will also link it to the College’s Mission, as they are so closely aligned. Because of turnover in key positions in the last five years, as well as ongoing limited resources and funding, and above all the pandemic, the College has not been able to tie most of the budget planning to the Strategic Plan. The recently hired Vice President



for Administrative Services will help with such issues. Moving forward, the Self-Study suggests that the College implement a process for each unit on new funding requests that would follow a process of analysis similar to that in the tables below. This would provide documentation on how departmental objectives and expenditures are linked to the Strategic Plan.

**Table 1 Directions:**

- List all departmental objectives you intend to accomplish in your area next year. Objectives should reference the appropriate Strategic Goal
- If there is a budget implication, please document on the second table.
- There may be objectives in Table 1 that have no cost implications and don't appear on Table 2, and there may be items on Table 2 that don't appear on Table 1.

**Table 1**

Strategic Plan Reference	Description	Department Objective	Measurable Outcome

**Table 2 Directions:**

- Please reference objectives from Table 1, as appropriate
- Please list interdepartmental requests as well as those contained in your own budget
- Provide any assessment data, as appropriate

**Table 2**

Strategic Plan Alignment	Objective from Table 1	Amount Reduced/Increased: Base Budget Adjustment	Justification /Rationale	Assessment Data Alignment

Table VI.1 Sample Tables for Analysis re Strategic Goals

***Criterion 4: fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;***

**Fiscal Resources**

The New York Code of Rules and Regulations (NYCRR) specifically states what are allowable and non-allowable operating costs (Ed.L.§6304[1][a]; 8 NYCRR Part 602 and 8 NYCRR §602.4[d] and [e]). For NYS community colleges, tuition is treated as a source of revenue in support of the operating budget (8 NYCRR §602.4[a][1]). SUNY Sullivan is considered a “Full Opportunity” college (Ed.L.§6304[1][a] and 8 NYCRR §601.6) and must admit recent high school graduates and returning veterans, regardless of high school graduation date, who are Sullivan County residents. Consequently, the College must provide adequate remediation, instruction, and counseling necessary to support student success. As a result, SUNY Sullivan should receive support from the State, funding of 40%, and local sponsor support of at least 27%,

with student tuition and fees making up the balance. Unfortunately, New York State has not provided the 40% share of funding, and the financial burden has shifted to student tuition to provide a higher percentage of the operating costs. SUNY has recently instituted a new process titled ‘Raise the Community College Funding Floor,’ where the state Executive Budget will maintain a funding floor for community colleges at 100 percent of prior year funding. With this funding floor process, the College would not face a loss in FTE aid due to enrollment declines.

The Funding by Local, State, Students 2014-2018 chart ([VI.4.1 Funding by Local, State, Students 2014-2018](#)) illustrates the main revenue streams for SUNY Sullivan from 2015-2020. The data is from SUNY’s Community College Funding Components, Metrics, and Enrollment By Year and Decade ([VI.4.2 SUNY Comm College Manual 2021 Final](#)).

### **Additional Financial Support**

The campus is also supported by two non-tax-levy related entities:

Sullivan County Community College Foundation, which

- Is an independent, not-for-profit entity that seeks to secure private funds to supplement the College’s traditional revenue sources. The Foundation provides scholarships, funding for equipment and enrichment programs, and possesses the ability to strengthen selected academic programs that prepare students for life after college.
- Accepts donations and grants.
- Actively promotes fundraising and utilizes the Annual Golf Tournament as a primary effort to solicit donations.

Faculty Student Association (FSA), which:

- Is an independent, not-for-profit entity to supplement, advance, enrich, and add to the educational research, social, cultural, recreational, welfare, living, and financial facilities, activities and services provided for the students, alumni, and faculty of Sullivan County Community College, or any other institution of higher education that may succeed Sullivan County Community College, now located at Loch Sheldrake, New York, in any manner not inconsistent with law.
- Promotes and cultivates educational, social, cultural, and recreational relations among students, alumni, and faculty of Sullivan County Community College, and aids the students, alumni, and faculty of such college by assisting them in every way possible in their study, work, living, and extracurricular activities.
- Receives Student Activity Fees as the primary funding source.
- Receives funding from additional sources such as the student accident insurance fee (a pass-through charge), interest income, miscellaneous revenue, and ATM fees.

### **Additional Strategic Planning Goals**

The new Strategic Plan includes a number of goals (SPGs) that will lead to increased fiscal resources. SUNY Sullivan is working to increase job skills and workforce development efforts (SPG 3) within the Catskills region. The focus to determine a college-wide development strategy (SPG 4) is to garner additional resources through grant management, fundraising goals, and government and corporate partnerships. A strategic priority is to help increase enrollment by

expanding into additional student markets (SPG 7). Another strategic effort is to strengthen student support (SPG 8), which will help increase the retention rates of all students.

That said, the College has been faced with several years of economic difficulties that were only exacerbated during the pandemic. This resulted in retrenchments (VI.4.3 SUNY Sull reduces staff 2020), a back balance in payment of the College's healthcare premiums (VI.4.4 Heat over SUNY Sull Healthcare 2022), and other financial stressors the College is working to surmount.

### **Human Resources**

The Human Resources Office has a critical role in ensuring that hiring practices are aligned with the Strategic Goals, Values, and Mission of SUNY Sullivan. This Office has seen multiple recent departures in personnel, but when fully staffed, is able to service the campus in areas such as recruitment, employment, compensation, and training. There is currently a search for the Director of Human Resources position. The staff serves on college-wide committees, which provides much-needed access to this critical group. Contractual agreements between the PSA (VI.4.5 PSA Contract 2016-2021 updated 2017) and the Teamsters provide guidance related to the College's staffing obligations.

As evidenced by the student population, the College's diversity continues to grow and is an area of strength for the College. In 2021, the student population consisted of approximately 15% who identified as Black/African American, 25% Hispanic/Latino, 2% Asian, and 38% White, with 16% who chose not to identify themselves. The College recognizes that the diversity of the student population is not reflected in the diversity of the employee base, a gap the College is actively seeking to fill.

During the years 2017-2020, SUNY Sullivan shared a part-time Chief Diversity, Equity, and Inclusion Officer with SUNY Orange and SUNY Ulster. After realizing that the shared position did not adequately provide for each campus, SUNY Sullivan hired a stand-alone part-time DEI Officer in February 2022. Because of the importance of the position, the Officer reports directly to the President. The College views the Chief Diversity Officer position as another avenue to increase diversity on campus, not only among students but—equally importantly—among staff and faculty.

Part of the SUNY Sullivan Graduation Survey (VI.4.6 Grad Survey 2021-22) aims to assess student satisfaction with various parts of campus, including facilities; current course surveys do not include a question about the physical spaces for classrooms. Students are asked to rank how happy they are with fifteen different areas from unhappy to extremely happy and have the option to not respond to areas that do not pertain to them.

11. How happy were you with these parts of our campus community?

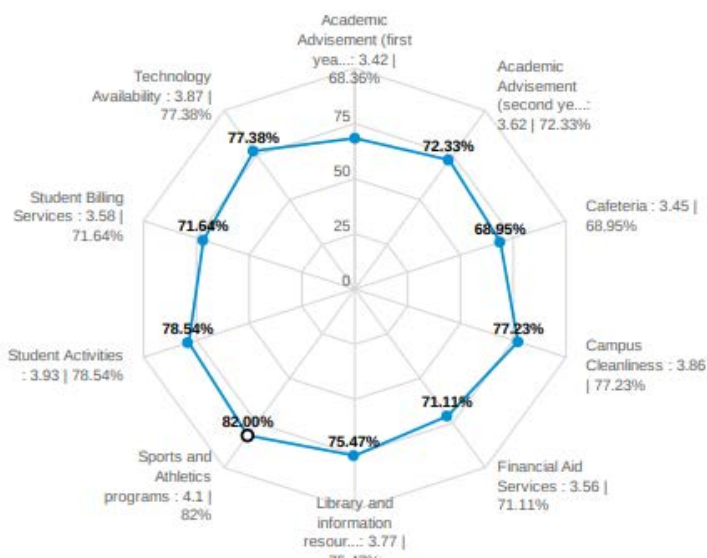


Fig. VI.2 Graduation Satisfaction Survey 2021

As the chart shows, the survey reveals a reasonable level of satisfaction with most campus areas even coming out of the pandemic. While food service is an area that generally scores lower, most scores were between 3 and 4, with sports and Athletics scoring the highest at 82%. The average satisfaction score for Athletics was 4.1.

The College has long recognized the importance of IT and EdTec, even before the pandemic. When COVID lockdowns happened and the College was forced to perform 99% of both instructional and administrative work remotely, IT rushed to implement a 4-point system to enable as many staff as possible to work from home:

1. Brightspace (the primary LMS/Learning Management System) was already purely online and available from any location that had internet access and a web browser. This was also true for the College Gmail system, which is hosted by Google and includes access to Google Drive.
2. For employees that needed access to local data resources (H: Drives, Shared S: and V Drives) and/or access to the Jenzabar ERP (Enterprise Resource Planning) system, IT established VPN accounts on the Meraki Firewall and enabled Remote Desktop on as many computers as needed. Through Remote Desktopting, employees were able to use the computer as though they were actually on campus, short of walking to the printer.
3. Professors were encouraged to have students save their files in their Google Drives and share said files with instructors or submit their files directly into the Brightspace LMS.
4. Staff who did not have personal computers were provided laptops from either the TTC (Teaching and Technology Center) or the Nursing Laptop Cart. The first were fair quality and assigned to the billing and management departments, while the latter were assigned to professors.

A plan is in progress to address Goal 6 of the Strategic Plan, elements a-g, to update and implement advanced digital technology across the campus.

Initially, students had to rely on their own equipment to access Brightspace and their Google Drives. Once essential staff was allowed to be back on campus, IT received almost 200 laptops from SUNY. IT outfitted these with Office 365, including instructions on how to acquire a free license. Financial Aid established a system for students to sign up to receive a laptop, including rules for how to return the laptops once the term was over. As the demand for the laptops waned, IT replaced the older nursing laptops that had been given to professors with the newer laptops instead. Over time, some students have returned laptops, which have been re-imaged and sent back out to other students. If they were sent back in less than ideal condition, those laptops are being reused on-campus for small projects.

IT staff allowed on the campus under “New York State on Pause” (VI.4.7 NY State Pause Exec Order 2020) worked tirelessly to keep the workstations online and help users configure their VPN connections. Especially during the summer season, when the local electricity provider tends to have difficulty keeping the power on, IT would regularly make rounds to repower computers that were turned off.

### **Technical Infrastructure**

The IT department serves all campus constituents in a wide variety of ways. From servicing fully online students, to addressing faculty issues, to providing daily on-site help to the campus, which includes a residential facility, the important role of this office cannot be overestimated. The IT department reports on progress yearly to the Board of Trustees (VI.4.8 IT BOT Report 2021-22).

IT’s ability to pivot College faculty to fully online courses during the Spring and Fall semesters of 2020 allowed the College to continue to serve students during an unprecedented time. In this period, the College lost its long-time director of IT, a loss felt by the entire community. Despite this setback, the IT team managed to provide unrivaled vision and service to the campus. During the pandemic, the College extended its Wi-Fi hotspot range so students and the community could access the internet across the campus while isolating safely in their cars. The College also loaned its ventilators to the local hospital and served as a vaccination and testing site for the area.

The phone system was outdated and was sometimes unreliable. During the 2021 year, the IT team, in conjunction with the Building and Grounds staff, installed a new telecommunications system that has provided the campus with a much-improved phone system. This project had been identified as a critical need in the 2019 Facilities Master Plan (VI.1.3 Facilities Master Plan 2019) and was completed in the Spring of 2022.

Hiring for currently vacant positions has been a challenge in an environment rich with employment options for job seekers. IT’s ability to fully service all their different clientele is hampered by a lack of staff. When fully operational, the IT department is able to manage all the required tasks and responsibilities necessary for keeping the campus technology operating smoothly.

As they look ahead, the major obstacle for this department will be related to campus hardware and software, as the technology infrastructure is aging out. Long-term funding plans will be required to institute the critical software and hardware upgrades needed to keep the campus



competitive and to implement the technology Strategic Goal. Plans already exist for updating software, such as the Transitioning to Windows 11 Plan ([VI.4.9 Transitioning to Windows 11 Plan](#)).

Despite the enrollment, fiscal, and human resource challenges the College has experienced over the past few years, SUNY Sullivan has been able to move forward with the previously planned, sustainability-focused HVAC/window replacement project. As referenced in the 2019 Facilities Master Plan ([VI.1.3 Facilities Master Plan 2019](#)), the HVAC systems and windows were no longer working efficiently and in dire need of replacement. This project, which started in the 2021-2022 fiscal year, will save the College money while also supporting Core Value #5: Sustainable Stewardship of Resources.

## ANALYSIS

As with most colleges in the SUNY system, the COVID-19 pandemic has negatively impacted the human and fiscal resources of the campus. The SUNY Sullivan institutional budget is strained due to a decrease in enrollment, as well as in county and state support. At the same time, the College experienced an increase in costs associated with the management of the facilities to meet COVID-19 mandates, as well as an increase in costs related to employee benefits.

Expenditures for staffing have been reduced to adapt to the new fiscal challenges by not filling some vacant positions and streamlining responsibilities. However, the College is actively seeking to fill key positions such as the Director of Human Resources that were not filled during the pandemic.

SUNY Sullivan has reduced operating costs as much as possible and transitioned to decreased staffing levels, while still allowing the College to fulfill its Mission. SUNY Sullivan's long-term fiscal sustainability will be determined by a variety of factors, including county financial support, reduction/addition and changes in academic programs offered, external funding for critical infrastructure renovations, and most critically, student enrollment.

### ***Criterion 5: well-defined decision-making processes and clear assignment of responsibility and accountability***

The Faculty Council performs a vital role in the decision-making process for the institution, as well as serving as a body to help maintain the transparency of academic policy and procedure for the institution. All full-time faculty, as well as some staff based on job title, or by being elected by their peers, serve on the Faculty Council ([VI.5.1 Faculty Bylaws 2022](#)).

Article III of the Professional Staff Association contract ([VI.4.5 PSA Contract 2016-2021 updated 2017](#)) clearly defines the role of the Faculty Council as listed above, and in making recommendations to the Board of Trustees on the College's Mission and Strategic Goals, as well as outlining the key roles concerning academic matters:

Faculty have the right to participate in the formation of policy relating to the curriculum, the granting of degrees, student activities, and student discipline, to be submitted and subject to the approval of the President and, where appropriate, the Board of Trustees. Authority to act on

## Standard VI: Planning, Resources, & Institutional Improvement

matters of curricular housekeeping (such as course descriptions, credit hours, and prerequisites) is delegated to the Division Academic Council, which reports its decisions or unresolved matters to the Curriculum Committee. The faculty may also make recommendations to the President and the Board of Trustees on policy with respect to budgetary problems of the College, within such procedures as the Trustees may establish.

In Article 10 section 1001, the Professional Staff Association (PSA) union contract serves to further establish and enact what is stated in the Faculty Bylaws. Article 10 also helps to establish the division of responsibility and authority between the faculty, the union, the administration, and the BOT.

Article 11 sections 1101 to 1104 of the PSA contract define the responsibilities and workload of the full-time faculty, as well as addressing how workload imbalances can be handled (overload/underload). Starting at section 1106, Article 11 sets out to establish the responsibilities of the academic support staff that is represented by the union. Article 16 outlines the performance evaluation process for full-time faculty.

All other employees are expected to undergo an annual performance review, regardless of the term of their appointment ([VI.5.2 Performance Evals Review Guidelines 2020](#)). Sections 1 and 3 of the performance reviews are standardized ([VI.5.3 Performance Evals Sections 1 & 3](#)), while Section 2 specifically assesses the performance of a particular position and is based on the responsibilities of that position ([VI.5.4 Performance Eval Section 2](#)). The example supplied represents Section 2 for the Associate Dean of Student Engagement. These evaluations are reviewed by the President's office and then sent to HR. Job duties are reviewed periodically to ensure that they are in line with tasks the employee is actually performing. Job duties must remain in the job title or new titles may need to be assigned. The performance evaluation process has been evolving over the years, including HR supplying more reminders and supervisor training to improve internal compliance and a more consistent standard of evaluation.

The Board of Trustees is also a key part of the decision-making process. Annually at the Board retreat, the Board reestablishes appropriate working groups for campus matters. Members include Trustees as well as key representatives from the College faculty and staff ([VI.5.5 BOT Working Groups 2021-22](#)). The Self-Study process showed that the College might benefit from better communication, including posting objectives, agendas, and minutes on the College website for discussions that take place in the working groups.

The President's Executive Committee serves as the top level of advising and decision-making for the campus. The President's Cabinet serves to facilitate the flow of information and decision-making between the executives and the unit heads on campus. Discussions from the Cabinet are then expected to flow down through the departments from the Deans and Department Heads ([VI.5.6 President's Cabinet Agenda 2021](#)).

### ANALYSIS

Defined decision-making processes exist on campus, as well as assignment of responsibilities and accountability campus-wide that is inclusive of faculty, staff, administration, and the Board of Trustees. While the decision-making process is top-driven, it is inclusive through the use of

the Faculty Council and union contracts, where appropriate. The assignment of responsibilities is clear through job duties; the College continues to focus on improving the assignment of responsibility for specific tasks that no longer fall under existing jobs or that have never been assigned to an owner. Improved communication in top-down decision-making, including from the Board of Trustees and their working groups, would also benefit the College.

***Criterion 6: comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes***

Consistent with the Strategic Plan ([VI.1.1 Strategic Plan Complete 2021-2025](#)), the College actively engages in planning for facilities, infrastructure, and technology. This work is linked to the College's financial planning process. Each year the College develops an annual budget based on the Facilities Master Plan 2019 ([VI.1.3 Facilities Master Plan 2019](#)) and program assessments. The College's Sustainability Plan ([VI.6.1 Sustainability Plan rev 2020](#)) and a Summary of Capital Projects have been inspired by the work in the Facilities Master Plan and the Strategic Plan.

The Annual Report ([VI.2.6 Annual Report 2020-21 Final](#)) also shows the progress the College is making on the Strategic Plan. Regarding Technology/IT, the infrastructure is adequate for the needs of the campus, though it is a bit outdated. In some cases, it cannot support all current programs, although as more programs have transitioned to cloud-based versions, this has posed less of a challenge. For the most part, connectivity speeds are sufficient, and all systems are running smoothly. Planning ahead, however, IT intends to update campus systems and equipment.

The residence hall was recently rewired for wireless, and old access points were replaced to maximize reach of the Wi-fi systems. Further, one classroom has been rewired, with cameras and sound systems added, to meet the needs of Hyflex classes, which will be launched over the next year. For additional security, IT has implemented two-step verification and regular password changes for all students and staff.

## **ANALYSIS**

There are still lingering issues about accountability for the to-do list/timeline or a summary of capital projects. With restructuring and changes in personnel in the past two years, the College is clarifying which offices own which parts of this process. Plans of how the administration intends to complete these projects need to be communicated in a transparent manner on the website and in the processes of communication across the campus. It is anticipated with the appointment of a new Vice President for Administrative Services, that the new hire will partner with the existing stakeholders to fold planning for facilities, infrastructure, and technology into the overall holistic fiscal and planning picture of the College. A current decentralized approach to this type of planning on campus, along with challenges derivative of the unique capital program funding structure for community colleges in the State University of New York (SUNY) System, has made this type of planning challenging in the past. The College intends to develop new internal processes and alignment of duties and responsibilities to shore up any deficiencies in this area.

***Criterion 7: an annual independent audit confirming financial viability with evidence of followup on any concerns cited in the audit's accompanying management letter***

**Financial Efficacy**

SUNY Sullivan complies with the financial and business policies and practices as outlined in article 126 of the Education Law, the Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of State University of New York prescribed by the State University trustees ([VI.7.1 SUNY CC Regulations part 601-107](#)). SUNY Sullivan follows NYS Education Laws that require the College to be audited annually by an independent public accounting firm. Below are examples of recent financial statements and audited books:

- Faculty Student Association Audit 2020-2021 ([VI.7.2 Fac Stud Assoc Financial Statement Final 2021](#))
- Financial Statement 2019-2020 (most recent statement at the time of this writing, [VI.7.3 Final Financial Statement 2019-20](#))
- College Audit 2020-2021 ([VI.7.4 Indep Auditor's Report 2021](#)) and College Audit 2021-2022 ([VI.7.5 Indep Auditor's Report 2022](#))
- Dorm Corp Audit 2019 and 2020 ([VI.7.6 Dorm Corp Financial Statement Final 2021](#))
- SUNY 2021 Annual Financial Report ([VI.7.7 SUNY CC Annual Financial Report 2021](#))
- SUNY Sullivan's 2019 Sustainability Report ([VI.6.1 Sustainability Plan rev 2020](#))

Financial Statements are audited annually and presented by an outside Audit Firm. A copy of the audited financial statements are also sent to the College's sponsor, the Sullivan County Treasurer's office. The Finance Committee ([VI.7.8 BOT Documents](#)) meets bimonthly and reviews unaudited Financial Statements and reports. The Board of Trustees has two procurement policies, Policy 3.23 ([VI.7.9 3.23 BOT Procurement Policy](#)) and Policy 3.24 ([VI.7.10 3.24 BOT Procurement Policy MWBE](#)), to ensure fiscal responsibility. The Board of Trustees also has a Contract Procedures and Authorized Signature Policy ([VI.7.11 3.31 Contract Procedures & Authorized Signature Policy](#)) that stipulates that contracts involving the purchase of goods or services over \$5000 must be reviewed by the Controller or a designee.

On an annual basis, SUNY Sullivan engages an external auditor of the College's consolidated financial statements to ensure compliance. As a part of this process, select offices are also audited on a rolling basis to examine business processes and controls for adherence to the processes defined as well as to ascertain whether controls are in place at the campus level. In 2021, SUNY Sullivan received a campus visit that tested their processes and controls; the College received no negative findings.

**ANALYSIS**

The external audit ensures a process of financial viability. This extra step allows for confidence in the College's financial statements and processes; however, as stated in Criterion 2, a process of assessment for this area needs to be created and implemented to align with the Strategic Plan.

***Criterion 8: strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals***

## Standard VI: Planning, Resources, & Institutional Improvement

To better meet this objective, in conjunction with what the Self-Study process revealed, primarily in Standard I and Standard VI, the College has developed a new form called the Decision- Alignment Matrix ([VI.8.1 Decision Alignment Matrix \(DAM\)](#)). The purpose of this form is to better tie the use of institutional resources to the Mission and Strategic Goals. As opposed to prior (and abandoned) methods, this form is not limited to just budget requests but intended to be any substantive change to the status quo be it budgetary, personnel-related, or even functional. This form will be used in the processes being realized and implemented by the recently appointed Vice President for Administrative Services.

### **Assessment**

Measuring and assessing the adequacy and effectiveness of institutional resources is paramount to the Mission and Strategic Plan ([VI.1.1 Strategic Plan Complete 2021-2025](#)); therefore, SUNY Sullivan will utilize multiple methods to ensure that its efforts are aligned with its Mission, Vision, Values, and Strategic Goals. This work will be led by the newly appointed Vice President for Administrative Services, and efforts will be made to align with the activities of the Sullivan County Community College Foundation wherever possible and feasible. It is important that the Foundation planning process be expanded to provide possible funding for institutional resources needed.

### **Shared Governance**

Faculty and administrative staff are the foundation upon which the student experience is cultivated, and their involvement in the administration of the College provides invaluable support. Faculty and staff participate in shared governance through various committees. Standard VII provides more information about the College committees.

### **Accountability**

Up until 2018, the College used a SPOT form ([VI.8.2 LA SPOT Form Pre-Cut Budgets 2016-17](#)) that answered the call to tie budgeting decisions to its mission and strategic goals. With the reorganization, other administrative and personnel changes, and then the pandemic, this process was temporarily suspended. The College has revived the process with the newly designed form, the Decision-Alignment-Matrix ([VI.8.1 Decision Alignment Matrix \(DAM\)](#)).

Employee satisfaction is measured through an exit survey administered by Human Resources. In addition, to ensure that the College is promoting and advocating for its Mission, Goals and Strategic Plan, performance evaluations were also updated in 2021 to include key performance indicators. See the links to updated Performance Evaluation Guidelines and Sections 1-3, above, and also the updated Faculty Course Student Evaluations of Educational Quality (SEEQS) ([VI.8.3 Student Eval of Educ Quality Survey rev 2022](#)).

### **Board of Trustees**

During the 2021-2022 SUNY Sullivan Board of Trustees August Retreat, the BOT Working Groups ([VI.8.4 BOT Working Groups 2021-2022](#)) were reconfigured and renamed to more closely align with the Strategic Plan Goals (SPGs).



## Standard VI: Planning, Resources, & Institutional Improvement

The Finance and Development work group was created to focus on the following goals in the Strategic Plan:

- Determine a college-wide development strategy that includes a strategy and capacity for grant management and robust government and corporate funding partnerships and relationships (SPG 4b,d).

The Infrastructure and Technology Management work group was created to focus on the following goals of the Strategic Plan:

- Lead environmental sustainability across higher education by lowering operating costs through reducing the environmental footprint via energy efficiency (SPG 1b).
- Determine a college-side development strategy by prioritizing capital projects and the campus master plan (SPG 4e).
- Develop a strategy for advanced digital technologies that will increase high-speed campus-wide wireless range and access, building a state-of-the-art E-sports facility, and provide technological literacy for all members of the College community (SPG 6a,c,g).

The working groups meet monthly and report back to the Board of Trustees at each meeting. See Standard VII for more information on BOT working groups.

### ANALYSIS

Throughout the past ten years, SUNY Sullivan has seen turnover in key administrative positions. The lack of continuity in those positions has led to non-academic assessment that is not clearly defined by department or position. The College sees a positive opportunity to effect change through such newly created positions as Associate Dean of Assessment and Instruction, which was filled in the Spring of 2022, and the Vice President of Administrative Services, a position filled in November 2022.

***Criterion 9: periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.***

The Strategic Plan (VI.1.1 Strategic Plan Complete 2021-2025) defines the College's Mission and Core Values and also serves to supply the institution with the direction needed for five years. In 2018, as part of the endeavor to assess and plan, the College engaged with Envision to develop a 10-year Facilities Master Plan (VI.1.3 Facilities Master Plan 2019). The introduction acknowledges and describes major challenges the College currently faces and states the goal of the Facilities Master Plan, which is in part to “maintain the functionality of the campus and increase its viability and value to Sullivan County.”

The Facilities Master Plan serves as a guide and recommendation for the planning and resource allocation related to the facilities. Some of the recommended changes to this plan are underway at this time, including the replacement of the fluorescent lights with energy-efficient and long-lasting LED fixtures and updates to the geothermal heating system. This helps SUNY Sullivan achieve one of its major goals to be more sustainable in its use of energy and its approach to facilities.

At the topmost level, the Board of Trustees Retreat serves to provide the Board with the time and structure to perform large parts of their annual assessment of the College's planning and the direction of the institution ([VI.9.1 BOT Retreat Agenda 2021](#)). The Board also approves the annual budget for the College ([VI.9.2 Resolution 492-21 Adoption Op Budget 2021-22](#)).

## ANALYSIS

Periodic assessment of the effectiveness of planning, resource allocation, and renewal processes takes place, conducted by the Board and administration. This primarily happens at the Board retreat as demonstrated by implementation of some items from the Facilities Master Plan.

### **IP5: Develop an institutional plan of action to infuse sustainability components across all elements of student life and academics.**

SUNY Sullivan is the heart of higher education and culture in the Catskills. The diverse community cultivates personal growth and professional advancement, preparing students for success in a sustainable and interconnected world. SUNY Sullivan's core values include equitable access to educational opportunities, critical inquiry and creativity as paths to transformation, enhancement of mind-body wellness and social belonging, educational and cultural partnerships across local communities, sustainable stewardship of resources, student-centered physical activities and athletic programs, a culture of social inclusion and respect and development of civic-minded leadership, accountability, and social responsibility. These values inform campus operations and curriculum.

The purpose of the institutional action plan is to infuse sustainability components across all elements of student life and academics. This began with the Board of Trustees approving the Strategic Plan. The action plan is supported by the Infrastructure and Technology Working Group, Academic and Workforce Working Group, and the Curriculum and Sustainability Committees. The plan infuses sustainability components across all elements of student life and academics through existing and future academic offerings and processes for project approvals, purchasing, and management.

The Infrastructure and Technology Working Group is supported by the Sustainability Committee to assure projects meet Approved Sustainable Development Goals (SDGs, [VI.9.3 IP5 Approved SUNY Sustainable Devel Goals](#)):

1. All working group projects are evaluated to conform to the SDGs.
2. The Infrastructure and Technology Working Group includes one member of the Sustainability Committee.
3. On an annual basis, the Sustainability Committee will review the SDG's relating to student life and affirm that continuous improvement of processes and financial support is provided to meet SDG's.
4. The Sustainability Committee reports back annually to the Infrastructure and Technology working group to confirm or deny the College is sustaining or infusing sustainability components across all elements of student life.
  - a. The approved SDG's include a collection of seventeen interlinked sustainability goals and will be one of the guiding documents.
  - b. The Sustainability Committee will confirm that SUNY Sullivan is complying with a

minimum of 70% of the activities relating to student life (VI.9.4 Infuse Sustain Into Student Life Assessm Form).

5. The Infrastructure and Technology Working Group will evaluate the success or failure to meet specific goals. If any goals are not met, the working group will revise and reassess those goals.

The Academic and Workforce Working Group is supported by the Curriculum Committee and Sustainability Committee to assure projects meet Sustainable Development Goals (SDG's):

1. The Curriculum Committee requires new and revised academic offerings to include a SDG component, following the Guide to Infuse Sustainability into Student Life & Academics (VI.9.5 Guide to Infuse Sustain into Student Life & Academics)

2. The Academic and Workforce Working Group promotes integration of SDGs on an annual basis for all academic and workforce course offerings.

3. The Sustainability Committee supports the Curriculum Committee and Office of Workforce Development to achieve conformity of Sustainable Development Goals.

4. The Sustainability Committee reports back annually to the Academic and Workforce working group to confirm or deny the College is sustaining or infusing new sustainability components across all elements of academics.

a. The approved SDG's include a collection of seventeen interlinked sustainability goals and will be one of the guiding documents.

b. The Sustainability Committee will confirm that SUNY Sullivan is in compliance.

c. The goal of the policy is to attain a minimum of 70% of the degree programs with one or more sustainability components (VI.9.6 Infuse Sustainability into Academics Assessment Form)

5. The Academic and Workforce Working Group will evaluate the success or failure to meet specific goals. If any goals are not met, the working group will revise and reassess those goals.

## ANALYSIS

The institutional plan to infuse sustainability is assigned to the Faculty Council Sustainability Committee. With the backing of fifteen or more Sustainability Committee members and the President of the College, a four-person subcommittee, including the SUNY Sullivan Director of Sustainability, created policy, procedures, and structures to achieve MSCHE Task IV-IP5: Institutional Plan to Infuse Sustainability. In 2022, the subcommittee completed an assessment detailing how the College is infusing sustainability into academics and student life. A plan is in place for continual improvement and integration of sustainability into academics and student life. A 2022 assessment of student life and the current academic program offerings demonstrated that SUNY Sullivan is infusing a minimum of 70% of the degree programs with one or more sustainability components. The subcommittee also found that sustainability is being infused a minimum of 70% into student life. A continuous improvement plan is in place and is being supported by the Sustainability Committee.

### **IP 6A: Identify workforce programming opportunities for student job placement preparation and support through partnering with community resources.**

- Direct Support Service Program (VI.9.7 IP6A Direct Support Service Prog)
- Alcoholism and Drug Abuse Counseling Program (VI.9.8 IP6A CASAC Counseling Flyer)
- Liberty Partnership Program (VI.9.9 IP6A Liberty Partnership Prog MOU)

## Standard VI: Planning, Resources, & Institutional Improvement

- Carpentry Program ([VI.9.10 IP6A Carpenters New Training Facility](#))
- Job Placement Employer Database ([VI.9.11 IP6A Sull County Employer Database](#))
- Nursing Assistant / Nurse's Aide Program ([VI.9.12 IP6A New NATP Approval 2021](#))
- SUNY Apprenticeship Program ([VI.9.13 IP6A Approval of DSP Apprenticeship 2021](#))
- Catskill Hospitality Institute ([VI.9.14 IP6A Catskill Hospitality Institute](#))

SUNY Sullivan's commitment to community outreach, seen in the above list, includes renting out several classrooms and offices to the Board of Cooperative Educational Services (BOCES). The College also houses the Liberty Partnership Program (LPP, [VI.9.15 IP6A Liberty Partnerships Prog](#)), a program that works with area high schools to support at-risk students through tutoring and mentorship. The grant for LPP was renewed in Fall 2022.

### Strengths

- Numerous goals have been set for growth and improvement through multiple planning processes in a variety of areas.
- HVAC and lighting (Strategic Goal #1) are currently being upgraded.
- Resources were quickly applied to pivot to online (synchronous and asynchronous) during the pandemic, including adding Wi-Fi coverage to the parking lot for community use.

### Challenges

- Low enrollment continues to negatively impact the College's financial viability.
- Resources for individual units have remained flat, without planning for potential growth.
- Some timelines for completion of goals have either not been set or have not been communicated to the larger campus community.

### Suggestions

- Improve inclusive communication in the budgeting process, including re-developing a process for budget requests similar to previous SPOT forms.
- Enhance process to measure alignment with Strategic Plan and College Mission at a more well-defined level, including campus-wide budget updates and progress in the working groups of the BOT.

### Commitments

- The Vice President for Administrative Services will lead efforts to develop enhanced processes for reviewing academic and administrative annual reports, the Strategic Plan Progress Report, and the President's Annual Report to the Board of Trustees.
- Create an Assessments Handbook that addresses assessment across the campus for faculty, staff, administration, and its supporting structures.

**STANDARD VII:**

**Governance, Leadership &  
Administration**



SELF STUDY  
2022





## Standard VII: Governance, Leadership, and Administration

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

### ***Requirements of Affiliation 7, 12, 13, and 14***

#### **OVERVIEW**

SUNY Sullivan operates on principles of shared governance in accordance with SUNY requirements. The College has an administrative structure in place to ensure it operates with appropriate autonomy. The governance of the institution enables it to realize its stated Mission and Goals effectively. Education remains its primary purpose.

*An accredited institution possesses and demonstrates the following attributes or activities:*

***Criterion 1:** a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;*

#### **Board of Trustees (BOT)**

The Board of Trustees (BOT, [VII.1.1 BOT Members, Minutes, Policies](#)), consisting of nine members and one student trustee, is "a legally constituted governing body that [is] ultimately accountable for the academic quality, planning, and fiscal well-being of the institution." The roles and responsibilities of the BOT are outlined in the SUNY Sullivan Board of Trustees Bylaws ([VII.1.2 BOT Bylaws 2021](#)). All agendas, resolutions, and minutes of the Board and the Finance Committee are posted on the Board of Trustees page of the SUNY Sullivan website ([VII.1.1 BOT Members, Minutes, Policies](#)). The Director of Executive Operations and Administrative Associate to the Board of Trustees sends out periodic emails to the campus community regarding updates to policy changes that the Board has approved. BOT meetings are subject to open meeting law and are open to the College community and the community as a whole. The agenda routinely includes a public comment section for anyone who wishes to speak. Criterion 2, below, provides specific information about the BOT. The Board of Trustees awards degrees per SUNY policy ([VII.1.3 Comm College Regulations Proposed Amendments](#)) and NY State Education Law ([VII.1.4 Summary NYSED NY Provisions Rel to Higher Ed](#)).

#### **Faculty Council (FC)**

The Faculty Council is a body comprised of faculty, staff, and administrators designed to address all academic matters across campus. The Faculty Council consists of six standing committees (Curriculum, Academic Appeals, Institutional Assessment, Student Conduct, Sustainability, and Academic Technology) and numerous ad hoc committees. All faculty and most Directors are voting members, in addition to several ex officio, non-voting members of the administration.

## Standard VII: Governance, Leadership, & Administration

Staff in key positions across campus also serve in advisory roles to the Council as ex-officio non-voting members ([VII.1.5 FC Minutes Apr2022](#) and [VII.1.6 FC Agenda May2022](#)).

Representatives from the Faculty Council to the SUNY Faculty Council of Community Colleges (FCCC), Academic Council, and President's Cabinet also report monthly to the FC. In Spring 2022, the bylaws of the Faculty Council were revised and approved ([VII.1.7 Faculty Council Bylaws 2022](#)).

### **The Student Government Association (SGA)**

The Student Government Association's purpose is to be the official political voice and representative of the student body to the College Administration and the community at large. The SGA represents the interests of the student body on the Board of Trustees, participates in College governance through committee representatives on the Faculty Council, and recommends matters of interest and value for the student body to the College. This organization also charters various student interest groups and ensures that their actions are consistent with their stated goals, College procedures, and within the boundaries of the law. The SGA allocates and disburses funds granted to various student organizations from the Faculty Student Association of SUNY Sullivan and raises money on its own behalf to serve the student body's best interests. All financial matters of the SGA must be consistent with its own Bylaws, College policies, and within the boundaries of the law. The membership, as well as duties and responsibilities, can be found in the Student Government Association Constitution ([VII.1.8 SGA Constitution 2012](#)). A designated student representative regularly attends meetings of the BOT. The Associate Dean for Student Engagement is the primary advisor for the Student Government Association.

### **The Faculty Student Association (FSA)**

The purpose of the Faculty Student Association is to supplement, advance, enrich, and add to the educational, research, social, cultural, recreational, welfare, living, and financial facilities, activities, and services provided for the students, alumni, and faculty of SUNY Sullivan. The FSA is tasked with promoting and cultivating educational, social, cultural, and recreational relations among students, alumni, and faculty of SUNY Sullivan and aids students by assisting in every way possible with their study, work, living, and extracurricular activities. The Faculty Student Association's membership and duties are stated in the FSA Bylaws ([VII.1.9 FSA Bylaws 2022](#)).

The Faculty Student Association membership includes the following: President of the College, Vice President for Academic and Student Affairs, Dean of Student Development Services (who acts as Chairman and votes in case of ties), Senior Business Official/Controller, Associate Dean of Student Engagement, Coordinator of Student Activities, Director of Athletics, two faculty members to be elected by the Faculty, President and Treasurer of the Student Government Association, and five students to be elected by the SGA (three representing SGA/two representing Athletics), the President of the Alumni Association or designee, and a Residential Director of Lazarus I. Levine Residence Hall.

## **ANALYSIS**

The Board of Trustees is actively engaged and involved in the College. BOT members attend Board meetings, working group meetings, and campus events. Recently updated Bylaws and membership of the Faculty Council differentiate between voting and ex officio, non-voting

members. Members have been discussing the effectiveness of these structures and possible expansion of the memberships to provide inclusive representation across the College.

Following the principles of shared governance outlined by SUNY ([VII.1.10 SUNY Shared Governance](#)), SUNY Sullivan is committed to shared governance. SUNY Sullivan's governance structure clearly outlines the decision-making procedures and protocols within governance groups. As per SUNY guidance, decision-making and policies that affect the institution are developed through Faculty Council, Student Government, the FSA, and the BOT described above. This structure enables representation from the administration, faculty, staff, and students, provides for a voice from each constituent group, and promotes cooperation across the campus so no individual or group works in isolation.

***Criterion 2: a legally constituted governing body that:***

***a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;***

The Board of Trustees is actively involved in ensuring that the College fulfills its Mission and Strategic Goals. On May 20, 2021, the Board of Trustees approved the Strategic Plan ([VII.2a.1 Strategic Plan Complete 2021-2025](#)), which outlines the institution's mission and goals. The Board of Trustees also approved the Institutional Learning Outcomes ([VII.2a.2 ILOs BOT Approved 2021](#)) on May 20, 2021. The course assessment and program assessment process ([VII.2a.3 Assessment Pres BOT 2022](#)) and schedule were presented to the Board of Trustees by the Chair of the committee at the January 2022 Board of Trustees meeting.

The BOT currently has five working groups ([VII.2a.4 BOT Working Groups 2021-2022](#)): Infrastructure and Technology Management, Community Partnerships and Development, Academic and Workforce Development, Student Experience and Student Engagement, and a Finance and Development Committee. The Finance Committee is a formal committee of the Board of Trustees and is responsible for reviewing the budget and audit before they are sent to the full Board of Trustees for approval. The working groups and Finance Committee meet bi-monthly and report out at the BOT meetings, which occur every other month. The Board also reviews the budget at each meeting.

The Board of Trustees held their Board Retreat on August 19, 2022. The Board updated the working groups so that the groups highlighted the college's areas of excellence. The Board identified the following areas of excellence: Health Science Studies, Sustainability and Workforce Development and Community Partnerships.

The Board of Trustees stays informed of the College's operations through bi-monthly Board meetings where the Faculty Council Representative to the Board, the BOT Chairman, Trustees representing each working group, and the President give reports to the Board.

***b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;***

## Standard VII: Governance, Leadership, & Administration

The Board of Trustees passed Resolution #030-99 Re: Policy Governance Process ([VII.2b.1 Resolution #030-99 Policy Gov Process](#)) in November 1999. This resolution clearly outlines that the Board sets the direction and policy and delegates authority for means to the President, ensuring accountability.

Trustees' experience varies from expertise in education to finance, law, and entrepreneurship. The Sullivan County Board of Ethics requires members of the Board of Trustees to complete an annual Financial Disclosure Statement ([VII.2b.2 Financial Disclosure Statement 2021](#)). Board members must also follow the Political Activity ([VII.2b.3 Political Activity Policy #4.17](#)) and Conflict of Interest ([VII.2b.4 Conflict of Interest #4.05](#)) policies.

***c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;***

The Policy Governance Process defines the model of board governance for SUNY Sullivan. The BOT is not in the organizational structure chart, as they are not involved in the College's day-to-day operations.

***d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management***

The Board of Trustees, the President, and the Vice President for Academic and Student Affairs oversee the quality of teaching and learning at SUNY Sullivan, the approval of degree programs, the awarding of degrees, and personnel efforts, all ensured by various policies and procedures set by the BOT. Board Policy #4.30 Faculty Teaching Credentials ([VII.2d.1 BOT Policy #4.30 Faculty Teaching Credentials rev 2021](#)) support high-quality instruction by defining the required credentials for well-qualified faculty.

***e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution***

The Board of Trustees has a formal Finance Committee that oversees the assurance of strong fiscal management. The Treasurer of the BOT chairs the Finance Committee. Additional membership includes the BOT Chair, two trustees, the President, and the College Controller. Currently, one key position at the College, Director of Human Resources, is vacant, with the position posted and search pending. The committee meets bi-monthly before the full Board of Trustees meeting. The Finance Committee reviews ([VII.2e.1 BOT Meeting 2021](#)) monthly financial reports, the College's annual audit ([VII.2e.1 BOT Meeting 2021](#)), the College budget ([VII.2e.2 Indep Auditor's Report 2022](#)), and tuition and fees ([VII.2e.3 BOT Meeting 2021](#); see Standard VI for additional exhibits). Any resolutions that have a financial impact go to the full Board for approval.

Per the Bylaws ([VII.1.2 BOT Bylaws 2021](#)), the Treasurer of the BOT oversees receipt and disbursement of all funds, presents appropriate documents, and provides accounts of the financials of the College at meetings and as needed. See Standard VI for more on policies about fiscal responsibility.

***f. appoints and regularly evaluates the performance of the Chief Executive Officer***

The Board of Trustees Administrative Appointment Policy #4.01 ([VII.2f.1 Administrative Appointment Policy #4.01](#)) outlines policies for administrative appointments. The Employment Agreement for the President of Sullivan County Community College mandates in Section 4.0 Performance Review under 4.2 Annual Assessment that the President “shall prepare an annual self-assessment report that discusses progress toward the agreed upon goals” to be reviewed by the BOT. The Board of Trustees evaluates the President annually, shares the assessment results with him, and announces completion of the process at the July Board meeting.

***g. is informed in all its operations by principles of good practice in board governance;***

The Board of Trustees is a member of the American Association of Community College Trustees (ACCT, [VII.2g.1 ACCT](#)). ACCT annual conferences are attended by the BOT Chair and reported out to the Board at the following BOT meeting. All new trustees receive a New Trustee Orientation Handbook ([VII.2g.2 BOT Orientation Packet 2021-22](#)) and meet with the Chair of the BOT and the President to review the material. The “Statement on the Governance Role of a Trustee or Board Member” (p. 14) outlines the Trustee’s role and best practices.

***h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest***

The SUNY Sullivan Conflict of Interest Policy ([VII.2b.4 Conflict of Interest #4.05](#)) was recently revised in 2022 and approved at the March 17, 2022, Board of Trustee Meeting. The policy covers College faculty, staff, and Board of Trustee members and addresses sanctions for violations.

***i. supports the Chief Executive Officer in maintaining the autonomy of the institution***

As seen above, the BOT supports the President in protecting and maintaining the autonomy of the College in multiple ways.

**ANALYSIS**

The Self-Study process confirmed that SUNY Sullivan BOT membership follows the SUNY policies and procedures of a legally constituted governing body that serves the public interest and maintains the integrity of the College. The Board does not interfere with the College’s day-to-day operations and supports the President in maintaining the autonomy of the institution. Policies and procedures are published and followed by the BOT, which adheres to the recently updated Conflict of Interest policy and oversees areas of responsibility such as finances, approving academic programs, and awarding degrees while maintaining the quality of teaching and learning. Meetings are open, and minutes are available on the College website. The analysis also revealed that the BOT does not do an annual self-assessment.

***Criterion 3: a Chief Executive Officer (President) who:***

***a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;***



### **Chief Executive Officer (President)**

The Board of Trustees follows the State University of New York guidelines for Presidential Searches for Community Colleges ([VII.3a.1 Pres Search Guidelines](#)). Section III of the document outlines the qualifications of the President. The SUNY Board of Trustees Policy ([VII.2f.1 Administrative Appointment Policy #4.01](#)) states that the Board of Trustees shall appoint the President in accordance with the law by unanimous vote. SUNY Sullivan Board of Trustees Resolution #438-17 Approval of President ([VII.3a.2 Resolution Approval of President](#)) confirms the appointment of the President and the process by which he was hired. As noted in his resume ([VII.3a.3 JQuaintance Resume New President](#)), the President is well-qualified for the position.

#### ***b. has appropriate credentials and professional experience consistent with the mission of the organization***

The Board of Trustees Bylaws state, “The President shall be the chief executive officer of the College and shall have all of the powers and duties conferred by law and/or delegated by the Board.” Through Resolution #030-99 ([VII.2b.1 Resolution #030-99 Policy Gov Process](#)), the BOT grants the President the power to create and enforce policies and procedures. The SUNY Sullivan President's contract ([VII.3b.1 Pres Quaintance Agreement new signed](#)) gives the president principal responsibility for overseeing the day-to-day operation of the College. Additionally, the Chair of the Board of Trustees has weekly meetings ([VII.3b.2 President & BOT weekly mtg](#)) with the President, and the President reports out at each Board of Trustees meeting, where Trustees provide feedback to the President.

#### ***c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission***

The BOT Bylaws ([VII.1.2 BOT Bylaws 2021](#)) as well as Administrative Appointment Policy #4.0 and the SUNY Sullivan Employment Contract give the President the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, and identifying and allocating resources. The President uses the Strategic Plan ([VII.2a.1 Strategic Plan Complete 2021-2025](#)), which is approved by the Board of Trustees, to direct the institution toward attaining the goals and objectives set forth in its mission.

#### ***d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness***

The Employment Agreement #4.0 with the President of SUNY Sullivan ([VII.3b.1 Pres Quaintance Agreement new signed](#)) mandates that the President report directly to the Board of Trustees in accordance with law ([VII.3d.1 President Job Description](#)). The Agreement also outlines the process for the President and the Board to set annual institutional goals. The BOT conducts annual performance reviews based on the President's self-assessment.

### **ANALYSIS**

The Self-Study work confirmed that the President has the experience, qualifications, authority, and autonomy to fulfill the requirements of the position, including developing institutional plans,

allocating resources, and staffing and directing the institution. The President reports to the governing body and is evaluated by that body annually.

***Criterion 4: an administration possessing or demonstrating:***

***a. an organizational structure that is clearly documented and that clearly defines reporting relationships***

The 2021 Organizational Chart ([VII.4a.1 2021 Org Chart](#)) depicts the organization structure and reporting relationships. It is updated periodically and as needed.

***b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities***

The President's Cabinet was recently restructured to improve communication across campus and include a Student Representative. Members are expected to bring input from their areas as well as take information back to their staff, Faculty Council, and the SGA. Institutional-wide policies are brought to the committee as well. The President's Cabinet meets monthly; minutes are taken and shared on the common drive for the campus community (sample minutes with a list of members from October 2021, [VII.4b.1 Presidents Cabinet Minutes 2021](#)). Members include Administration and Directors as well as a Representative from Faculty Council and the President of SGA.

***c. members with credentials and professional experience consistent with the mission of the organization and their functional roles***

SUNY Sullivan implements a search process ([VII.4c.1 Search Process](#)) that outlines the procedures to follow for hiring an administrative employee. Qualified Administrators include the following positions: Vice President of Academic and Student Affairs ([VII.4c.2 VP Acad & Student Affairs 2021](#)); Vice President for Administrative Services ([VII.4c.3 VP for Admin Serv](#)); Dean of Communications and Admissions ([VII.4c.4 Dean of Communications & Admissions](#)); Dean of Student Development Services ([VII.4c.5 Dean of Student Devel Serv 2017](#)); Dean of Student Success and Workforce Development ([VII.4c.6 Dean of Student Success & Workforce Devel 2020](#)); Dean of Liberal Arts, Sciences, and Health Sciences ([VII.4c.7 Division Dean 2018](#)); Associate Dean of Student Engagement ([VII.4c.8 Assoc Dean of Student Engagement](#)); Associate Dean for Assessment & Instruction ([VII.4c.9 Assoc Dean of Assessment & Instruction](#)); Director of Executive Operations & Administrative Associate to the Board of Trustees ([VII.4c.10 Dir of Exec Operations](#)); and the Controller ([VII.4c.11 Controller](#)).

***d. skills, time, assistance, technology, and information systems expertise required to perform their duties***

The College uses the student information system, Jenzabar, a platform that brings together student engagement, admissions, advancement, financial aid, human capital management, and finance capabilities. Administrators are trained on Jenzabar. Administrators receive assistance through the IT department, which includes a Coordinator of Enterprise Applications, and an overview of software programs is part of the onboarding process. Administrators are evaluated annually. Evaluations follow the guidelines for Performance Evaluations ([VII.4d.1 Performance Evals Review Guidelines 2020](#)) and are directly related to position duties. For examples, see the attached performance evaluation criteria for the Dean of Communications ([VII.4d.2 Perf Eval](#)

Dean of Communications), the Dean of Student Development Services (VII.4d.3 Perf Eval Dean of Student Devel Services), the Dean of Student Success and Workforce Development (VII.4d.4 Perf Eval Dean of Student Success & Workforce Devel), and the Director of Executive Operations/Administrative Associate (VII.4d.5 Perf Eval Dir of Exec Operations & Admin Assoc). Human Resources maintains files of employees that contain their resumes, evaluations, and other relevant materials.

*e. regular engagement with faculty and students in advancing the institution's goals and objectives*

The College Administration engages with faculty, staff, and students in various ways through regular meetings, committees, professional development days, and informal gatherings. To foster a culture of communication at SUNY Sullivan, Administrators have an open-door policy. This policy allows faculty and staff to meet with administrators in a timely manner to address questions or concerns. The Dean of Student Success and Workforce Development initiated a weekly brown bag lunch (VII.4e.1 Brown Bag Lunch) in Spring 2022 for open communication among faculty and staff.

College administrators engage in activities with students across the campus. All students are invited to an orientation at the start of each semester, with separate meetings offered to residential students and new students. The Associate Dean of Student Engagement runs a food pantry with multiple constituents and organizes campus-wide activities (VII.4e.2 Sample Student Activities Events 2022) attended by members of the administration, faculty, staff, and students. Recent activities included kickball and dodgeball games, Ukrainian Easter egg decorating, a litter pluck on the road in front of the College, a student International Fashion Show, a paint and sip event, and multiple Sullivan Unstoppable events (sample Student Activities Newsletter (VII.4e.3 Student Activities Newsletter 2022)). The President attends Discover SUNY Sullivan days, and the President and Vice President attend the academic and athletic award ceremonies. Multiple committees in the Self-Study process also included student representatives.

*f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations*

Members of the administration are evaluated on an annual basis. The performance evaluation includes a self-evaluation as well as an evaluation from the supervisor. Together, the employee and supervisor set mutually agreed-upon goals for the upcoming year, with the progress to be reviewed at the end of the academic year. Numerous administrative functions are also moving forward now that the College has hired the Vice President of Administrative Services.

The President, the Vice Presidents, any Dean, Associate Dean, or Assistant Dean, the Chief Diversity Officer, and the Director of Executive Operations and Administrative Associate to the Board of Trustees are ex officio non-voting members of the Faculty Council. The Vice President of Academic and Student Affairs holds Academic Council meetings in which a Faculty Council representative, chosen by the Faculty Council, attends and then reports back to the Faculty Council. The Academic Council is an advisory committee led by the Vice President of Academic and Student Affairs. The Strategic Planning Committee also includes faculty, staff, and students.

In 2018, SUNY Sullivan hired Iron Bridge Resources to evaluate, review, and assess various administrative units. The report (VII.4f.1 Iron Bridge Report 2018) included suggestions

## Standard VII: Governance, Leadership, & Administration

regarding the structure of the One Stop, admissions and recruitment, college processes, student services, Residence Halls and Dining, Communications Marketing and Outreach, Advising, and Instructor Training. Many of these suggested improvements have been implemented and have been deemed successful.

Previously, annual reports evaluating units were done using Form E Annual Report ([VII.4f.2 Annual Report Stud Serv 2019](#)). Some administrative units also used the Council for the Advancement of Standards in Higher Education (CAS) as a benchmark for assessment in student affairs, student services, and student development programs. The CAS ([VII.4f.3 Prog Review Student Devel Services 2016](#)) report was completed and the findings were presented to the Board of Trustees. The last CAS assessment was done in 2016 by the Learning Center. Under the guidance of the Vice President of Academics and Student Affairs in 2018, the Institutional Assessment Committee began discussions on how to change the assessment process for non-academic units and identified key units to assess: Athletics, Student Life/Dorms, Health Services, Advising and Counseling, and the One Stop. Once that process was complete, Program Learning Outcomes ([VII.4f.4 Student Services PLOs Final](#)) for each of these units were developed and discussed with the Institutional Assessment Committee. Administrative Units ([VII.4f.5 Learning Center Goals 2021](#)) set goals related to the Strategic Plan and Institutional Learning Outcomes. Some unit goals are incorporated into employee evaluations and reviewed at the end of the academic year. Performance Evaluations ([VII.4d.1 Performance Evals Review Guidelines 2020](#)), done by all members of faculty, staff, and administration, guide individuals to set goals each year and evaluate how well goals from the previous year have been met. Evaluations are shared with the supervisor and the appropriate administrators, who oversee each individual's progress.

### ANALYSIS

As seen above, the College has a clear organizational structure that fosters communication and inclusiveness. The President's Cabinet was recently restructured to improve communication across campus and include a Student Representative. One of the hallmarks of a transparently governed college is that decisions made by administrators are clearly linked to the institutional Strategic Plan and are informed by broad input from across the various administrative units. To that end, the charge to the President's Cabinet for 2021-2022 was to ensure a free flow of information and discussion regarding progress by the BOT and various administrative units at the College toward meeting the stated goals in the Strategic Plan 2021-2025.

The organizational structure continues to evolve to meet the needs of the College, guided by the newly approved Strategic Plan. The refined organizational structure has improved communication, shared governance, and collaborative work across campus.

### *Criterion 5: periodic assessment of the effectiveness of governance, leadership, and administration*

The Board of Trustees holds a Board retreat ([VII.5.1 BOT Retreat Agenda 2021](#)) annually to review the work of the academic year. During the meeting, the Board reviews the working groups and their membership. The Board of Trustees identifies goals within the Strategic Plan

## Standard VII: Governance, Leadership, & Administration

that will be the focus for the working groups in the upcoming year. Membership includes trustees, administrators, faculty, and staff throughout the College.

The Executive Committee (EC) creates annual goals and reports on the progress toward those goals at the Board's bi-monthly meetings. The Executive Committee is comprised of the President, Vice President of Academic and Student Affairs, Dean of Communications and Admissions, Controller, Vice President of Administrative Services, and the Director of Executive Operations and Administrative Associate to the Board of Trustees. The EC meets weekly to discuss the operations of the College and how they relate to the Strategic Plan. Members of EC disseminate information through their respective units and create annual goals for their area that are mutually agreed on with the President. The EC then reports out on the status of those goals to the Board of Trustees through bi-monthly Board meeting reports.

The Chair of the Faculty Council reports out to the Board of Trustees at each Board meeting. As per the Bylaws ([VII.1.7 Faculty Council Bylaws 2022](#)), the Faculty Council reviews standing committees annually (Bylaws 5.3) to ensure that the mission, membership, and goals for each committee are necessary and in line with the Mission and Strategic Goals of the College. The Chair and Vice Chair of Faculty Council meet with the President and Vice President on an as-needed basis to keep the lines of communication open and discuss ways to improve shared governance across campus. The Faculty Council Bylaws were revised in March of 2022 to reflect various organizational changes throughout the College and update the membership to include more non-teaching staff.

The Student Government Association executive team is voted on annually by the student body. SGA holds weekly open campus meetings, and the executive team meets weekly in a closed session to address concerns, upcoming events, fundraisers, and club work.

After an assessment of the previous structure, the President's Cabinet was redesigned in October of 2021 to allow the meetings to serve as a free flow of information across campus. Members bring input from their areas to the meeting for discussion and bring information back to their respective areas. The committee also shares institution-wide policies during meetings.

Members of the SUNY Sullivan administration are evaluated annually by each supervisor. At the end of each year, the two parties set mutually agreed-upon goals for the following year.

The FCCC rubric on shared governance will be implemented by Faculty Council Representatives, SGA Representatives, Trustee Representatives, and the Administration. Each area's members will rate themselves and their constituencies. The College began implementing this self-assessment process in Fall 2022.

The Board of Trustees completed a Board Assessment at their Board Retreat held on August 19, 2022. The results of the assessment can be found under BOT Assessment Responses ([VII.5.2 BOT Assessment Tool Responses](#)).

The Faculty Council Chair is working on creating a Faculty Council assessment form that will be distributed at the beginning of the Spring 2023 semester. Additionally, the Board is looking to



include someone from FCCC in the Spring Faculty Development Day to discuss shared governance. The FC Chair is also developing a 1-page overview of Faculty Council for new full-time faculty, which will be included in the onboarding packet for new hires. The BOT will work with the Student Government Association to create an assessment form for them to distribute and review as well.

The suggestions in this criterion suggest hiring a new Vice President for Administrative Services, which we have done. The new VP has also developed an assessment plan for Administrative Units, which he plans to present to campus during Faculty/Staff development day. The EC is currently considering whether 360 Evaluations are needed in light of the new plan that the Vice President has created.

### **ANALYSIS**

The College has been working to improve assessment of administrative areas. In the past, 360 surveys were completed across campus, but this practice was discontinued under the previous president approximately ten years ago. Analysis suggests that the College should reinstate 360 evaluations, or an equivalent, to best assess the effectiveness of leadership in different positions across the campus and continue to work on improving campus-wide assessment processes.

### **Strengths**

- The College has made many positive changes to help meet the criteria within the Standard.
- Many College policies, processes, and procedures have been updated.

### **Challenges**

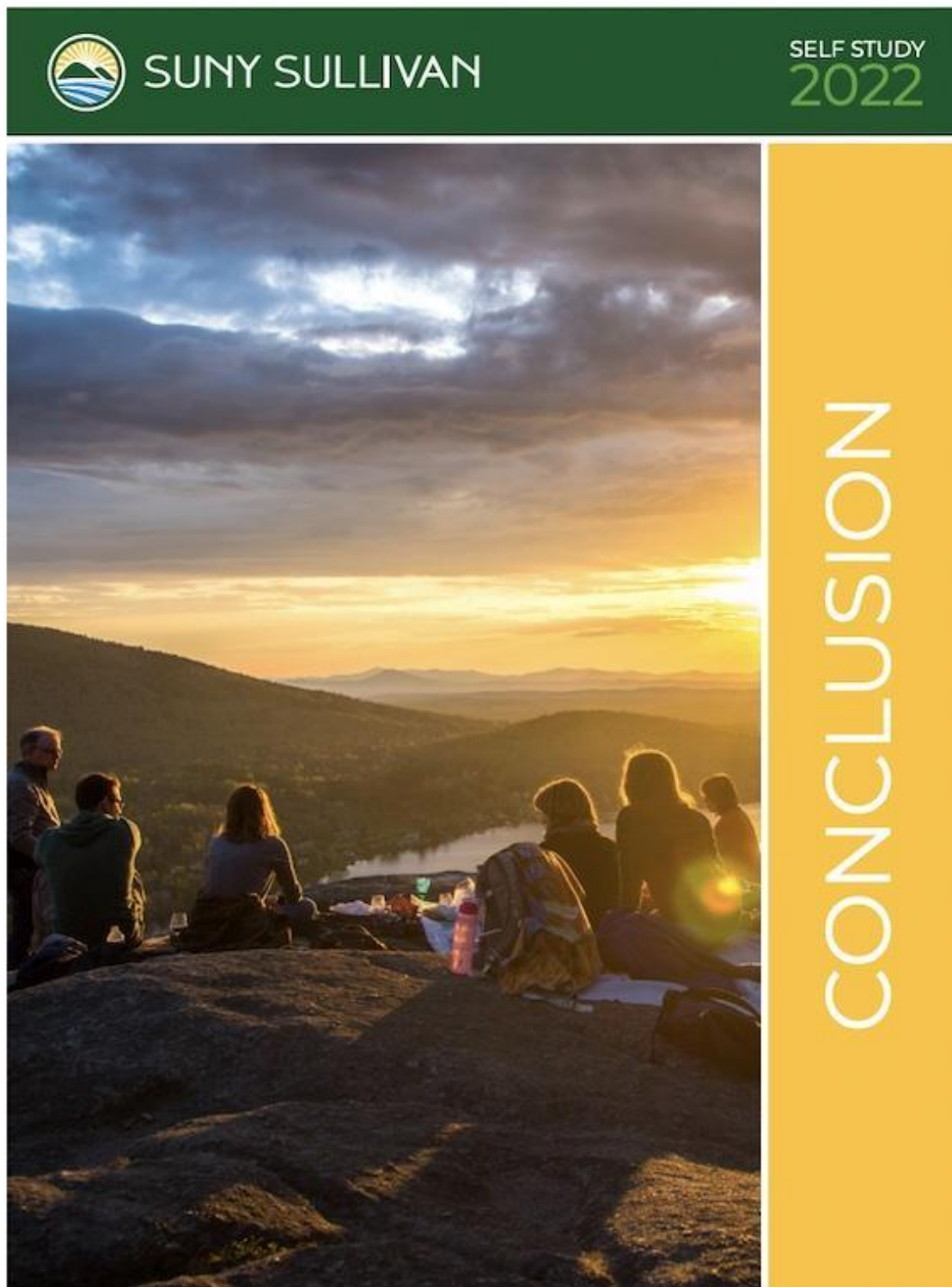
- Assessment needs to be campus-wide, i.e., beyond a focus on academics, including for staff, the administration, and the BOT.
- Filling administrative vacancies has proven challenging. Searches are in process for a number of positions, including the Financial Aid Officer (posted) and the Director of Human Resources (posted).

### **Suggestions**

- The College should examine the use of the SUNY Council on Assessment Rubrics (academic and institutional) to assess the assessment processes.
- The BOT should examine self-assessment instruments that can be administered annually.
- The College should regularly conduct a campus climate survey.
- The College should examine reinstating 360 evaluations of all leadership roles.

### **Commitments**

- The College will implement assessment tools across shared governance that will include elements of the FCCC Shared Governance Rubric in Fall 2022.
- The College will use the new free SUNY Student Satisfaction Survey as a possible way to assess the effectiveness of various areas and services across the campus. This survey will be available every 2-3 years.



## Conclusion

Resulting from the Middle States Self-Study process, SUNY Sullivan has identified a number of commitments it is making to address challenges. Several of these commitments are already well underway.

### **Standard I: Mission & Goals**

- Create an Institutional Assessment Plan for evaluating continued adherence to Middle States Standards and the Strategic Plan.
- Fill two positions that will help the College in meeting its Mission and Strategic goals: a Vice President for Administrative Services, and an Events, Alumni Relations, & Scholarship Manager for outreach to alumni.

### **Standard II: Ethics & Integrity**

- Update the BOT policy to protect intellectual property rights created by faculty on Brightspace.
- Ensure that the campus community understands and follows the new Policy Governing Policies, which describes and establishes the process and standards for developing, reviewing, approving, amending, and repealing policies.

### **Standard III: Design & Delivery of the Student Experience**

- Update, approve, and finalize a Curriculum Handbook through the faculty governance process.
- Develop processes and procedures to implement micro-credentials.
- Review all programs to ensure compliance with the new SUNY Gen Ed Guidelines.
- Create an Assessments Handbook that addresses assessment across the campus for faculty, staff, administration, and its supporting structures.

### **Standard IV: Support of the Student Experience**

- Conduct a yearly Graduation Survey in order to better understand where the College is performing well and what areas the College can improve upon from the students' point of view.
- Continue developing and improving support systems to help increase retention, making sure processes are clear to students and that they are aware of support services offered.
- Improve website links by Spring 2023 to SUNY's course equivalency page to help students find that information more clearly and quickly.

### **Standard V: Educational Effectiveness Assessment**

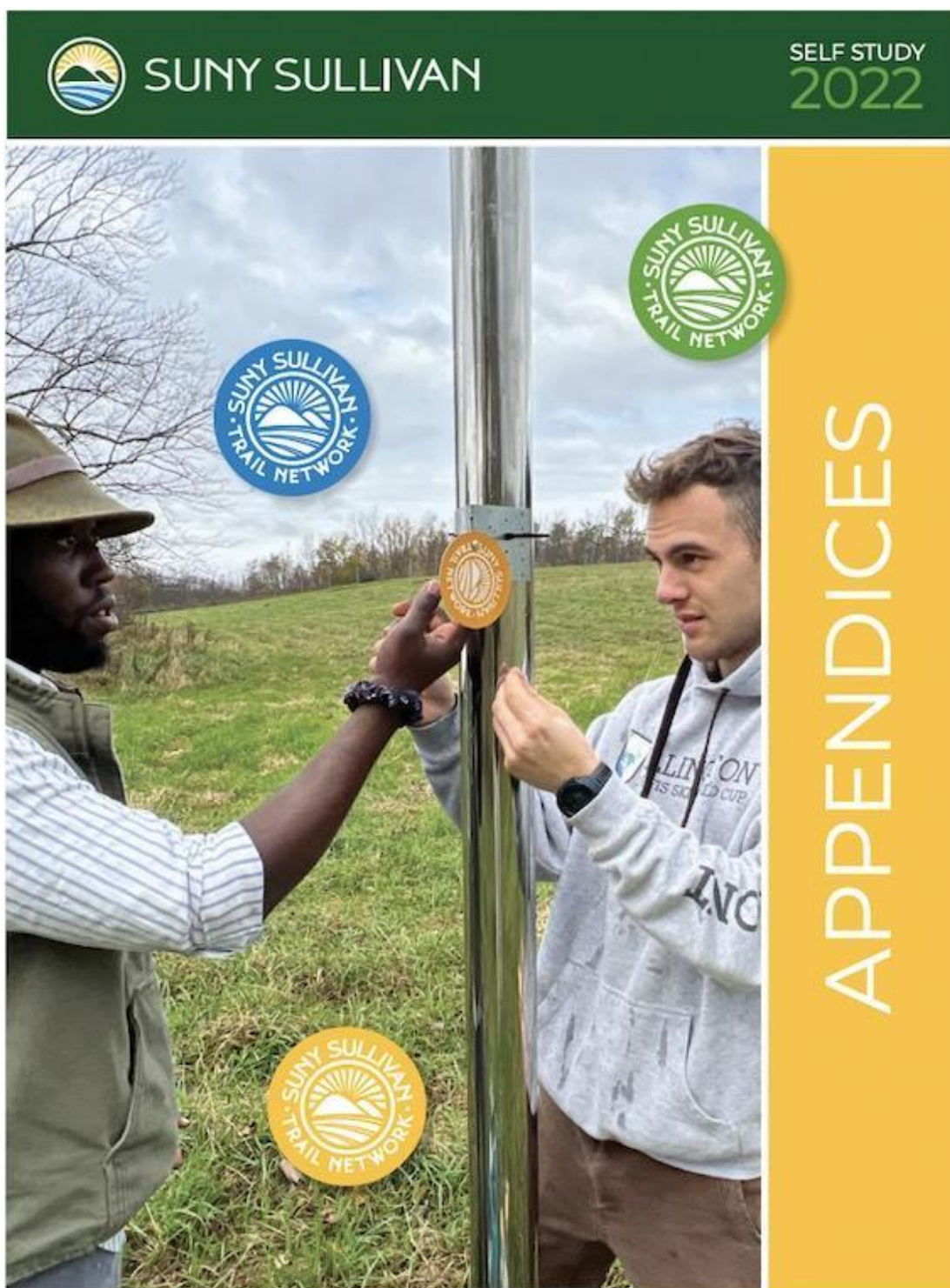
- Provide ongoing campus-wide training and support for all stakeholders.
- Utilize the campus learning management system, Brightspace, to better capture and organize assessment data to improve educational effectiveness.
- Revise the duties and membership of the Institutional Assessment Committee to focus on academics, especially areas that have previously been neglected.

**Standard VI: Planning, Resources, & Institutional Improvement**

- Designate a committee or office to be in charge of reviewing academic and administrative annual reports, the Strategic Plan Progress Report, and the President's Annual Report to the Board of Trustees (see Criterion 2).
- Create an Assessments Handbook that addresses assessment across the campus for faculty, staff, administration, and its supporting structures.

**Standard VII: Governance, Leadership, & Administration**

- Implement the SUNY Faculty Council of Community Colleges Shared Governance Rubric in Fall 2022.
- Use the new free SUNY Student Satisfaction Survey as a possible way to assess the effectiveness of various areas and services across the campus.





## Appendix A: Evidence Inventory

### **Requirements of Affiliation**

RoA 1 SUNY Establishment of SCCC  
RoA 2 & 3 Graduation Rates by Cohort  
RoA 5 ECar & PPA FedStuAidEligibility Ltr 2021-27  
RoA 5 & 6 IFCR SUNY Sullivan 2023  
RoA 7 & 10 Strategic Plan Complete 2021-2025  
RoA 8 Accreditations SUNY Sullivan  
RoA 8 & 9 Program Assessment 5-Year Cycle  
RoA 11 Financial Disclosure Statement 2021  
RoA 11 Operating Budget 2020-21  
RoA 12 BOT Members, Minutes, Policies  
RoA 13 Conflict of Interest #4.05  
RoA 14 Chart of Positions Responsible for Verifying Compliance  
RoA 15 Employee Directory - SUNY Sullivan

### **Standard I: Mission & Goals**

I.1a.1 Strategic Plan Complete 2021-2025  
I.1a.2 Strategic Planning Process 2021  
I.1a.3 Institutional Priorities Mapped  
I.1a.4 Self-Study Timeline  
I.1a.5 Communication Plan  
I.1a.6 Strategic Plan Outline 2021  
I.1a.7 BOT Minutes Approved 2021  
I.1a.8 VP for Admin Serv 2022  
I.1b.1 Sustainability Comm Agenda Minutes 2022  
I.1b.2 SUNY Sull Joins UGC 2022  
I.1b.3 Workforce Sull County  
I.1b.4 New Hope Comm & SUNY Sull Farm 2021  
I.1b.5 SUNY Sull Theater Blackdamp 2021  
I.1b.6 COVID Testing Site Opens 2022  
I.1b.7 Ribbon Cutting Food Pantry 2021  
I.1b.8 Community Learning Courses 2019  
I.1b.9 Health Workforce 2022  
I.1d.1 BOT Retreat Minutes 2022  
I.1d.2 IronBridge Rec & Action Plan 2018  
I.1d.3 Campus Facilities Master Plan 2019  
I.1d.4 SUNY Sull Partners Fallsburg 2022

- I.1d.5 Performance Eval Sect 1 & 3
- I.1e.1 Sustainability/ Energy Upgrade 2022
- I.1e.2 Conservation Corps Helps Hope Farm 2022
- I.1e.3 Local Volunteers Join Highway Event 2022
- I.1e.4 Green Building Tech AAS
- I.1e.5 Environmental Science AS
- I.1e.6 New Construction Technology Prog AOS 2022
- I.1e.7 NY State Pause Exec Order 2020
- I.1e.8 Sull Campus Open Remote 2020
- I.1e.9 Face-to-Face Instr. Resumes 2021
- I.1e.10 Hudson Link & SUNY Sull
- I.1e.11 Student COVID Outreach Survey 2020
- I.1e.12 SUNY Mental Health Awareness/COVID 2020
- I.1e.13 Hard Work & Resilience Pay 2022
- I.1e.14 Laptop Grant Program 2020
- I.1e.15 Brightspace Remote Workshops 2020
- I.1e.16 Brightspace Zoom Help Sessions 2022
- I.1e.17 Distance/Online Catalog 2021-22
- I.1e.18 Sull Comm Learning Free Courses 2021
- I.1e.19 Blackdamp SUNY Sull 2021
- I.1e.20 Campus Apiary Prepares Bees for Winter 2021
- I.1e.21 PSA Signed Contract 2017
- I.1e.22 New Faculty Peer Mentoring Prog 2022
- I.1e.23 Student Art Show May 2022
- I.1e.24 Student Passion for Science 2021
- I.1e.25 SGA Cultural Fashion Show 2022
- I.1e.26 Form AF: Annual Report rev 2020
- I.1f.1 Faculty Devel Day 2021
- I.1f.2 Faculty Devel Day 2023
- I.1f.3 Mission Sample Image
- I.1g.1 BOT Retreat 2021
- I.1g.2 BOT Working Groups
- I.1g.3 BOT Meeting Agenda 2021
- I.1g.4 BOT Retreat Minutes Redacted 2021
- I.1g.5 Annual Report Form E 2019
- I.2.1 Annual Report 2020-21
- I.3.1 ILOs BOT Approved 2021
- I.3.2 BOT Retreat 2022
- I.3.3 Events & Alumni Manager 2022
- I.4.1 Announcing Interim College Controller

**Standard II: Ethics & Integrity**

- II.1.1 SUNY Sull Website Main Page
- II.1.2 Academic Freedom
- II.1.3 SUNY Sull Academic Catalog 2022-2023
- II.2.1 Hispanic Serving Institutions
- II.2.2 SUNY Diversity Equity Inclusion Policy 2015
- II.2.3 Gender Sexuality Alliance Club Charter 2020
- II.2.4 Safe Space
- II.2.5 Students w Disabilities Webpage 2022
- II.3.1 Policy #4.06-Disciplinary MC 2022
- II.3.2 Table 2.1 Grievance Procedures
- II.4.1 NY State Public Officers Ethics Law 74
- II.4.2 SUNY Conflict of Interest Policy 1995
- II.4.3 Conflict of Interest Policy 2022
- II.4.4 Reporting Forms 2019
- II.4.5 General Ethics Workplace 2022
- II.5.1 Form AF Revised 2021
- II.6.1 Admissions Homepage
- II.6.2 Paying for College
- II.6.3 Website Policy rev 2006
- II.6.4 Comm & Brand Identity Guidelines 2020
- II.6.5 Media Relations Policy 2020
- II.6.6 SUNY Sullivan News 2022
- II.6.7 Email Use Policy rev 2006
- II.6.8 Campus Security and Safety Report 2020
- II.6.9 National Center for Ed Stats 2022
- II.9.1 Policy Governing Policies
- II.9.2 Conflict of Interest Policy Updated 2022
- II.9.3 Final Required Communications 2022
- II.9.4 Final Financial Statement 2021
- II.9.5 Performance Evaluation Merged
- II.9.6 AF Form rev 2021
- II.9.7 MOU Eval Tenure Track Faculty 2018
- II.9.8 Classroom Observation Form
- II.9.9 Student Eval Educ Quality Survey rev 2022
- II.9.10 Annual Mandatory Trainings
- II.9.11 BOT Policy Schedule

**Standard III: Design & Delivery of the Student Learning Experience**

- III.1.1 College Catalog 2020-2021
- III.1.2 College Catalog 2022-2023
- III.1.3 Proposed Micro-credentials
- III.1.4 Faculty Training for Online Teaching
- III.1.5 Requirements for Online Teaching
- III.1.6 OSCQR Rubric
- III.1.7 Updated COVID-19 Protocols 2021
- III.1.8 Grade Breakdowns by Instr Method 2019 & 2021
- III.1.9 Articulation Agreements
- III.1.10 BOT Policy #4.30 Fac Teaching Credentials rev 2021
- III.1.11 Collaborative College-HS Flyer 2022
- III.1.12 SUNY Guide to Acad Prog Planning 2017
- III.1.13 SUNY New Prog Proposal Appl 2017
- III.1.14 Prog Modification Form 2019
- III.1.15 Curriculum Committee Agenda 2022
- III.1.16 Faculty Council Agenda 2022
- III.1.17 Charge of Curriculum Comm
- III.1.18 Executive Summary PDGA 2022
- III.1.19 Gov Hochul \$5 Million Funding 2022
- III.1.20 Nursing Prog Modification Form
- III.2a.1 SUNY Sull Ranks Top College 2021
- III.2a.2 Strategic Plan Complete 2021-2025
- III.2a.3 Faculty Devel Day Agenda 2019
- III.2a.4 Assessment 5-Year Cycle rev 2021
- III.2a.5 Assessment Form 2022
- III.2a.6 Course Assessment Guidelines 2021
- III.2a.7 PSA Contract 2016-2021
- III.2a.8 Sull County Poet Laureate 2020
- III.2a.9 Kenneth Luck 2022
- III.2a.10 Women's Ways of Making 2021
- III.2a.11 SUNY Sull Catalog 2021-2022
- III.2b.1 Tenured & Tenure Track Fac
- III.2b.2 SUNY Sull Guided Pathways Presentation 2022
- III.2b.3 Guided Pathways Summer Institute 2022
- III.2d.1 SUNY Tuition Waiver 2018
- III.2d.2 SUNY Tuition Waiver Instructions
- III.2d.3 Policies for Online & Hybrid Courses 2020
- III.2d.4 OSCQR 4.0 & RSI 2021-2022
- III.2d.5 Course Syllabus Template

III.2d.6 Five Free Tech Tools 2019	
III.2d.7 Using SoftChalk 2020	
III.2d.8 Open Educational Resources	
III.2d.9 Lumen Learning Course Catalog 2017	
III.2d.10 D2L Connection: MN Ed 2019	
III.2d.11 SUNY Online Teaching Webinar Series	
III.2d.12 OTTER Institute 2022	
III.2e.1 Contract Extension Signed 2022	
III.2e.2 Classroom Observation	
III.2e.3 Annual Report of Teaching Faculty	
III.3.1 Human Services Track Sheet	
III.3.2 NYSED Policy Statement on Liberal Arts	
III.3.3 Criminal Justice Track Sheet	
III.3.4 Culinary Arts AOS 2021-22	
III.3.5 Accounting Studies Cert 2021-22	
III.4.1 Writing Prog Faculty Handbook 2022	
III.4.2 Comp Comm Minutes 2022	
III.4.3 Metamorphosis Course Syllabus 2020	
III.4.4 Freshman Enhancement Seminar 2016	
III.4.5 Prof Amy Colón Student Success Summit 2018	
III.4.6 Brightspace Pre-College Course Stats	
III.4.7 Student Success Workshop 2021	
III.4.8 ENG 1001 & 1003 SLO Form 2020	
III.4.9 Studio Contract	
III.4.10 SUNY Sull Library Two Locations 2018	
III.4.11 Research Help Guide 2022	
III.4.12 Policies for Online & Hybrid 2020	
III.5.1 SUNY Policy Gen Ed 2010	
III.5.2 LA & Sci: History AA 2021-22	
III.5.3 ENG 1001 Course Outline 2022	
III.5.4 NYSED Expectations Curriculum	
III.5.5 Track Sheet AAS Business: Accounting	
III.5.6 SUNY Resolution Gen Ed Framework 2021	
III.5.7 SUNY New Gen Ed Framework	
III.5.8 SUNY Gen Ed Framework Implementation 2021	
III.5.9 Calendar for implementing new Gen Ed	
III.5.10 Gen Ed Taskforce 2022	
III.5.11 Gen Ed Comparison Chart	
III.5.12 Gen Ed 1 Math 2013-14	
III.5.13 SUNY Sull Gen Ed Assessment Schedule	



**Standard IV: Support of the Student Experience**

- IV.1.1 Forms & Procedures 2021-2022
- IV.1.2 Applications Received 2017-2021
- IV.1.3 English & Math Placement Criteria
- IV.1.4 Tutoring Schedule 2022
- IV.1.5 New Student Orientation 2022
- IV.1.6 Advising & Registering 2022
- IV.1.7 Starfish
- IV.1.8 Pers Counseling Serv
- IV.1.9 Students With Disabilities
- IV.1.10 New Student Reg Form
- IV.1.11 Free Resource Kurzweil 3000
- IV.2.1 College Catalog 2021-2022
- IV.2.2 TES Orange CCC
- IV.2.3 College Catalog 2022-2023
- IV.2.3 Credit for Prior Learning
- IV.3.1 FERPA
- IV.3.2 New FERPA Waiver
- IV.3.3 MySUNY Sull Portal
- IV.4.1 SUNY Sull Athletics Website
- IV.4.2 Sample Newsletter 2021
- IV.5.1 Lazarus I. Levine Res Hall
- IV.5.2 Meal Plan Brochure
- IV.5.3 Virtual Bookstore Portal
- IV.5.4 MOVESullivan Schedule 2020
- IV.5.5 Short Line Bus 2022
- IV.6.1 Graduation Survey 2020-21
- IV.6.2 Graduation Survey 2021-22
- IV.6.3 IP4b SEAR Comm Agendas Minutes 2021-22
- IV.6.4 IP4b Sull Unstoppable 2022
- IV.6.5 IP4b SEAR Comm Persistence Data 2021

**Standard V: Educational Effectiveness Assessment**

- V.1.1 Faculty Council Bylaws 2022
- V.1.2 Assoc Dean of Assessment & Instr
- V.1.3 Singer CV 2021
- V.1.4 Previous MSCHE Requirements/Recs
- V.1.5 ILOs BOT Approved 2021
- V.1.6 Course Assessment Schedule 2022

## Appendices

V.1.7 Course Assessm Workshop 2020  
V.1.8 Course Assessm Workshop 2022  
V.1.9 Student Learning in the Course v.3  
V.1.10 Prog Assessment 5-Year Cycle v.1  
V.1.11 Student Learning in the Program v.3  
V.1.12 Rosero CV  
V.1.13 PLO Inventory 2021  
V.1.14 New Hires 2021  
V.1.15 Gen Ed Taskforce 2022  
V.1.16 FC Minutes Nov2022  
V.1.17 SPIA History 2012-19  
V.1.18 Strategic Plan Complete 2021-2025  
V.1.19 IAC Membership 2020-2021  
V.1.20 Assessment Cert Prog Registration 2020  
V.1.21 Assessment of LOs Certificate Program  
V.1.22 NY State Pause Exec Order 2020  
V.1.23 Course Action Request  
V.1.24 MAT 1004 Outline Elem Stats 2022  
V.1.25 College Catalog 2022-23  
V.1.26 Guidelines Blooms Taxonomy  
V.1.27 Crosswalk ILOs to MSCHE GEs  
V.1.28 Institut Assessm Commi Resource Doc  
V.2b.1 ASLOC Form  
V.2b.2 ENG 2005 Comp II SLO 2019  
V.2b.3 Course Assessment Five Year Cycle v.1  
V.2b.4 POL 1341 Amer Gov't 2020-21  
V.2b.5 HIS 1229 US Hist Since 1940 2019-20  
V.2b.6 ENG 2132 Intro to Poetry 2019-20  
V.2b.7 GRB 2500 Troubleshooting Green Bldg Sys 2020-21  
V.2b.8 Timetable 2015  
V.2b.9 ASLOM Guide rev 2015  
V.2b.10 ASLOM Summary Report  
V.2b.11 Gen Ed Math Form  
V.2b.12 Gen Ed Summary Report  
V.2b.13 Assessment 5-Year Cycle rev 2021  
V.2b.14 Prog Review Criteria  
V.2c.1 Assessment Committee Update 2020  
V.2c.2 Retention Trends 2017-2020  
V.2c.3 Graduation Rates by Cohort  
V.2c.4 Degrees Granted Trends

## Appendices

- V.2c.5 Transfers to SUNY Sull
- V.2c.6 Transfers from SUNY Sull
- V.2c.7 Grad Survey 2021
- V.2c.8 Standard V Timeline
- V.2c.9 Institutional Assessm Comm Mtg Minutes 2022
- V.3.1 SUNY Gen Ed Approval Guidelines
- V.3.2 SCI 2922 Intro to Ecology
- V.3.3 Course Assessment Guidelines 2021
- V.3.4 New Computer Lab
- V.3.5 LA Fac Dev Day Agenda 2018
- V.3.6 LA & Hum Form D 2018
- V.3.7 Gen Ed 10 Assessm 2018
- V.3.8 Curriculum Comm Changes Rev
- V.3.9 Day Care Survey 2020
- V.3.10 Healthy Kids Day Care
- V.3.11 Aligning Learning Center w/ ILOs 2021
- V.3.12 Student Workshop Survey
- V.3.13 College Navigator Stats 2018-2021
- V.3.14 SEM Strategic Goals 2022
- V.3.15 One Stop Goals 2021
- V.3.16 SEAR Agendas & Minutes 2022
- V.3.17 Guided Pathways Initiative 2022
- V.3.18 Battle Buddies Info Hours
- V.3.19 Veterans Students Services
- V.3.20 Open Resource Textbooks
- V.3.21 Free Resource Kurzweil 3000
- V.3.22 Facilities Master Plan Final 2019
- V.3.23 Energy System Upgrade & Conservation Project
- V.3.24 Student Eval of Educ Quality Survey rev 2022
- V.5.1 SUNY Academic Prog Assessm Rubric
- V.5.2 SUNY Institutional Assessm Rubric

## **Standard VI: Planning, Resources, & Institutional Improvement**

- VI.1.1 Strategic Plan Complete 2021-2025
- VI.1.2 Iron Bridge Report 2018
- VI.1.3 Facilities Master Plan 2019
- VI.1.4 BOT Agenda & Approval of Minutes 2019
- VI.1.5 Administrative Assessm Comm
- VI.1.6 VP for Admin Serv Job Posting

## Appendices

- VI.2.1 AF Form rev 2021
- VI.2.2 Faculty Devel Day 2023
- VI.2.3 Staff Devel Day 2021
- VI.2.4 Master Plan Presentation Quaintance
- VI.2.5 BOT Agenda 2021
- VI.2.6 Annual Report 2020-21 Final
- VI.2.7 3-Year Divers & Inclus Plan 2017-19
- VI.2.8 Recruitment Plan 2021-22
- VI.2.9 Retaining Students 2014
- VI.2.10 Adjust Label KPIs Plan Graphic
- VI.3.1 5062 Budget Sheet Returned 2022-23
- VI.3.2 6001 Budget Sheet Returned 2022-23
- VI.3.3 Operating Budget 2020-21
- VI.3.4 BOT Finance Agenda 2021
- VI.3.5 BOT Budget Approval 2021
- VI.3.6 LA SPOT Form Gen Budget Final 2017
- VI.3.7 SPOT 2013
- VI.4.1 Funding by Local, State, Students 2014-2018
- VI.4.2 SUNY Comm College Manual 2021 Final
- VI.4.3 SUNY Sull reduces staff 2020
- VI.4.4 Heat over SUNY Sull Healthcare 2022
- VI.4.5 PSA Contract 2016-2021 updated 2017
- VI.4.6 Grad Survey 2021-22
- VI.4.7 NY State Pause Exec Order 2020
- VI.4.8 IT BOT Report 2021-22
- VI.4.9 Transitioning to Windows 11 Plan
- VI.5.1 Faculty Bylaws 2022
- VI.5.2 Performance Evals Review Guidelines 2020
- VI.5.3 Performance Evals Sections 1 & 3
- VI.5.4 Performance Eval Section 2
- VI.5.5 BOT Working Groups 2021-22
- VI.5.6 President's Cabinet Agenda 2021
- VI.6.1 Sustainability Plan rev 2020
- VI.7.1 SUNY CC Regulations part 601-107
- VI.7.2 Fac Stud Assoc Financial Statement Final 2021
- VI.7.3 Final Financial Statement 2019-20
- VI.7.4 Indep Auditor's Report 2021
- VI.7.5 Indep Auditor's Report 2022
- VI.7.6 Dorm Corp Financial Statement Final 2021
- VI.7.7 SUNY CC Annual Financial Report 2021

## Appendices

- VI.7.8 BOT Documents
- VI.7.9 3.23 BOT Procurement Policy
- VI.7.10 3.24 BOT Procurement Policy MWBE
- VI.7.11 3.31 Contract Procedures & Authorized Signature Policy
- VI.8.1 Decision Alignment Matrix (DAM)
- VI.8.2 LA SPOT Form Pre-Cut Budgets 2016-17
- VI.8.3 Student Eval of Educ Quality Survey rev 2022
- VI.8.4 BOT Working Groups 2021-2022
- VI.9.1 BOT Retreat Agenda 2021
- VI.9.2 Resolution 492-21 Adoption Op Budget 2021-22
- VI.9.3 IP5 Approved SUNY Sustainable Devel Goals
- VI.9.4 Infuse Sustain Student Life Assessm Form
- VI.9.5 Guide to Infuse Sustain into Student Life & Academics
- VI.9.6 Infuse Sustain into Academics Assessm Form
- VI.9.7 IP6A Direct Support Service Prog
- VI.9.8 IP6A CASAC Counseling Flyer
- VI.9.9 IP6A Liberty Partnership Prog MOU
- VI.9.10 IP6A Carpenters New Training Facility
- VI.9.11 IP6A Sull County Employer Database
- VI.9.12 IP6A New NATP Approval 2021
- VI.9.13 IP6A Approval of DSP Apprenticeship 2021
- VI.9.14 IP6A Catskill Hospitality Institute
- VI.9.15 IP6A Liberty Partnerships Prog

## **Standard VII: Governance, Leadership, & Administration**

- VII.1.1 BOT Members, Minutes, Policies
- VII.1.2 BOT Bylaws 2021
- VII.1.3 Comm College Regulations Proposed Amendments
- VII.1.4 Summary NYSED NY Provisions Rel to Higher Ed
- VII.1.5 FC Minutes Apr2022
- VII.1.6 FC Agenda May2022
- VII.1.7 Faculty Council Bylaws 2022
- VII.1.8 SGA Constitution 2012
- VII.1.9 FSA Bylaws 2022
- VII.1.10 SUNY Shared Governance
- VII.2a.1 Strategic Plan Complete 2021-2025
- VII.2a.2 ILOs BOT Approved 2021
- VII.2a.3 Assessment Pres BOT 2022
- VII.2a.4 BOT Working Groups 2021-2022



VII.2b.1 Resolution #030-99 Policy Gov Process  
VII.2b.2 Financial Disclosure Statement 2021  
VII.2b.3 Political Activity Policy #4.17  
VII.2b.4 Conflict of Interest #4.05  
VII.2d.1 BOT Policy #4.30 Faculty Teaching Credentials rev 2021  
VII.2e.1 BOT Meeting 2021  
VII.2e.2 Indep Auditor's Report 2022  
VII.2e.3 BOT Meeting 2021  
VII.2f.1 Administrative Appointment Policy #4.01  
VII.2g.1 ACCT  
VII.2g.2 BOT Orientation Packet 2021-22  
VII.3a.1 Pres Search Guidelines  
VII.3a.2 Resolution Approval of President  
VII.3a.3 JQuaintance Resume New President  
VII.3b.1 Pres Quaintance Agreement new signed  
VII.3b.2 President & BOT weekly mtgs  
VII.3d.1 President Job Description  
VII.4a.1 2021 Org Chart  
VII.4b.1 Presidents Cabinet Minutes 2021  
VII.4c.1 Search Process  
VII.4c.2 VP Acad & Student Affairs 2021  
VII.4c.3 VP for Admin Serv 2022  
VII.4c.4 Dean of Communications & Admissions  
VII.4c.5 Dean of Student Devel Serv 2017  
VII.4c.6 Dean of Student Success & Workforce Devel 2020  
VII.4c.7 Division Dean 2018  
VII.4c.8 Assoc Dean of Student Engagement  
VII.4c.9 Assoc Dean of Assessment & Instruction  
VII.4c.10 Dir of Exec Operations  
VII.4c.11 Controller  
VII.4d.1 Performance Evals Review Guidelines 2020  
VII.4d.2 Perf Eval Dean of Communications  
VII.4d.3 Perf Eval Dean of Student Devel Services  
VII.4d.4 Perf Eval Dean of Student Success & Workforce Devel  
VII.4d.5 Perf Eval Dir of Exec Operations & Admin Assoc  
VII.4e.1 Brown Bag Lunch  
VII.4e.2 Sample Student Activities Events 2022  
VII.4e.3 Student Activities Newsletter 2022  
VII.4f.1 Iron Bridge Report 2018  
VII.4f.2 Annual Report Stud Serv 2019

## Appendices

VII.4f.3 Prog Review Student Devel Services 2016

VII.4f.4 Student Services PLOs Final

VII.4f.5 Learning Center Goals 2021

VII.5.1 BOT Retreat Agenda 2021

VII.5.2 BOT Assessment Tool Responses