

EDUCATION & INFORMATION TECHNOLOGY COMMITTEE
OF THE
SUFFOLK COUNTY LEGISLATURE
MINUTES

A meeting of the Education & Information Technology Committee of the Suffolk County Legislature was held in the Rose Y. Caracappa Legislative Auditorium of the William H. Rogers Legislature Building, 725 Veterans Memorial Highway, Smithtown, New York on February 26, 2013.

MEMBERS PRESENT:

Leg. Sarah S. Anker, Chairwoman
Leg. Wayne R. Horsley, Vice Chair
Leg. Thomas Cilmi
Leg. Jay H. Schneiderman
Leg. John M. Kennedy, Jr.

ALSO IN ATTENDANCE:

Leg. Al Krupski, First Legislative District
George Nolan, Counsel to the Legislature
Sarah Simpson, Assistant Counsel to the Legislature
Renee Ortiz, Chief Deputy Clerk of the Legislature
Shaun McKay, President/Suffolk County Community College
Dr. Nathaniel Pugh, Vice President for Planning and Institutional Effectiveness/SCCC
Dr. Christopher Shults, Director for Planning and Institutional Effectiveness/SCCC
Chris Adams, Executive Assistant/Dr. McKay/SCCC
John Lombardo, Workforce Development/SCCC
Gail Vizzini, Vice President for Business and Financial Affairs/SCCC
Ben Zwirn, Intergovernmental Relations Coordinator/SCCC
Chris DeLuca, Aide to Leg. Cilmi
Jill Moss, Budget Review Office
Benny Pernice, Budget Review Office
Kevin Peterman, Faculty Associate/SCCC
Nina Leonhardt, SCCC
Jeff Tempera, Assistant Vice President for Human Resources/SCCC
Anthony F. Mangual, Student Trustee/SCCC
Walter Hazlitt, SCCC
Paul Cooper, SCCC
Michael Pitcher, Aide to Presiding Officer
Paul Perillie, Aide to Leg. Gregory
Kevin LaValle, Aide to Leg. Muratore
Chris DeLuca, Aide to Leg. Cilmi
And all other interested parties

MINUTES TAKEN BY:

Diana Flesher, Court Stenographer

2/26/13 Education/Information Technology Committee

THE MEETING WAS CALLED TO ORDER AT 1:00 PM

CHAIRWOMAN ANKER:

Okay. We're going to start our Education and Public Information (sic) Committee meeting. Please rise for the Pledge of Allegiance led by Legislator Schneiderman.

SALUTATION

Please remain standing for a moment of prayer and silent meditation as we think of those in need, especially our military men and women.

MOMENT OF SILENCE OBSERVED

Thank you. You can be seated. Okay. We're going to continue with our agenda. We have no correspondence.

PUBLIC PORTION

We have one card for public comment, Anthony Mangual (mispronounced). Mangual, oh, I'm sorry. You can come forward, please.

MR. ZWIRN:

Madam Chair, Anthony is the student representative on the Board of Trustees for the Community College.

CHAIRWOMAN ANKER:

Very good. Welcome, Welcome.

MR. MANGUAL:

Thank you, ma'am.

CHAIRWOMAN ANKER:

Speak what's on your mind.

MR. MANGUAL:

Greetings, Chairman Anker, and members of the Education/Information Technology Committee. First and foremost on behalf of Dafny Irizarry, the Chairwoman of the Board of Trustees of Suffolk County Community College, I would like to extend her regrets for not being able to attend. However, she sends greetings and her eternal gratitude and appreciation for your continued support. I spoke with her last evening. She says and I quote, "the success of our students is what drives our mission and the reason and the purpose for our continued effort."

My name is Anthony Mangual. And I serve as a Student Trustee on the Board of Trustees at Suffolk County Community College. And on behalf of its student body, I would like to extend our appreciation, not only for your support of our great institution, but also for the opportunity to address this body and its honorable members. The purpose for my address is to tell you my story and with the hope of relating how the service at Suffolk County Community College provides to its students, impacts their lives and through them the community.

My parents left Brooklyn tenements and moved to the north side of Brentwood closer to Michael J. Grant Campus. As a matter of fact, both my mother and father received their GED at that very same campus years ago, 1980. Shortly after both my parents went to prison and each served a time for felony convictions. I went into the system until my grandmother was able to arrive from

2/26/13 Education/Information Technology Committee

Puerto Rico to serve as a temporary guardian.

Upon release from prison they separated and I remained with my mother; continued to move around all over New York until arriving in Puerto Rico with my grandmother because we couldn't afford to stay in New York on our one-person income.

My father passed away a few years later. And after facing my own troubles, I returned back to Brentwood with an older sister to finish high school in Brentwood. Needless to say, the confusion and frustration that I was feeling ruled my life and didn't think that I belonged attending an institution of higher education. So instead I joined the United States Marine Corps immediately after high school and served my country for six years in electronic intelligence. I was content with my service yet still in turmoil. And I wasn't sure what to expect because I left behind the only stability I had ever had. I had a difficult time adapting. The world was too crazy for me. I was completely disconnected from my friends and family and what I knew of society. I suffered from sleepless nights and depression for a long time. And I often thought of going back into the military service just to regain that stability of familiarity.

But instead I enrolled in a culinary program. And after becoming a chef I used that trade as an excuse to continue moving around so in that way I wouldn't have to face that fact again, that I may not belong in society the way that I thought at first. But that still wasn't satisfying enough. And I was living in Northern California and working in Napa Valley, which is almost like the Holy Grail for chefs, where I decided to take a few business courses. And I enrolled in the online business degree program that was offered through Suffolk. And the experience was so gratifying that I moved back home in Suffolk County to continue my studies.

I didn't think much of myself given my past, but the faculty, the staff and the administration of the College saw something more in me than I would have ever seen. With their encouragement and guidance, I was able to break out of my shell and live up to my full potential. There is the beginning of my life.

And now I am culminating my second year as a member of the Board of Trustees of Suffolk County Community College as I mentioned previously; am President of the Business Club in the Michael J. Grant campus, which under the mentorship of Chairwoman Irizarry and Doctor -- I'm sorry -- and Dr. McKay, I have been able to tell my story and implement some of my own ideas to help mentor other students.

I serve as a volunteer for the Long Island Latina Teachers Association and for Pronto of Long Island, where there they've also given me the opportunity to convey my message to the younger members of our community and serve as a positive example as a mentor.

This recent year I was awarded five prestigious academic scholarships. And among the scholarship program that covers tuition for up to five semesters known as the Get There From Here, which is a program that is homegrown and developed within the institution. And recently I was awarded the Gold Team Award of the Phi Beta Kappa Coca Cola all USA Academic Team of New York State. And the Chancellor's Award for Integration of Academic Excellence, Leadership and Community Service. I will be graduating now this semester, not only as an honor student but with a 4.0 cumulative GPA and with over 90 credits to date.

That is my story. And that is what Suffolk strives to instill in every student, the opportunity to reach their full potential. Suffolk Community College has offered me the opportunity to excel academically, finally reconnect with the community and to become an active member of society.

Thank you all very much for this opportunity and for your continued support.

2/26/13 Education/Information Technology Committee

CHAIRWOMAN ANKER:

Thank you. Thank you, Anthony. That was amazing. My condolences to you and your family, but also my congratulations on your accomplishments and, you know, you are a shining star showing what a community college can do, you know, by helping and instilling those ideas. So thank you. Do you have any questions for our Legislators? Legislators, do you have any questions for Anthony?

D.P.O. HORSLEY:

What's next?

CHAIRWOMAN ANKER:

What's next?

MR. MANGUAL:

Well, what's next is yet to be seen. I put in a few applications and gotten some answers back. There's a few colleges that have offered me some scholarships for going away as well, but I'm looking more quite possibly into doing international business or continuing into financial and accounting, which is my major currently. And I'm still at a crossroads if after I'm done with my undergrad degree, if I want to pursue a degree in law or just, you know, get a degree in business and keep pushing forward. I'm kind of hoping that Suffolk will -- I mean, like the County would welcome me in after I graduate and give me some opportunity to continue working as I've done with the College.

CHAIRWOMAN ANKER:

Well, you've done such an amazing job as our student representative for our Board so I'm sure they appreciate that very much. Again, thank you so much for your presentation.

MR. MANGUAL:

Thank you very much, Chairwoman.

CHAIRWOMAN ANKER:

One question, Anthony. Legislator Kennedy.

LEG. KENNEDY:

No, a comment. First of all, thank you for your service to our Country. And towards that end you mentioned a series of scholarships which you received, which is notable and laudable. And as a matter of fact, they do an excellent job at Suffolk Community. But tell me, as a veteran you have an education benefit as well, which I'm sure that you pursued and that you have availed yourself of?

MR. MANGUAL:

Yes, sir, I have.

LEG. KENNEDY:

Okay. And so that's something that would be able to help you continue for completion of your Bachelor's and possibly go on. As an attorney, I would absolutely encourage you to consider law. Business is another area. But what I would also say to you as we all do here around the horseshoe often say to the Community College, don't be shy at all in contacting any of our offices for an opportunity to go ahead and see what it's like to be an elected official and be able to take that skill and knowledge and expertise that you have and apply it into the community.

Obviously you're a tremendous resource for veterans. I know that the College has an extremely robust and meaningful outreach for veterans. And certainly the experiences you describe for yourself are not unique. Many of our returning veterans, I think, are expressing some of that. So your success should absolutely be something that's a pathway to help other veterans to succeed just like that. So keep doing the good work that you're doing and thank you for being in front of us.

2/26/13 Education/Information Technology Committee

MR. MANGUAL:

Thank you very much, sir.

LEG. KENNEDY:

You're welcome.

CHAIRWOMAN ANKER:

Wonderful. Again, we have a great program called Peer-to-Peer that our Veterans Services is offering. It's something you might connect with. You know, that would be great. Thank you.

We have -- we have another guest here Walter Hazlitt, who is a Trustee for Suffolk Community College. Welcome.

MR. HAZLITT:

Thank you very much, ladies and gentlemen. Just to give you a little background of my experience, 87 years ago I was born in Brooklyn. I'm a veteran of World War II. I've been 16 years as a member of the Board of Trustees of the College. I sat 43 years ago where you people are sitting today. And my experience in those days with Dr. Ammerman -- and I was a member of the Education Committee -- we would sit down and say "hey, Doc, what do you need? This and that." And then boom. But today it's different. And I understand the problems that you face, the problems that everybody faces, whether it's the Federal Government, the State, the County. I don't care, going down to Local Fire Districts. It's a problem. And you got to exercise really judicial decision on how to, you know, make the system work.

And I have to say that in those days I never really appreciated the work that the Community College was doing. And in those days it was a third of the County, a third for the state and a third from the -- for the student. Today it's a lot different. And the burden that the students have to bear is becoming more and more acute. And I think if that question could be addressed and a more equitable situation arrived at, I think, that everybody would be happy. I can't say, you know -- you know, I really didn't expect to say anything today. I was just going to come here and sit there, you know, and look important.

But I, too, am a veteran of World War II. And when I went to college, it was \$10 a credit. Today, I mean, the economics of it, you know, you're talking \$52,000 for a private college. The salvation of Suffolk County is the Suffolk County Community College. And I've come to appreciate that over the last few years. The only option that young people have today with the economy the way it is, with the demands that is placed on them, is to get two years in Suffolk Community. And anybody who does not avail themselves of that opportunity is, you know, shortchanging themselves.

And I have to say this: Over the years in dealing with the -- the last 16 anyway, the Suffolk County Legislature in dealing with the budget was the only thing that really kept us afloat and enabled us to grow to the point of 26,000 students today, three campuses. And I have to take my hat off to you people for the courage to really do that which has to be done. And on that happy note, ladies and gentlemen, thank you very much.

CHAIRWOMAN ANKER:

Thank you. We really appreciate your comments.

We're going to -- is there anybody else that would like to speak? Okay, I have no more cards. We're going to be changing the agenda. Instead of the presentation going first, we're going to go ahead and go through the Introductory Resolutions.

INTRODUCTORY RESOLUTIONS

2/26/13 Education/Information Technology Committee

Reso 1100, Appropriating funds in connection with parking expansion Ammerman Campus (CP 2152). (Co. Exec.) I make a motion to approve.

D.P.O. HORSLEY:

Second.

CHAIRWOMAN ANKER:

Second. All in favor? Opposed? Abstentions? Motion passes. **(VOTE: 5-0-0-0)**

Resolution 1108, Accepting and appropriating a grant award from the State University of New York for a Community College Workforce Development Training Grant Program for Country Life, LLC 82% reimbursed by State funds at Suffolk County Community College. (Co. Exec.)

MR. ZWIRN:

Madam Chair, John Lombardo was here. And he will give you -- on this agenda item and the next agenda item -- just a very, very brief summary of what -- of what you're voting on. And it's a very good program. And, John?

CHAIRWOMAN ANKER:

Okay, we'll have John. Okay.

MR. ZWIRN:

He could cover both -- the next two resolutions just in a minute.

CHAIRWOMAN ANKER:

Okay. Welcome, John. You know, I had the pleasure of touring your facility Workforce Development Center. And, again, it was such an asset, not only to the Community College but to the County itself. So, please, let us know what you have going on over there.

MR. LOMBARDO:

Thank you. The 1108 is for Country Life Vitamins. It's a grant that we will be training in supervisory skills, about 40 workers. Workforce English, which is a communications piece, which is about 22 workers and about 40 workers in Cultural Diversity, Country Life has been around about 27 years and recently was acquired by and {Kepamon} so it is -- it's strong in the Hauppauge industrial region and now has an international ownership.

The 1109 is the grant for American Diagnostics Corporation, a medical device company, where we will be training in a variety of quality control areas. Medical device companies have to follow the FDA, GMP regulations, which is good manufacturing practices. So as the product moves along the manufacturing line, we will be helping each of those workers be aware of the blueprints and the traceability of the medical device. Thank you.

CHAIRWOMAN ANKER:

Wonderful. Do you guys have any questions on this? Okay. Well, let me read the motion. But I just want to say real quickly, Hauppauge Industrial Association has awarded the Leadership in Manufacturing Training for the Region. I just want to congratulate you. I'm hoping maybe you can come back and tell us a little bit more about that at another time. But congratulations on the Leadership Achievement Award.

MR. LOMBARDO:

Thank you.

CHAIRWOMAN ANKER:

Okay, **Resolution 1108, Accepting and appropriating a grant award from the State**

2/26/13 Education/Information Technology Committee

University of New York for a Community College Workforce Development Training Grant Program for Country Life, LLC 82% reimbursed by State funds at Suffolk County Community College. (Co. Exec.) I make a -- motion by Legislator Schneiderman; I'll second that. All in favor? Opposed? Abstentions? Motion carries. **(VOTE: 5-0-0-0)**

Okay, the second one. **Resolution 1109, Accepting and appropriating a grant award from the State University of New York for a Community College Workforce Development Training Grant Program for American Diagnostic Corporation 88% reimbursed by State funds at Suffolk County Community College. (Co. Exec.)** Same motion, same second. Motion carries. **(VOTE: 5-0-0-0)**

Okay, the next one we have **Introductory Resolution 1116, Establishing the Jobs Opportunity Board ("JOB") to centralize career advancement and educational opportunities in the County of Suffolk. (Anker)** I'll make a motion to table.

D.P.O. HORSLEY:
Second.

CHAIRWOMAN ANKER:
Second. Okay. One second. All in favor? Opposed? Okay. We'll table this. **(VOTE: 5-0-0-0)**

Okay, the next one we have -- I'm going to read the motion and then we'll have a discussion on that. Motion **1129, Authorizing the County Executive to execute an agreement between the County of Suffolk, the Suffolk County Community College, and the Suffolk County Association of Municipal Employees College White Collar Bargaining Unit and College Blue Collar Bargaining Unit for the period effective January 24, 2012 through and including December 31, 2012 and approving certain provisions of Employment for the College Aide Bargaining Unit for the period effective June 12, 2012 through and including December 31, 2012. (Co. Exec.)** Okay. We have a speaker. Introduce yourself, please. .

MR. TEMPERA:

Good afternoon. Jeff Tempera. I'm the Assistant Vice President for Human Resources at Suffolk Community College. And I'm here to give you a little background information with regards to resolution 1129, which approves the recently negotiated contract between the three bargaining units that were formed at Suffolk Community College.

I negotiated in my previous life the AME contract for all the County employees. At that time there was a decertification petition that was filed by the Communication Workers of America that prohibited the County pursuant to the Taylor Law from resolving the issues -- the contract issues with the College employees. We tried to do it at that time. We tried to add language that made it automatically. We were advised by Counsel we couldn't do that.

What this resolution does is provide to the employees at the College the same raises and benefits that were afforded to all the County employees when the Legislature approved the contract that was negotiated in March of 2011. The contract was voted on by the AME employees. And just to give you an idea, they've been waiting now for four years to have this contract approved. The vote of the White Collar Unit was 161 yes, 1 no, 1 void. The vote of the Blue Collar Unit was 134 yes, 3 no, 1 void. And with the College Aid Unit it was 88 yes and 1 no. So it was obviously overwhelmingly approved by the membership last Thursday. It was approved unanimously by the Board of Trustees at the College.

There are only two differences in this agreement than the agreement that this Legislature approved back in 2011. One gives the College the ability to go to a paperless payroll system for the AME employees. At the College employees have the ability to go on their computer, see their pay stub,

2/26/13 Education/Information Technology Committee

print out their pay stub, see their accruals. So the necessity for issuing pay stubs isn't there. And this way it affords the employees the opportunity to see their pay and print out their pay on their own. And the College can save the cost with regards to the printing of paychecks.

The other difference involves matching the AME holidays up with the College calendar for four of the holidays. Election Day, Veterans Day, Columbus Day and Lincoln's birthday the College is open. The faculty and staff are in. And the AME employees in the past have been off. So you have all the administrators at the College in without the support staff of the AME staff. We're going to swap those holidays. And every year we'll announce what the days will be because that's how we set the holidays up at the College. And we will notify the employees by June -- end of June what those four holidays will be. Typically it's married up with, say, the Jewish holidays, Christmas Eve. One of those days will always be the day after Thanksgiving. Those are the only two differences.

And we ask you to please approve this and support this contract.

CHAIRWOMAN ANKER:

Okay. Any questions? Legislator Kennedy.

LEG. KENNEDY:

Just one quick one. Well, two. I don't have the resolution in front of me, Jeff, so I'm reading the caption and it is for a duration of only one calendar year. It is just this year that we're approving?

MR. TEMPERA:

No. What's -- and, again, this is the language that had to be utilized by the -- pursuant to the Taylor Law. Because the College units -- the Blue Collar and White Collar units were only formed in January of 2012. And the College Aid unit was formed in June of 2012. There's a paragraph in the -- I think it's in the resolution as well. But it points out that this contract is retroactive to 1/1/2009. But AME represented the AME -- larger AME unit represented these employees from 1/1/09 through January 24th and June 12th of 2012 respectively. They have to sign off on the increases and waive their right to negotiate them. And when they do that, this contract will cover the terms going back to 1/1/12 -- 1/1/9, excuse me.

LEG. KENNEDY:

Which makes sense, I guess. And I recall, as a matter of fact, Legislator Horsley and I participated when we went for plan C, that was the infamous last snow storm with Jim Morgo. So then I have to turn to Benny. I was going to turn to Gail, but I got to go to Benny. What's the impact of the Budget, Benny? I was going to ask Benny what the Administration says and Gail what the budget impact is but actually I gotta go to Benny, don't I? (Laughter)

MR. PERNICE:

I'll let Gail elaborate on it, but it's the impact to the Suffolk County Community College budget, not ours.

LEG. KENNEDY:

Okay. Fine.

MS. VIZZINI:

Thank you, Benny.

There is a Fiscal Impact Statement, which the College prepared since the County no longer has access to the specifics. So the impact for the 2011 -- well, for 2009 and 2010, there's no change, similar to the County AME employees. So that impact is shown as zero.

2011 it's 456,717. And in 2012 it's nine-sixty-eight-forty-one because it compounds. The good

2/26/13 Education/Information Technology Committee

news is that from both an accounting and a budgetary perspective, the College anticipated that its AME employees would be -- the agreement would make them on a par with the County employees. So we actually showed the expense in our actuals, in our operating budgets. So we are -- we have taken that into consideration. The costs were accrued for the specific years that they were -- would have impacted.

LEG. KENNEDY:

So for all intent and purposes, we're -- there's no measurable impact from our side regarding contribution. I mean, we're going to be looking at the 13/14 budget coming up. In essence we're just writing history here. Okay. Good. Thank you.

CHAIRWOMAN ANKER:

Okay. Anybody else? Go ahead, Legislator Horsley.

D.P.O. HORSLEY:

Hi, Gail. I just wanted to -- congratulations, Mr. Tempera. I just wanted to -- quick note on the -- on your reserves. Has there been any hitting into your reserve funds on this?

MS. VIZZINI:

Not as -- the County Executive's Budget Office asked the same thing. But because the impact was anticipated and expensed, the reserves remain intact.

D.P.O. HORSLEY:

I think you've answered it. Thank you.

CHAIRWOMAN ANKER:

Okay, I'd like to make a motion to approve.

LEG. KENNEDY:

Sure.

CHAIRWOMAN ANKER:

Legislator Kennedy. All in favor? Opposed? Abstentions? Motion carries. **(VOTE: 5-0-0-0)**
Thank you.

PRESENTATION

Okay, we're finished up with our agenda. We're going to continue to our presentation. We have here today representatives from Suffolk Community College, Dr. Nathaniel Pugh, Vice President of Planning and Institutional Effectiveness. That's, I guess, what his job is. And Dr. Christopher Shults. He's the Director of Planning and Institutional Effectiveness also. They're going to present information on the Middle State Commission on Higher Education. I know that was a subject that evidently came up into -- an article so we would like clarification and understanding how that evaluation is actually made and how Suffolk Community College is part of that evaluation. So welcome. And we have Dr. Shaun McKay, President of Suffolk Community College. Welcome.

DR. McKAY:

Thank you, Madam Chair and members of the distinguished Committee. Today you will hear from us a presentation that would address our status as an institution that is fully accredited; and addressing also a Middle State's recent letter that we received. I spoke about that at the last meeting of this body. And I have my colleagues here with me. Certainly we want to run through the presentation and leave enough time to answer any questions that you may have at this point in time.

So I'll have Dr. Pugh and I'll have Dr. Shults to begin and conduct the presentation and then we

2/26/13 Education/Information Technology Committee

would entertain any questions from the full body.

DR. PUGH:

Good afternoon, Madam Chairperson and members of the Suffolk County Legislature. We have a two-part presentation. To my left Dr. Shults will lead out and I'll follow with the plan to the response. Dr. Shults?

DR. SHULTS:

Thank you, Dr. Pugh. Thank you members of the Committee for this opportunity to present. I will go ahead and begin. As you know, we did get a letter from Middle States back in November that placed the institution on warning. The reason for that was primarily because of concerns regarding Standard 7 and Standard 14.

Standard 7 Institutional Assessment is the Middle State Standard that requires us to effectively evaluate our mission and to have the appropriate institutional goals and objectives in place and that we measure them on a regular basis.

Standard 14 deals with student learning. So how are we able to provide evidence that students are getting the knowledge, the skills and attitudes are changing as a result of their exposure to the education at Suffolk County Community College.

Additionally, we were asked to provide greater levels of detail in regards to planning, resource allocation and institutional renewal. What that means is the connection between what we assess, how we plan based on what we learn and how our budgeting reflects that. Rather than having the budgeting leading the planning, we have the planning leading the budgeting.

Institutional resources is actually a two-part standard, the first part dealing with overall financial stability and viability over time; and secondly, evidence of utilizing an integrated planning approach. So these were the standards. And we'll be talking in just a few minutes about what we're doing in regards to dealing with each of these.

It is important at this time to indicate that at no point is being on warning an indictment on the quality of the education at the College, but rather that their standards and specific aspects of the standards that the Commission felt we could do a better job of telling the story.

So in regards to accreditation, it's important to note that all institutions have to submit the Periodic Review Report. Regional accreditation, it's a peer-reviewed system and it's based on decennial reviews, every ten years. However, in the middle we have a Periodic Review Report. And recent language from Middle States indicates that we are to look at the Periodic Review, in their exact words, as a significant accreditation event. So the rigor and the scrutiny of our Periodic Review has increased dramatically in recent years. They did accept our Periodic Review. They requested a monitoring Report, but it's important to note they did accept our PRR. There are institutions in SUNY in the last few years that did not have their PRR accepted, which is -- a more serious sanction occurs as a result of that.

This is not the full definition of warning, but the important part that we felt for the Committee to see is that the warning -- and this comes directly from the Middle State's documentation -- it indicates that the Commission believes that although the institution is out of compliance, it has the capacity to make the appropriate improvements within a reasonable period of time. As ironic as it sounds, the accrediting body puts an institutional warning when it actually has faith that the institution can be and will be in full compliance with the standards moving forward. It's also critical to note that we remain fully accredited. Our accreditation status has not changed with the sanction.

Also important to note regarding the warning, the regional accrediting bodies are placing

2/26/13 Education/Information Technology Committee

unprecedented emphasis on the planning and assessment, specifically with regards to having the evidence to show that assessment is impacting planning. The planning is impacting budgeting. The changes are occurring, that decisions are being driven by data and that student success is a priority. This emphasis has increased dramatically in the last few years and will continue to do so. We believe this trend will continue and we're utilizing this opportunity to advance the College.

The warning also reflects the College's need to illustrate a link among planning assessment and budgeting and how we use that to strengthen the College through continuous improvement. This approach is known as integrated planning. And that's a term you'll be hearing quite often, you'll be seeing in our reports moving forward. Everything we're doing for the future is based on an integrated planning process.

Additionally, warnings are up dramatically in recent years. I must note that Moody's provided a report recently which indicated that sanctions nationwide, which include warning, probation, monitoring reports, those sort of reports, increased by 50% in four years. So that is a substantial increase. That's across all regions. Nearly a one-third of SUNY's Community Colleges have been required to submit monitoring reports for three of these standards within the last five years. Both Middle States and SUNY are working with institutions to adequately address these standards as well. In the words of Middle States, these standards generate the largest number of follow-up actions, which, again, are monitoring reports and progress reports.

SUNY was holding regional events in the Fall for these standards across the entire State. We participated in the one in Manhattan. In addition, Middle States has an accreditation Task Force, which is currently looking at these standards in ways to ensure the colleges are better equipped to meet the more demanding standards that have arisen in the last few years.

At this point I'll go ahead and transfer over to Dr. Pugh so that he can let you know about our plans as well as the critical points.

DR. PUGH:

We got the letter around Thanksgiving. And December, a few weeks -- days after that, my President, Dr. McKay, decided that we need to get organized in an effort to respond as quickly as possible. So we put something together called a Monitoring Report Task Force, where he chairs and then the colleague, Dr. Mazzarelli, who is with us, are -- have the responsibility for moving forward with the monitoring report as well as the Task Force itself.

Along with that, we have four working groups. Each group has a standard. And those standards are specified in terms of what Dr. Shults said, in terms of Standards 2, 3, 7 and 14. Our approach to the Standard is to look at the critical elements of each Standard and have a person of each working group to focus on that particular element with regard to the content as well as produce the evidence for that element.

I must remind you that we are on warning, not on probation or show cause. We have made substantial progress recently with regard to addressing the Standard 7 and 14 with regard to doing a strategic plan. We're doing a Comprehensive Assessment Plan for Institutional Effectiveness that will assess how well we are meeting our mission and our goals and our particular objectives.

I can also say to you that the strategic plan will be completed by yours truly very shortly. We have put together also the Comprehensive Assessment Plan for Institutional Effectiveness, which is under review by members of the College. And we feel very strongly that as we use the data that we will collect and analyze, is that we will not only talk about removing this institution -- my College, our College, off of warning that we'll be a model not only for SUNY but also for this nation. Thank you very much.

2/26/13 Education/Information Technology Committee

DR. McKAY:

And Madam Chair and members of the Committee, I must say also that Middle States just recently sent a letter out to all Presidents across the country where they are now looking into workforce development. They are now looking at the continuing education training. They're asking us to make sure that we include the self-study recommendations of our own internal bodies and to show them how we have incorporated and addressed those.

I must say that we went back to 2007. And every internal self-study recommendation has been addressed by this College. We've been exhaustive in regards to the work and preparation that we are doing. Our faculty, our staff, our Board of Trustees are all engaged. It's a very transparent process. And I'm proud to say that I'm the President of one of the finest institutions in this Country.

The history of Suffolk County Community College has been around 54 years. And certainly we can document that. What we are seeing now is in Washington -- there was an attempt in Washington to have accreditation be federalized. That ended about two years ago with its federal commission. And now what you're finding is -- I serve as a visiting reviewer for North Central AQIP, which is one of the most rigorous accrediting bodies in the country. So what we have here sitting across the table is a team of professionals that understand this process. And we've invested into that. Our Board of Trustees have every confidence that we are going to provide the strongest report in response to this letter that we have.

We have one institution in the SUNY system that attempted seven times to get through this process. I've asked my team let's get through it the first time. So we're working very hard on that. Our report to you today is to say that we have a committed group. When I asked 18 faculty members to serve in this Committee, 17 said yes; and one could not because one was out on a sabbatical. That shows you the commitment of this body. Our Board of Trustees are all committed to this as well, so I just want to make sure that we present to you exactly the state of affairs of the College and be able to respond to any of your questions.

CHAIRWOMAN ANKER:

Legislator Cilmi.

LEG. CILMI:

Thank you, Madam Chair. Thanks for being here, gentlemen. And thanks for the good work that you do for our College and for our County. I do have a number of questions with respect to your presentation and with respect to the letter that you referenced.

First of all, given the level of experience that we have here and in the College in general with this matter, why are we here, then? Why did we get a letter? Why weren't we up to Middle States' Standards as far as Standard 7 and Standard 14 go?

DR. McKAY:

Let me just say, first of all, the letter stated that we needed to provide additional evidence of. The letter did not say that we were not meeting the Standard. And because of the various levels of how you can be placed with Middle States, we are at the very, very first and preliminary phase of -- "we've seen that you've given us evidence of; however, show us more. Tell us more."

LEG. CILMI:

So is it your opinion, then, that the College actually meets the Standards? And it's just that in your -- in your -- do you prepare a formal presentation to Middle States for the accreditation? So in that formal presentation, there needed to be more detail under these two categories?

DR. McKAY:

Absolutely. And even under planning and assessment, when you look at Standards 2, 3, 7 and 14 --

2/26/13 Education/Information Technology Committee

2 and 3, one of it was under GASB 45. Under GASB 45, they asked us, if all of your faculty would retire or leave today, you must have asked about \$93 million in your fund balance. No college in this country does that. However, under the fund balance section, it requires that we have between 10 to 15 percent, our net budget to be in our reserves, which we have.

In 2007 we had about \$4 million. We were cited in 2007 to say that we did not have enough in our reserves. Well, in this letter we were complimented for having the appropriate reserves in place. So in the letter -- the letter is the letter that pointed us and that shared with you some positive remarks. However, it also says we need to see more evidence in 2, 3, 7, 14. Really it's in 7 and 14. And that's the area where the bulk of the work is happening.

And we have right now all of our faculty, we have teams that are in place right now working to put that together. So you are correct, Legislator Cilmi, that I have no doubt that once we provide a document -- in fact, on Wednesday we have a liaison from Middle States coming in to meet with us, to walk us through. And I have a whole series of meetings. Even our Board of Trustees are meeting with them from four to five PM on Wednesday so they can ask the tough questions.

LEG. CILMI:

So -- but it sounds to me like there's -- there's an inconsistency in requirements. Not on your part; on the part of what you're required to -- where you're required to be in certain categories. And so how do you manage that? And it sounds to me like maybe we should be questioning somebody upstairs rather than somebody upstairs questioning us.

DR. McKAY:

What we did was, you know, we used what they call the bible. And I don't call it that at all, but that's what they call it. And we go back to exactly what they stated, and we've listed that. And that's what we're using to provide the exact information they're looking for. So there's no variance from what they have up on their website and what they've printed.

LEG. CILMI:

How many standards are there?

DR. McKAY:

There are 14 Standards.

LEG. CILMI:

Fourteen Standards.

DR. McKAY:

Yes.

LEG. CILMI:

And how -- how big of a document is your presentation that -- for the accreditation?

DR. McKAY:

The other side of it, they also restrict how much pages you send them. So in the Periodic Review side of it, we were restricted to about 55 or so pages and then we put the rest in the appendix. So, it's a very tough write. And I have Vice President Rainer here with me. What we did, we have a writer for each Standard. Then we have the Academic Chair of English, Doug Howard, one of the best we have in the Country. We'll be working with Muriel Lanier to then write the final document, which we then would submit to our Board of Trustees. And our Board of Trustees will then approve and then we can submit that by September 1.

LEG. CILMI:

How long does this whole process take you?

2/26/13 Education/Information Technology Committee

DR. McKAY:

Including sleepless nights?

LEG. CILMI:

Sure.

DR. McKAY:

We're all working on this diligently. And, you know, we have a history to preserve and certainly we've taken this very, very seriously. And we've established an entire office of planning and assessment. And we've hired national individuals. We got Dr. Shults who worked at AACC. That's the premier institution overseeing all 1300 colleges. We got Dr. Pugh we hired who has {SACs} background and experience as well. I've done this for many, many years in planning and assessment. And there's a whole team that supports them.

LEG. CILMI:

So forgive me for interrupting, but in the interest of --

DR. McKAY:

Sure, sure.

LEG. CILMI:

So it seems to me like it's a lengthy process, at least. And that it requires much in the way of resources, personnel, financial, etcetera. And I guess my bigger question, which is more a philosophical question, to what ends -- I mean it sounds to me like there's -- the process itself doesn't add any value to our students. I mean, clearly if you're doing the things that are required by the process, that are important, then, you're adding value for our students.

DR. McKAY:

Sure.

LEG. CILMI:

But the process itself by which Middle States, you know, requires you to make all these presentations and do all this work, that doesn't add any value at all. It's a shame that -- that Middle States requires you to do that. And then in that process is inconsistent in its ask. It's indicative of a lot of what's wrong with government in general.

Lastly, you said that warnings increased by 50 percent in general. Is that over -- what time period was that?

DR. SHULTS:

Those are sanctions. Those could include warning or reports. 2008 to 2012 nationally. So we have six regional bodies. If you add all of the sanctions up, it increased by 50% over four years, which is a substantial ramp up.

LEG. CILMI:

And to what do you attribute that increase?

DR. SHULTS:

Quietly frankly, a lot of it has to do with pressure coming from the Federal government. There is a body known as The Council for Higher Education Accreditation, CHEA. They are the Federal group that oversees the six regional bodies.

LEG. CILMI:

Are they part of the Department of Ed?

DR. SHULTS:

Not technically part of the Department of Ed, but they were created from the Department of Ed. So they are supposed to be an outside observer group, which looks over the six regional bodies. And it's important to note that this -- you know, this is the peer review process of institutions having individuals like Dr. McKay serving on these groups that take a look at what colleges are doing.

The standards -- the expectation of what evidence is has substantially increased. That's really the main reason for this. The standards are tough. But the way in which they look at evidence is even tougher. Now you have to show years of having utilized the process and years of showing that results have accrued. And so it does take time and it is a lengthy process.

LEG. CILMI:

Okay. Thank you very much.

CHAIRWOMAN ANKER:

I have a question. As far as -- basically you're in the same rating system as private colleges? Or is there a separate rating situation between community college and private colleges? Because, again, the issue is, or the idea is, you know, the private colleges -- some Ivy League, you know, they have -- kids who are highly excelled. Where the Community College, it's available to anyone and everyone. And so that just doesn't seem to be fair when you're rating a college system and expecting very high expectations. I don't know if you can comment on that.

DR. McKAY:

Well, you're speaking to the issue of mission, access, affordability. Let's go back to 1901, you know, when we -- initially we were founded. And you go back to 1948, the Moral Act, Truman Commission, come up to the '60's when we had our returning vets coming home and the demands upon the institutions are different now. And as you go along -- and most recently we have the President saying the community college is the gateway. You know, how do we define a gateway? You know, and I mentioned this before, we have students that are coming to us, take 30 credits and then they have a full-time scholarship and they transfer. That's success. You know, and that's what the student wants to do. And we promote that.

You know, in the Liberal Arts area where we have transfer programs, in our workforce technology programs, we are a system that is very complex. You go back -- you talked about looking at how schools are accredited. Well, a site team will come in. We will ask for a self-study to be written. We would look at the self-study report; will come in and conduct interviews on-site and interview people on-site. And then mirror it back to the self-study document. Then we'll go back and look at the prior self-study that you did and then the prior report that was done, it's such a lengthy process. But it all comes down to, again, that small visiting team that would then make recommendations.

We have in this case where the visiting team looked at Standards 2 and 3. And the Commission sort of overruled the small committee to say we're not looking 2 and 3. We're looking at 7 and 14, you know. So, you have a discretionary -- you know -- level of discussion that occurs. But private, public we're all going to have to go through it. And we're not the only one. It's not going to be the first time. They were here with us when we looked at this back in '05 and '07, when they were looking at the County and the College. And that continued through 2009, if you remember. 2010 we got a letter "all is well."

Well, 2011/12 we got another letter saying "all is not well." So they were looking at different things at the time. And I think right now, rightfully so, 7 and 14, we are going to provide evidence that we are using planning and assessment, budgeting integrated planning to guide us as an institution. And that's what we're going to do going forward.

CHAIRWOMAN ANKER:

Legislator Horsley has a question.

D.P.O. HORSLEY:

I'm not sure it's a question. I think you've heard me on my soapbox before, Dr. McKay, about this. We went through the whole plan C dividing the College up and breaking it from the County. And we understood that. And some of that made sense. But who is the driving force behind it? Always was that threat that Middle State was going to come in and pull our accreditation. You remember those days. And we came in and -- they'd come in as a group and we'd feed them and dine them and we put them in a hotel and all these things. They love Suffolk County. But my point is, is that it is so frustrating that this group of people seem to use the stick rather than the carrot. And they put this letter out, it says we're not following 7 or 14, or whatever it may be that no one understands. And, of course, that hits the papers. And that reflects back on our perspective students who are looking at Suffolk Community College in relationship to Nassau or a private school or whatever it may be.

It's -- as you said, we have the finest institution in the United States. And here they are acting as this -- overlords of -- as if we were some sort of insufficient operation that is not fully funded and it's not growing and it's not doing the right things for our young people. I just don't get it. I don't understand how they get away with it, this idea that they seem to be perpetrating that they are -- they can -- they overrule everything. And it's sad because it's wrong.

DR. MCKAY:

If I can just say this: I think --

D.P.O. HORSLEY:

That's not a question. I don't even know if you have to answer, Dr. McKay. But it is frustrating.

DR. MCKAY:

Let me say this: I passionately agree with you. And certainly I must say that the entire College is engaged in this activity. It's very transparent. When we -- our planning assessment, our budgeting, they are so aligned at this point. If anyone comes in and looks at what we're trying to do here at the institution, it should be the model going forward. And it will be. And we are working very hard on that. Our Board of Trustees every month -- we do a report out to the full Board every month so they are engaged. Every Friday I do a Board update and the Board sees what we do. So we're very open and transparent with this. The one --

D.P.O. HORSLEY:

You work for them is what you're saying.

DR. MCKAY:

Excuse me?

D.P.O. HORSLEY:

You work for them?

DR. MCKAY:

For the Board of Trustees?

D.P.O. HORSLEY:

No, for the Middle States (laughter).

DR. MCKAY:

We're accredited by Middle States.

2/26/13 Education/Information Technology Committee

D.P.O. HORSLEY:

I'm joking.

DR. McKAY:

I know, I know. But part of it is that, again, there's a whole aspect to this. You got Title 4 funding, Federal funding. There is so much aspects to this. If you're not accredited, you can't have Federal Funding. Over 80 percent of my students require some form of aid, you know, whether it be student loans or Pell Grants; that's a whole 'nother story. So this has a much larger, you know, focus for us as an institution that we are looking at.

The other part of it is this: We are not the first and not the only one that has been placed on warning. Now the fact that we were, in the sense that you are accredited -- and in the letter it says "we believe that you can by this date on September 1 provide us with what we're looking for", is promising, you know. So that's why we put together the teams that we have. And we are going to work very hard on that. And we have to look at this in a positive way. One way is that you have an external body saying to you "you can do more." If we do as much as we do last year -- we graduated 4,012 students, the largest amount of students in New York State for a community college; the largest. You know, when you look at the STEM students that we put out, you look at the workforce students, that's results. That's information. So from what they've shared with us is that "tell us more. Tell us the story." And you know what? We're going to tell them.

CHAIRWOMAN ANKER:

And, again, I know that we have a very important story to tell. I just hope that they're listening. And I hope they understand that we have a larger struggle than maybe the private colleges who have a lot more funding available to --

DR. McKAY:

Sure.

CHAIRWOMAN ANKER:

-- to hire people and follow those rules as they raise their standards to keep up with them. We're trying to keep up as best as we can. But we are the best value in education that this country can get. And, again, I just want to thank you for the hard work and those sleepless nights that all of you have gone through.

DR. McKAY:

Sure.

CHAIRWOMAN ANKER:

Legislator Cilmi has a follow-up question.

LEG. CILMI:

Yes, thanks. I wasn't going to say this, but to answer Legislator Horsley's rhetorical question about how they get away with it, you can probably sum it up in two words: Politics and fear. That probably says it all.

When I think -- just off the top of my head -- about if some higher organization is going to come down and look at what we're doing in Suffolk County and our Community College and decide whether or not to accredit us, bless us with their approval, it seems to me that probably -- and it's probably more, but the four quick measures that I can come up with, percentage of graduates, percent going onto higher learning, success at those higher institutions of higher learning and job placement, possibly. So my question is are those four categories covered in the accreditation process? Because I'm sure we would score very high in those categories.

2/26/13 Education/Information Technology Committee

DR. McKAY:

Absolutely. And I got to say, I spoke to -- we had a presentation to the Board on corporate training. And we're going to have one on workforce development. And it's astounding to hear the number of individuals that are being placed in jobs. It's astounding to hear the amount of grants -- the Federal grants that we write and we receive -- and we receive most of them. Those are evidence of success.

LEG. CILMI:

Are these things part of the accreditation process?

DR. McKAY:

They've recently added workforce and corporate training to that. And that's a discussion they just added. When it comes to graduation and success rates, yes, they are.

LEG. CILMI:

Thank you.

DR. McKAY:

Sure.

CHAIRWOMAN ANKER:

But, again, keep in mind that many of our residents are taking few classes at a time. They want to learn how to type.

DR. McKAY:

Sure.

CHAIRWOMAN ANKER:

They want to learn how to do culinary.

DR. McKAY:

Sure.

CHAIRWOMAN ANKER:

So they'll take 10 credits, 15 credits. That creates issues when you're being rated. And, again, it's -- I know you guys are struggling, but if there's anything our Committee can do, our Legislature can do, please feel free to -- to talk us. You know, it'd be nice if Middle State would come here and we can talk to them. I'm sure they'd have lots to say.

Is there anybody else that would like to ask a question? Legislator Schneiderman would like to speak.

LEG. SCHNEIDERMAN:

I'm also very proud of the Community College and the work that you guys are all doing. I would like to just stroll down just a little bit, if we could into 7 and 14 just so I have a better sense, if you have that information. So 7 is institutional assessment. And 14 is assessment of student learning? And was Middle States saying that we weren't thorough enough in analyzing what was -- in the first one, the teachers or the institution as a whole?

DR. PUGH:

Well, what it comes down to, sir, we need to put together several cycles of collecting data with regard to institutional assessment, which is standard 7, which talks about assessing all of our programs, both academic and non-academic over multiple years. We did not quite show that. And then on the other side is --

2/26/13 Education/Information Technology Committee

LEG. SCHNEIDERMAN:

It's not that we weren't doing it, but we didn't present it?

DR. PUGH:

Not that we weren't doing it; we just didn't put the evidence out there for them to review.

LEG. SCHNEIDERMAN:

Okay. But that is something we are doing what, on a quarterly material basis? Is that what you're --

DR. PUGH:

We do it every semester, sir.

LEG. SCHNEIDERMAN:

Every semester, okay.

DR. PUGH:

Right. And then on Standard 14, which is assessment of student learning, again, we have to make sure that we put together what we call student learning outcomes and we'll assess the results of that. But I want to say to you that neither 7 nor 14 really talks about the quality of the students that we produce. Because I've seen them go on and transfer to some of the finest baccalaureate programs not only in this region, but also in this country.

Just to give you an anecdote, I was recently writing with the President of Stony Brook. And he said, "Nat, I wish I could get more of your students because you have some of the best students that come to our institution from anywhere in this nation." But we need to tell that story in a convincing way.

LEG. SCHNEIDERMAN:

Yeah, we're not judged on the success of the student in the workplace nor are the public schools, you know, the high schools. And they're constantly being assessed in terms of standardized testing, etcetera. So unfortunately we got to live with whatever regime is being, you know, told, you know, whatever standards we're being judged on. So in this case it's not the success of the workplace. It's, I guess, achievement level within classes or -- is it on standardized testing? Or how does that work in terms of assessing student learning? What is Middle States looking for?

DR. PUGH:

They look at student learning outcomes. They use a variety of assessment measures both indirect -- you know, as we call it, indirect. So it's not only testing but it's -- it's portfolios, it's rubric. It's a lot of instruments that can tell, you know, an outsider that we're doing the job that we say we're doing.

LEG. SCHNEIDERMAN:

It's multi-dimensional. And, again, is this a criteria that we actually are meeting, but we just didn't provide them with ample evidence?

DR. McKAY:

For example, we offer about 3500 sections. In some of those courses you got about 35 students per course. We have 485 full-time faculty, 1500 adjuncts. If we have to measure learning outcomes, and we do in every single section: All English, all history, all psychology on all three campuses we measure all of those.

However, there's another side we call Program Review, which we do in cycles. Those are done in one cycle. Now, if Middle States comes in and says, well, I want to look at all 3500 courses, all at once, and we are operating looking at the cycles and at the same time after every semester the

2/26/13 Education/Information Technology Committee

student is completing a course, and that template has student learning outcomes in that template, every student must achieve when they complete that class.

Now, we got to tell that story, you know. The students, when you take them in, for example, we just made it a policy today we're looking at regards to the region's score whether it be a 75 or a 65. If it's a 65, that student may not be ready to do a college level course. There's a lot of policy involved in that. So it's very intricate in regards to how we admit, how we assess, what we assess. Critical thinking skills is something that -- we expect communications, all of those things that we put into the learning outcomes that we look at.

On the other side, you got the employer saying, well, you know what? I need someone with a different type of skill set. You know, how does that work, you know? And then you have your State standards, which is your State regs; then you have your SUNY standards and your SUNY regs where SUNY will say "here's what I need to see from every student when they complete a course at your Campus." Then you got Middle States.

So what we are doing here -- someone mentioned it. We are serving multiple masters here. The important thing is the quality of the education. We have some of the finest faculty in the Country working right here at this College, you know. And these are faculty who -- again, we have many of these faculty members who serve over and above their office hours, meeting students, returning e-mails, grading papers and all of those things. That's another element of evaluations that you would not see on a metric, you know. So there's a lot that's happening here. It's a difficult question but -- so

LEG. SCHNEIDERMAN:

I mean, I understand that. I guess I'm wondering, you know, how -- you know, we have these multiple masters that we're serving. And Middle States, I assume that getting the accreditation there is important to the institution. Maybe it ties in in terms of funding or recruitment or something. That's critical. So obviously we got to keep everybody happy. And it sounds like we're doing a good job in terms of evaluating student learning. We're just going to have to figure out how to convince Middle States, whether we have to -- whether the College has to add additional assessments or whether it can take what it's doing and package them in a way that Middle States says, yeah, okay, you got it.

DR. McKAY:

Yes.

LEG. SCHNEIDERMAN:

So Middle States obviously is important.

DR. McKAY:

And that's what we're doing right now. And the faculty, our Board of Trustees, my cabinet, we are all in front of it. They're meeting with us on Wednesday. They will see exactly what we've done. We are so far ahead of the curve in regards to what their expectations are. I had a very firm conversation with our Middle States liaison who is coming in. And as I said, she said she has no doubt that we will get off warning. And that was a discussion I had with her about two weeks ago.

CHAIRWOMAN ANKER:

And, again, it's a shame there's a verbiage warning. You know, can they call you up and say, look, here's some things we'd like to discuss with you. And it's a shame they have to raise it to warning. It's like a weather forecast, you know, be prepared. It puts you almost in a panic mode. And I just don't think that's fair, you know. It'd be nice if it was an evaluation; you know, again instead of the stick, use the carrot, use incentives. Because, again, what you're providing for our residents is value. You have all these kids paying hundreds of thousands of dollars to pay off their college costs

2/26/13 Education/Information Technology Committee

and they can't even find jobs. What you're providing for our residents is a goal. And that goal is to find a job; get a job and keep it. And you're doing the training. So we appreciate all the work that you're doing. We're very supportive in your efforts. So, again, thank you.

DR. McKAY:

And, Madam Chair, and elected officials, we thank you. As our Vice Chair of the Board has stated and our student trustee, the lives that we all impact across all 18 districts, and you're aware of that, we have no doubt at all. Certainly we are going to continue to work hard and to make sure that the name of Suffolk County Community College is going to be at the forefront. This past week, and you probably would have seen this, but we got maybe eight major awards for faculty and students and staff across the system nationally. And international awards that we are receiving.

So, again -- we just got a note this past week, and Trustee Mangual is one of them, for the first -- well, not the first time. We normally get seven. I got six this time and I'm a little bit -- I'll talk to the Chancellor about this. But we got four full steam, All Americans, New York State -- and Trustee Mangual is one of them, 4.0 graduate, you know, working two or three part-time jobs and everything else, you know. These are students that are doing two and three jobs, working hard and still maintaining a 4.0 GPA. These rigorous academic programs are real. When these students leave Suffolk County and go to any institution across the country, they perform better than first time full-time students attending those institutions going in right away. So we are proud of what we do. And I'm proud to say that we have one of the finest institutions. And we thank you for your support on behalf of the Board of Trustees and our faculty and staff. I simply -- all I have to say is thank you.

CHAIRWOMAN ANKER:

You're very welcome on behalf of the entire Legislature and Suffolk County. Are there any -- Legislator Krupski would like to speak.

LEG. KRUPSKI:

Thank you, Sarah. I have a question more for the Committee, but it relates to the College. And we just saw that report about how much money the County spends to send our students out to different community colleges throughout the state. And does the Committee have any plans -- it's over 9.8 million, I think, or 9.6 million. Does the Committee have any plans to push back against the State? Because here we're faced with declining enrollment in a very good community college system. And they're faced with a deficit and yet we have the State mandate. And of course the County doesn't pay the money now. The Towns pay the money, which is just as insulting.

CHAIRWOMAN ANKER:

You know what? That might be a good discussion for an upcoming meeting. Do you mind if we hold that off? Because we have actually another meeting coming up. It's ten minutes after the hour.

LEG. KRUPSKI:

I know. I sit on that Committee. I wasn't looking for a long discussion here. I was just wondering if it was ever -- something that was ever considered.

CHAIRWOMAN ANKER:

Legislator Cilmi, you have a couple --

LEG. CILMI:

Let me just give a quick -- so much of that -- much of that out-of-county tuition -- the answer to your question is yes. The whole Legislature, I think -- I shouldn't say that. Many of us have spoken out against the out-of-county tuition mandate, which is the mandate that comes down from New York State; been in existence for a long time. One of the most egregious problems with that mandate is the fact that in addition to supplementing tuition for our students that go to a variety of

2/26/13 Education/Information Technology Committee

community colleges throughout New York State, many of whom go to Nassau Community College, obviously, nearly all of those community colleges are two-year schools. There's one, however, that is -- that offers baccalaureate degrees as well as a Master's degree. And that's FIT. And a full half -- up until a couple of years ago -- a full half of our out-of-county tuition expense went to FIT. And slightly more than half of our reimbursement to FIT was for students that exceeded the two-year program.

So, I sponsored, this full Legislature approved, a bill a couple of -- maybe a year-and-a-half or so ago that -- that prohibited our Comptroller from paying FIT for any more than two years of education there. This is a matter, however, now that's being litigated. And there was a court case that Nassau County was involved with, North Hempstead. So you and I will have a conversation about the details of it, but suffice to say that I've been pushing very hard to at least get rid of the FIT portion of that mandate. And in the course of that push, I've also been asking to relieve us of the mandate altogether. Because it's my opinion, and I'm sure that my opinion is shared by some of my -- by most of my colleagues here, that when a county has a community college, which in our case we believe it to be at least as good if not superior to others in the State, that our students should be encouraged to utilize that community college. And it should not be our responsibility to -- since we have that available, it should not be our responsibility to fund students' education who choose to go to other community colleges in the state.

LEG. KRUPSKI:

I would support you in that.

CHAIRWOMAN ANKER:

All right. Thank you so much. We're going to conclude this meeting. Dr. McKay?

DR. McKAY:

Just one final point on that, Legislator Cilmi, and I know that we have done some work with you on that issue. And I think what we've talked about, Upstate, Downstate when it comes to that issue, it's a complex issue. There are some counties -- there are three counties supporting one campus, but I think certainly if we offer a degree program at my institution, our institution, that our residents should take that program at our institution. So, hopefully that can make its way into the resolution on the bill.

CHAIRWOMAN ANKER:

That's a great idea. I like that idea. Again, thank you for coming out today. And this meeting is adjourned.

**THE MEETING CONCLUDED AT 2:12 PM
{ } DENOTES SPELLED PHONETICALLY**