

**Substantive Change Request  
Additional Location/Branch Campus**

Cover Sheet

Please note that the shaded boxes will expand when text is entered.

Date of Submission: March 4, 2016

Institution: Rockland Community College

Name of person completing this request: Dr. Susan Deer

Title: Provost & VP of Academic Affairs & Student Services

Phone: 845-574-4266

E-mail: sdeer@sunyrockland.edu

Accreditation Liaison Officer (ALO) name and contact information (if different from above):

Name: Melissa L. Roy

Title: Director of Organizational & Staff Development

Phone: 845-574-4758

E-mail: mroy@sunyrockland.edu

Address of Institution: 145 College Road, Suffern, NY 10901

For questions regarding this request, please contact (check the appropriate box):

The person submitting it  The institution's ALO

Please identify the specific type of substantive change requested:

New Additional Location                       Relocated Additional Location

New Branch Campus                               Relocated Branch Campus

Reclassification of an existing instructional site to:

additional location or  branch campus

Reclassification of an existing approved additional location to:

instructional site\* or  branch campus

Reclassification of an existing approved branch campus to an additional location\*

\* please note that this change may require a teach-out plan. Please refer to the Substantive Change Policy for more information.

Full street address of the proposed additional location/branch campus: 37 Ramland Road

City: Orangeburg      State: NY      Zip: 10962

Anticipated start date of operations at the site: January 30, 2016

*Start date must be **at least three months** after the submission of this request. Approval is not guaranteed so please plan accordingly. If this is the reclassification of an existing active instructional site, additional location or branch campus, the start date will be the date of final Commission approval and this field should remain blank.*

If this request is to relocate an existing site, please provide the address of the current site:

Address:

City:            State:            Zip:

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**Please sign by typing the names of the individuals identified in the space provided. By signing and submitting this cover sheet, the individuals below indicate that they are aware of this Substantive Change request in its entirety and agree to its review by the Middle States Commission on Higher Education.**

Signature of person submitting the request: Dr. Susan Deer

Signature of ALO (if different from above): Melissa L. Roy

Signature of President or Chief Academic Officer: Dr. Cliff L. Wood

**Substantive Change Request  
Additional Location/Branch Campus**

Institutional Accreditation Overview

What is the date for the next regularly scheduled accreditation review (self study or PRR) by MSCHE? Spring 2017

Is it a self study?  Or a PRR?

Is the institution currently on warning, probation or show cause by MSCHE?  NO  YES  
If yes, please review the Commission's Substantive Change policy as it pertains to institutions on warning, probation or show cause.

Has the institution been asked to submit any follow-up reports (monitoring, progress) to the Commission in the last three years?  NO  YES  
If yes, please specify in the area at the end of this section the due date and the topics/Standards that were or will be covered in the report(s).

Has any other regional, national or disciplinary/professional accrediting agency indicated concerns about the institution or any of its branch campuses, additional locations or other sites within the last three years?  NO  YES

Is the institution being monitored or reviewed by the US Department of Education or other state or federal agency for any reason?  NO  YES

*If the answer to any of the above questions is "Yes," please explain fully below in the context of this substantive change request. These factors will be considered in the review and decision making process.*

A progress report for the College's PRR was submitted in October 2014 documenting evidence of further development and implementation of data-driven planning and decision making process (Standard 2) and clarification of roles and responsibilities in collegial governance (Standard 4). The progress report was accepted by the Commission in November 2014.

Approvals

Please indicate any approvals required for the institution to operate this additional location and the dates approval was received or is expected.

Institutional (e.g., faculty, Board)      Date(s): February 18, 2016

System approvals      Date: pending

State approval      Date: pending

Other (please specify:      )      Date:

Attach all approvals to the request as Appendix O.

**Substantive Change Request**  
**Additional Location/Branch Campus**

Overview of Institution's Approved Additional Locations/Branch Campuses

Does the institution currently operate any approved additional locations?       NO  YES

If YES, please answer the following questions:

How many additional locations are currently open?      Domestic 1 International

How many of these have opened in the last 12 months? Domestic      International

Does the institution currently operate any approved branch campuses?       NO  YES

If YES, please answer the following questions:

How many branch campuses are currently open?      Domestic      International

How many of these have opened in the last 12 months? Domestic      International

Have you submitted multiple Substantive Change requests for additional locations/branch campuses at the same time that this request was submitted?       NO  YES

If yes, how many?

Does the institution plan to open more additional locations/branch campuses within the next 12 months?       NO  YES

If yes, how many and where are they located (a specific address is not necessary at this time)?

## Substantive Change Request Form Additional Location/Branch Campus

Please provide succinct and analytical answers to the following questions in the space below each question. Your answers should not only present information but explain how that information demonstrates that the institution, including the proposed substantive change, will continue to comply with all relevant Commission Standards. If any question does not apply to this request, please indicate “N/A.” If it is necessary to attach documentation, please label each attachment with the letter that matches the corresponding question. For example, the first attachment for question B should be labeled “Attachment B1” (even if Attachment A does not exist); the second attachment for question B should be labeled “Attachment B2,” and so forth. Please limit attachments to documents that are directly referenced in the text of the request. It is acceptable to include attachments that are excerpts from existing documents as long as the information provided fully addresses the question asked.

*If the substantive change is the establishment of a **branch campus**, please ensure that the answers to the questions below address the issue of the branch’s independence from the main campus.*

- A. What academic program(s) will be offered? Include a summary of the required program length in credit hours and calendar and curricular sequence. *Please note that any program that is at a new degree level or is a significant departure from those programs already offered by the institution will require a separate Substantive Change request.*

The Associate of Applied Science in Automotive Technology will be the only program offered at this new facility known as the Herbert Kurtz Automotive Technology Center (Center). The Automotive Technology program is a two-year, 64 credit program that students can complete in four semesters.

The Center opened in late January 2016 for spring 2016. This semester, the College is offering less than 50 percent of the 64 credits required to complete the AAS in Automotive Technology degree. The courses being offered this spring include AUT 101, AUT 102, AUT 104, AUT 105, AUT 106, AUT 113, AUT 206, AUT 212, AUT 220 and ELT 101.

The Automotive Technology curriculum — the only one of its kind in the Mid-Hudson Valley — prepares students for a career as an automotive technician. This curriculum develops an understanding of operational principles, service sequences and diagnostic techniques for the automobile. Upon completion of this curriculum, the graduate is prepared for entry-level positions in various areas of the automotive industry dealing with development, testing, diagnosis and service of mechanical, hydraulic, electrical and thermodynamic automotive systems.

The summary of the required program length in credit hours, calendar and recommended curricular sequence appears in the table below.

FIRST SEMESTER		SECOND SEMESTER	
SUGGESTED COURSE	CREDITS	SUGGESTED COURSE	CREDITS
ENG 101 English Composition I	3	ENG 102 English Composition II	3
AUT 101 Intro to Automotive	3	AUT 104 Automotive Engine Repair II	3
AUT 102 Automotive Engine Repair I	3	AUT 105 Automotive Electrical/Electronic Systems I	3
AUT 111 Automotive Steering/Suspension	3	AUT 113 Automotive Brakes	3
MAT 101 Elementary Algebra (or higher by advisement)	3	Natural Science Gen Ed required ( <i>Recommended ELT 101</i> )	3
		SPE 101 Fundamentals of Speech	3
TOTAL	15	TOTAL	18
THIRD SEMESTER		FOURTH SEMESTER	
AUT 106 Auto Electrical/Electronic Systems II	3	AUT 206 Auto Engine Performance II	3
AUT 205 Automotive Engine Performance I	3	AUT 201 Auto Electrical/Electronic Systems III	3
AUT 211 Auto Transmission/Transaxle	4	AUT 212 Manual Transmission/Transaxels and Drivetrains	3
MCS 101 Multicultural Studies	3	AUT 220 Automotive Heating and Air Conditioning	3
Elective	3	Social Science Elective	3
TOTAL	16	TOTAL	15

As part of the curriculum, students are required to pass the following Snap-On certification exams that are offered in the following courses. Exam results are used in course-level assessment.

Courses	Certifications
AUT 105 and ELT 101	596 Meter Certification
AUT 102 and AUT 104	Torque Theory Certification
AUT 102, AUT 104 and AUT 211	Mechanical Torque Certification
AUT 205 and AUT 206	Scan Tool Certification

In addition, the following topics are part of every Automotive Technology course and are repeated each semester as information changes. Upon successful completion of the AAS degree, students are awarded a certificate of attendance for:

- Electrical Safety
- Hand Tool Safety
- Personal Protective Equipment
- Fire Safety
- Hazardous Waste and Environmental Safety

B. Provide evidence documenting and explaining the need for the proposed substantive change and how it aligns with the institution's mission and goals.

### Need for the Proposed Substantive Change

Rockland Community College plays an essential role in promoting economic growth and development by being able to provide cutting edge educational and training opportunities for the workforce. As such, the College is committed to ensuring that its programs are relevant and aligned with employment opportunities and industry growth. This distinctly rings true with our Automotive Technology program, where students are building the stackable skills and credentials to be competitive in the new, highly technical automotive market. According to the US Department of Labor, automotive technology is considered a “high growth” area of employment that is rapidly increasing in sophistication. Nationally, the industry is poised to add over 100,000 jobs by 2020 in the field of Automotive Service Technicians and Mechanics, with over 2,500 of those jobs in the Hudson Valley alone.

As the only degree-granting training program in Automotive Technology in the region, the College is uniquely positioned to fuel this growth and satisfy the demand by graduating well-trained, highly qualified automotive technicians. However, due to inadequate space at our former location on the main campus, our Automotive Technology program turned away students each year — almost 70 in 2014 equating to over \$300,000 in lost tuition revenue (estimated lost revenue would be even higher if some of these students had been out-of-state residents). Without a larger, well-equipped facility, our ability to offer the advanced training and certifications necessary for our graduates to be the most highly qualified technicians in this industry would not be possible.

A new facility with more space where we could offer all Automotive Technology courses was required for the College to become the Northeast Regional Training Center for Snap-On Tools — one of only thirty in the nation. Partnering with Snap-On will provide students with the essential work tools, certification programs, industry-supported curriculum and hands-on training with Snap-On products. These benefits will assure that each student in the program will graduate with the foundation needed to be successful in the automotive field.

A new facility with more space where we could offer all Automotive Technology courses was also necessary to enable the College to qualify for National Automotive Technicians Education Foundation (NATEF) accreditation. NATEF certification was not possible when the program was offered on the main campus due to an insufficient facility that did not meet the NATEF standards. Now that the new facility is under operation, the College has begun the two-year NATEF accreditation process.

Attaining this prestigious accreditation offers many advantages to the institution, students, prospective employers, and the industry as a whole. In terms of the institution, more students will be attracted to an affordable, accredited automotive program, which will result in increased enrollment across the campus. Offering a quality program will increase potential funding from public and corporate benefactors and attract the attention of partners and potential employers.

A new facility with more space where we could offer all Automotive Technology courses was required for the College to capitalize on the benefits offered through membership with the National Coalition of Certification Centers (NC3). NC3 was established to address the need for strong industry partnerships with educational institutions in order to develop, implement and sustain industry-driven and industry recognized portable certifications that have strong validation and assessment standards in the transportation, energy, and aviation sectors. The College will have access to a comprehensive, turnkey workforce development program for training and professional certification and will be provided with expert consultation; from the tools and



equipment, to facility planning, faculty training, and support necessary for professional certification programs. Presently, the College is the only “NC3 National Leadership Member” (highest level of membership) in the state of New York.

*How the Proposed Substantive Change Aligns with the College Mission*

The College’s mission can be found on the College’s website at [www.sunyrockland.edu/about/the-college/mission](http://www.sunyrockland.edu/about/the-college/mission). Automotive Technology classes held at the Center support the College mission by providing student-centered learning environments using state-of-the-art equipment that enable students to reach their professional and/or personal goals. In addition, alumni and automotive technicians are encouraged to continue their education by attaining any or all of the 15 NC3 certifications offered at the Center. Other automotive students may be planning to transfer to four-year institutions to continue their education in the automotive or engineering fields. A transfer agreement has already been signed with SUNY Morrisville and an additional agreement with another SUNY campus is in progress. Additionally, the College is working to expand the number of articulation agreements with BOCES programs in the surrounding area. Overall the learning experiences at the Center will result in students attaining the highest level of marketable skills in the automotive industry with opportunities for employment upon graduation.

- C. Describe the student population that will be served by the proposed substantive change. Attach three-year enrollment projections (labeled “Attachment C1,” “Attachment C2,” etc.).

Over the last three years, the enrollment in our Automotive Technology program has remained steady at approximately 100 students (registered in the program each fall). The enrollment for the previous three years of the Automotive Technology program while housed at the main campus was:

Cohort Year	Duplicated Head Count	Unduplicated Head Count
Fall 2013	97	79
Fall 2014	104	77
Fall 2015	96	86

Enrollment is projected to grow annually due to the larger facility, state-of-the-art equipment and NATEF accreditation. The projections for enrollment (by head count) for three years from 2016-17 through 2018-19 are:

Cohort Year	Duplicated Head Count	Unduplicated Head Count
Fall 2016	125	100
Fall 2017	140	112
Fall 2018	155	124

The population served in the Automotive Technology program is primarily male and, according to our most recent data from fall 2015, 64.5 percent non-white.

The Center will serve various groups such as the following:

- Terminal degree seeking AAS students
- SUNY Seamless Transfer students to four-year automotive or engineering programs
- Alumni adding Snap-On certifications to their skill sets
- High school students earning college credit

- Adult learners seeking a career change
- Veterans seeking a degree earning possible credit for prior learning from their service
- Mechanics seeking continuing education/professional development
- Corporate clients
- Automotive trainers, BOCES instructors, high school instructors

D. Provide a financial plan, based on realistic, justifiable assumptions, as well as an analysis of the impact of the proposed substantive change on the finances of the institution. Attach three-year financial projections with sufficient detail so the reviewers can evaluate projected revenue sources and uses of expended resources.

The three year enrollment projections for tuition and fee revenue are as follows: For 2016-17 (fall and spring semesters), we project 60 FTE (in county) and 10 FTE (out of county/out of state). Tuition and fee revenues are computed at 2015-16 rates. For the next two years (2017-18 and 2018-19), we project a five percent growth in FTE enrollment for both category of students.

The projections for enrollment (by FTE) for three years from 2016-17 through 2018-19 are:

	2016-2017		2017-2018		2018-2019	
	Fall	Spring	Fall	Spring	Fall	Spring
FTE in county	60	60	63	63	66	66
FTE out of county/state	10	10	11	11	12	12

ESTIMATED EXPENSES			
Expense Categories	Expenses (in dollars)		
	Year 1	Year 2	Year 3
<b>Academic Year:</b>	2016-2017	2017-2018	2018-2019
<b>(a) Personnel (including faculty and all others)</b>	\$627,003	\$627,003	\$627,003
<b>(b) Library</b>	NA	NA	NA
<b>(c) Equipment</b>	109,064	109,064	109,064
<b>(d) Laboratories</b>	NA	NA	NA
<b>(e) Supplies</b>	40,000	40,000	40,000
<b>(f) Capital Expenses</b>	601,480	601,480	601,480
<b>(g) Other (Specify): furniture</b>	40,000		
<b>(h) Sum of Rows Above</b>	<b>\$1,417,547</b>	<b>\$1,377,547</b>	<b>\$1,377,547</b>

Notes on Expense projections:

1. A new full-time faculty member will be added in 2016-17 to the current staff. This will be at a cost of about \$82,350 (salary & benefits at instructor level). Adjunct faculty will be added as needed. It also includes adjunct instructors in the department.
2. Snap On will be the supplier of equipment. The annual lease payment is \$109,064 for five years.

3. Lease payment for the facility is constant for the first five years.

<b>ESTIMATED REVENUES</b>			
<b>Revenue Categories</b>	<b>Revenue (in dollars)</b>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Academic Year:</b>	2016-2017	2017-2018	2018-2019
<b>(a) Tuition &amp; Fee Income</b>	\$353,920	\$375,415	\$396,910
<b>(b) Public Funding</b>			
<b>Federal</b>			
<b>State</b>	363,580	384,356	405,132
<b>Local</b>	180,000	180,000	180,000
<b>(c) State Rental Support</b>	240,590	240,590	240,590
<b>(d) Other*</b>	310,000	420,000	590,000
<b>(e) Sum of Rows Above</b>	<b>\$1,448,090</b>	<b>1,600,361</b>	<b>1,812,632</b>

Notes on Revenue projections:

1. The tuition and fee revenue is estimated at 2015-16 rates. It is \$2,149.50/semester for in county students and \$4,299/semester for students from out of county or out of state. Fees are projected at \$5,000/semester.
2. The funding from public sources includes full-time equivalent (FTE) from the state and county. It also includes support of \$240,590 (40%) annually from the state towards the facility rental.
3. Funding from the state is \$2,597/FTE for 2015-16. We assume it will remain the same for our projections.
4. Local funding refers to support from Rockland County. The funding is a flat amount. For purposes of this projection, we are assuming that it will be the same as it is for the current year. That is estimated at \$180,000 based on allocation per department on the basis of credit hours registered by the students in the Automotive Technology program.

\*The Center will serve as the regional training facility for Snap-On Tools in the North East Region of the country. Auto mechanics from manufacturers such as Toyota, Subaru, Chrysler and others will send their employees to receive certifications on use of tools manufactured by Snap-On. Assumptions for different types of training are given below.

1. We are projecting training of at least 250 individuals during the first year. The cost to the manufacturer is anticipated at \$1,000 per session for each individual. The estimated annual revenue is \$250,000.
2. For the second year, we anticipate providing training to 350 individuals for a total revenue estimated at \$350,000. The third year we anticipate training to increase to 500 individuals for estimated revenue of \$500,000.
3. We are also projecting at least 40 area instructors to receive training on the tools (train the trainer). The cost to the instructors will be estimated at \$1,000/session. The estimated revenue is \$40,000. This is assumed to stay constant for the next two years.

4. BOCES instructors in the automotive field are required to undergo at least 30 hours of training annually.
5. Parts of the Center can be rented out regularly to educational companies such as ConsuLab and Electude to conduct training for their employees.
6. Annual revenues from BOCES instructor training and Center rental for other companies to conduct training is estimated at \$20,000 (2016-17), \$30,000 (2017-18) and \$50,000 (2018-19).

Our estimates for revenue projections for the next three years are based on very conservative growth in the Automotive Technology program. For the last two years, the average has been 60 FTE students per semester. A major reason for that number is that we were at capacity with relation to the automotive technology facility on the main campus. Having the Center creates a tremendous opportunity for growth, but we are assuming a small increase in out of county/state students as the closest school to offer an automotive program is in the Bronx and Brookdale Community College in New Jersey. We further understand that the program at Bronx Community College is near capacity and we will be offering more options in certification training than that offered by Brookdale. For the next two years, we are projecting five percent growth.

We will be able to absorb the additional cost of the facility and equipment without impacting resources for other programs. However, given the modest goals for growth, we should be able to meet them.

- E. To ensure academic quality, describe faculty needs (including number of full- and part-time faculty and credentials they must hold) for the program(s) to be offered. How will the institution ensure that faculty will be qualified to teach their assigned courses within the curriculum? If any faculty members have already been identified, attach a list that includes their credentials to teach the courses they will be assigned.

The Automotive Department Chair was hired to serve in a dual role as both full-time teaching faculty member and as Automotive Technology Department Chair. Since the position is multi-faceted encompassing teaching, departmental administrative responsibilities, recruitment, advisement, mentoring, curriculum development, establishing partnerships with industry, and more, another full-time faculty member was hired starting in fall 2015. In addition, six adjunct faculty members serve the department with an adjunct faculty member serving as Automotive Discipline Coordinator.

In the past candidates applying for an automotive teaching position were required to have a bachelor's degree plus ASE Master Certification (A1-8), ASE Advanced Engine Performance (L1) Certification, 10 years' automotive professional repair experience, recent factory training, and three years' teaching experience at the secondary or post-secondary level. However, in anticipation of the College's being able to offer specific automotive manufacturer programs (Chrysler), additional appropriately qualified full-time faculty will need to be hired. Hiring criteria will need to change to include either ASE 1-8 or comparable manufacturer-based certification earned within six months of hiring. If more than one manufacturer program is offered at the Center, additional faculty will need to be hired who are dedicated to that particular program. Manufacturers restrict faculty from teaching in more than one program with the exception of their being permitted to teach a general automotive class.

All faculty must take and pass all NC3 certifications. In addition, all faculty must continue to take and pass all future certifications that are required by the accrediting bodies.

The College will ensure that current and future faculty are qualified to teach the curriculum in their assigned courses through continued training and certification exams as mandated by the accrediting bodies.

The credentials of the current full-time and part-time faculty teaching at the Center are below.

Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
*Corey Ratner Instructor	100	AUT 101 – Intro to Automotive AUT 102 – Automotive Engine Repair I AUT 104 – Automotive Engine II AUT 105 – Auto Electrical/Electronic Systems I AUT 106 – Auto Electrical/Electronic II AUT 111 – Automotive Steering/Suspension AUT 113 – Automotive Brakes AUT 201 – Auto Electrical/Electronic Systems III AUT 205 – Automotive Engine Performance I AUT 206 – Auto Engine Performance II AUT 211 – Auto Transmission/Transaxle AUT 212 – Manual Transmission/Drivetrain AUT 220 – Heating and Air Conditioning	BA	Psychology	<ul style="list-style-type: none"> <li>• ASE Master certification</li> <li>• NC3 certified Instructor</li> <li>• NACAT certified instructor</li> <li>• 35 years in industry</li> <li>• 11 years college level teaching</li> </ul>
Harry Lehrfeld Instructor	100	All AUT courses See list from above	BA	Education	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• 40 years in industry</li> <li>• 3 years college level teaching</li> </ul>
Nicole Hanaburgh Professor	25	ELT 101 – DC Theory	MS	Electrical Engineering	<ul style="list-style-type: none"> <li>• NC3 certified instructor</li> <li>• 28 years college level teaching</li> </ul>
<b>Part 2. Part-Time Faculty</b>					
Anthony Barbere	25-50	All AUT courses See list from above	MBA	Business	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• 40 years in industry</li> </ul>

<b>Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)</b>	<b>% of Time Dedicated to This Program</b>	<b>Program Courses Which May Be Taught (Number and Title)</b>	<b>Highest and Other Applicable Earned Degrees (include College or University)</b>	<b>Discipline(s) of Highest and Other Applicable Earned Degrees</b>	<b>Additional Qualifications: List related certifications, licenses and professional experience in field.</b>
					<ul style="list-style-type: none"> <li>• Senior field engineer for Hyundai Corp.</li> <li>• 10 years college level teaching</li> </ul>
Colin Derasmo	25-75	All AUT courses See list from above	BA	Liberal Arts	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• 15 years in industry</li> <li>• 2 years college level teaching</li> </ul>
Matthew Dykes Automotive Technology Coordinator	50-75	All AUT courses See list from above	BA	Education	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• NYS certified high school instructor</li> <li>• 40 years in industry</li> <li>• 16 years college level teaching</li> </ul>
Robert Kehrli	25-50	All AUT courses See list from above	BA	Liberal Arts	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• 40 years in industry</li> <li>• 13 years college level teaching</li> </ul>
Frank Pipolo	25-50	All AUT courses See list from above	BA	Education	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• NYS certified high school instructor</li> <li>• 40 years in industry</li> <li>• 4 years college level teaching</li> </ul>
Anand Seeram	25-50	All AUT courses See list from above	BA	Education	<ul style="list-style-type: none"> <li>• ASE Master Technician</li> <li>• NC3 certified instructor</li> <li>• 35 years in industry</li> <li>• 2 years college level teaching</li> </ul>

F. Describe the facilities including classrooms, technology, library, faculty and/or administrative offices, and student space. Describe how these facilities are appropriate to the successful operation of the site.

*Classrooms, Faculty and/or administrative offices, and student space*

The 27,304 square-foot, one floor newly renovated facility is ADA-compliant and comprised of a showcase lobby, six classrooms (one is a dedicated transmission classroom), conference room, student lounge, certification room, one large faculty office, one private office, rest rooms, and an office for the Center Coordinator (site administrator). In addition, the Snap-On Certified Lab is equipped with ten lifts and customized Snap-On equipment.

## Technology

The technological equipment at the Center mirrors that at the main campus. This includes the network, desktop computing, servers, access to applications, and media technology for both students and administration.

The network in the Center is high-speed Ethernet, running on cat-6 network wiring. The Center is connected to the internet, also via a high speed connection. All computers in the Center are connected to the network, and there are additional jacks available to connect more devices if necessary. In addition to the wired network, there is a wireless network available throughout the Center, with the same capabilities as at the main campus, such as the ability for students to connect to the internet with their own personal laptops. Cisco switches support the network.

There are seven (7) administrative desktop computers available in the Center. Each administrative office has a computer for each associated employee. Each computer is installed with the same applications as main campus employees.

Every classroom is a “smart classroom” which has a teacher’s computer that is able to display information on a flat screen wall mounted monitor. In addition, all classrooms are equipped with a charging cart and 20 laptops for student use. The computers are connected to the student network and to the internet.

The servers in the Center allow computer access to the network, provide daily backups of data stored on the servers, provide security, and allow access to the internet.

Employees at the Center can access all of the same applications that are available on the main campus. This access is via the College intranet, across the internet between sites. The primary administrative application suite, Datatel, is available, along with the other functions in the Google applications suite. All applications on the College’s network are available to and from the Center.

Technology at the Center is supported by the same staff as at the main campus and includes help desk and the work request system. Support can be done remotely at both sites. Technical staff, all of whom are based on the main campus, regularly go to the Center for required in-person support. Vendor support agreements apply to the Center equipment as well as to the main campus equipment.

## Library

Although there is not a library at the Center, students can access the library resources in a variety of ways.

In a continual effort to support education effectiveness regardless of location, and in recognition of student and community feedback, the College Library/Media Center offers remote database access to all of our database subscriptions, which provide access to an excess of 23,000 current periodical titles. The Library/Media Center also offers a number of other electronic resources such as the eBook collections by Ebsco ebooks and Overdrive Digital Library.

The College Library/Media Center catalog is available online to search what materials the library owns, and can also search any of the other SUNY library catalogs as well. Items may be placed on hold and held at the main campus library desk for pick-up.

For materials that we do not own or subscribe to, the College Library/Media Center provides inter-library loan services to our students. Any item (article or book) that can be delivered electronically can be borrowed from another library and sent to the student.

In addition to the electronic resources available, College librarians are accessible to students via telephone for “live” assistance during regular library hours; also librarians are available via email for assistance with any questions students may come up with during off-hours. The Ask-A-Librarian email account is constantly monitored and the College Library/Media Center strives to answer any questions posed within 24 hours.

The College Library/Media Center provides face-to-face bibliographic instruction at the Center at the request of an instructor, which mimics what is done for instructors at the main campus.

The College Library/Media Center currently offers a number of pathfinders, research guides and general how-to-tip sheets via the library website at [www.sunyrockland.edu/campus-life/library](http://www.sunyrockland.edu/campus-life/library).

- G. How will the institution provide oversight of the proposed site? What are the titles/qualifications/credentials of the person(s) assigned by the institution to be responsible for providing administrative oversight and how will the person(s) communicate with and be supported by the administration of the institution? Where do these positions fit in the institution’s organizational structure?

The organizational structure at the Center will reflect the same structure that is functional on the main campus. The President, the chief executive officer, and Provost & Vice President of Academic Affairs & Student Services, the chief academic officer, will provide oversight of the academic program, as well as all activities, events, and workshops conducted at the Center. The Center Coordinator will report to the Associate Vice President of Enrollment Management, who reports to the Provost. The Center Coordinator will interface with faculty, students, corporate clients, local automotive technicians, educational partners, prospective students, etc.

The Automotive Technology Department Chair acts as a bridge linking industry needs and academics. The Automotive Technology Department Chair reports to the Division Chair of Business and Professional/Public Service. The Division Chair reports directly to the Provost. The chain of command is already established, and the communication is two-way upward, downward, and lateral via face-to-face exchanges, telephone conversations, and electronic messages.

The employees responsible for administrative oversight of the Center include:

- Dr. Cliff L. Wood, President
- Dr. Susan Deer, Provost & Vice President of Academic Affairs & Student Services
- Dana Stilley, Associate Vice President of Enrollment Management
- Catherine Roche, Division Chair of Business, Professional and Public Services
- Corey Ratner, Department Chair of Automotive Technology
- Doreen Zarcone, Center Coordinator

Mrs. Zarcone, who has a Master’s degree in Human Resource Management, has worked in various capacities in higher education over the past 20 years including Enrollment Management, Communications, Special Events, High School Program, and the President’s Office. In addition, she has 15 years of business experience, including marketing and enrollment management experience at IBM Corporation.



- H. For each academic program to be offered, specify the institutional and program-level student learning outcomes that will be assessed. If an equivalent academic program is already being offered by the institution (at the main campus or another site), attach a summary of the evidence that these learning outcomes are being assessed, and that assessment results are being used to improve teaching and learning.

Institutional Student Outcomes are a set of knowledge, skills, abilities, attitudes and behaviors that a student attains at the end of his or her academic career through a particular set of experiences (academic, non-academic, social, cultural and/or political). Upon completion of an AAS degree, a student will demonstrate competency in the following five (5) areas:

<b>Personal, Social and Professional Development</b>	<b>Written and Oral Communication</b>
<ul style="list-style-type: none"> <li>Assess one's own knowledge, skills, and abilities by setting personal goals</li> <li>Develop connections with the institution, faculty, staff, and peers to build skills</li> <li>Choose behaviors that promote wellness and reduce risks</li> </ul>	<ul style="list-style-type: none"> <li>Produce coherent texts within common college-level written forms</li> <li>Demonstrate the ability to revise and improve such texts</li> <li>Research a topic, develop an argument and organize supporting details</li> <li>Develop proficiency in oral discourse</li> <li>Evaluate an oral presentation according to established criteria</li> </ul>
<b>Critical Thinking</b>	<b>Information Literacy</b>
<ul style="list-style-type: none"> <li>Identify, analyze, and evaluate arguments as they occur in their own or others' work</li> <li>Develop well-reasoned arguments and conclusions with credible evidence</li> </ul>	<ul style="list-style-type: none"> <li>Perform the basic operations of personal computer use</li> <li>Understand and use basic research techniques</li> <li>Locate, evaluate and synthesize information from a variety of sources</li> </ul>
<b>Diversity and Global Awareness</b>	
<ul style="list-style-type: none"> <li>Analyze and evaluate the contributions of cultures and societies from a variety of perspectives</li> <li>Recognize the commonalities, differences, and interdependences among world cultures</li> </ul>	

These institutional student outcomes are listed in the College catalog, which can be found on the College's website at <http://sunyrockland.smartcatalogiq.com/2015-2016/Catalog/The-Curriculum/Institutional-Learning-Outcomes>.

Upon successful completion of the Automotive Technology program, students will be able to:

- Develop and practice proper safety skills
- Diagnose and repair automotive problems with a high tech vehicle
- Develop critical thinking skills
- Develop the skills necessary for effective written and oral communication

In 2011-2012, the following Automotive Technology courses were assessed:

AUT 101 – Intro to Automotive  
AUT 102 – Automotive Engine Repair  
AUT 104 – Automotive Engine Repair I  
AUT 105 – Automotive Electrical/Electronic Systems I  
AUT 106 – Automotive Electrical/Electronic Systems II  
AUT 113 – Automotive Brakes  
AUT 201 – Automotive Electrical/Electronic Systems III  
AUT 212 – Manual Transmission/Transaxels and Drivetrains  
AUT 220 – Automotive Heating and Air Conditioning

Based on the results of these assessment the department purchased Electude software that allows for real time data to monitor student's understanding and progress. This software allows for automotive technology courses to be assessed every semester to measure students' knowledge of course level competencies. In addition, this software allows students to have the material present in 36 different languages which is beneficial for non-native English speakers.

The data from the software allows the department to make changes as needed to insure that all students have the ability to succeed. The data is then analyzed yearly and reviewed in departmental meetings with faculty and educational partners. This process allows for course assessment every year on every course.

In order to maximize students' learning potential, the data from Electude, a software program used in all automotive classes, and NC3, is analyzed weekly to make any necessary changes. The criteria used is the number of NC3 passing scores as well as Electude data, which indicates students understanding of the material. Data from both NC3 and Electude will be analyzed annually to implement changes to curriculum that will benefit the student while simultaneously maintaining NATEF requirements.

In fall 2015 automotive courses were assessed using Electude and based on the results modifications were made to enhance student success. For example, in AUT 102 – Engine Repair I, students scored below the minimum 70 percent success rate in two of the five course learning outcomes and, as a result, the department has added a peer mentor to the class in order to provide more individual assistance to the students. AUT 102 will be re-assessed in spring 2016 to determine if additional modifications are needed. (Appendix H)

The program is due for its program review during the 2016-2017 academic year. As part of the program review, all courses will need to be assessed/re-assessed.

Academic departments are working on curriculum mapping to ensure that outcomes are aligned at all three levels. Assessment is conducted uniformly throughout the College regardless of physical location.

- I. If the academic program includes general education requirements, what are the general education curriculum's key learning goals and how will they be assessed? Describe how such plans are equivalent to the assessment of general education at the main campus.

Students enrolled in any degree at Rockland Community College are required to complete 15 credits of general education courses in the following categories: Basic Communication (6 credits), Mathematics (3 credits), Humanities (3 credits) and Natural Science (3 credits). Below are the Learning Outcomes for each category:

Basic Communication (6 credits)	Humanities (3 credits)
<ul style="list-style-type: none"> <li>• Produce coherent texts within common college-level written forms;</li> <li>• Demonstrate the ability to revise and improve such texts;</li> <li>• Research a topic, develop an argument, and organize supporting details;</li> <li>• Develop proficiency in oral discourse; and</li> <li>• Evaluate an oral presentation according to established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine human experience through interpretation of artistic, intellectual, or cultural expression</li> <li>• Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as key themes, concepts, issues, terminology, and ethical standards in the humanities discipline</li> </ul>
Natural Science (3 credits)	Mathematics (3 credits)
<ul style="list-style-type: none"> <li>• Understand the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and</li> <li>• Apply scientific data, concepts, and models in one of the natural (or physical) sciences.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;</li> <li>• Represent mathematical information symbolically, visually, numerically and verbally;</li> <li>• Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;</li> <li>• Estimate and check mathematical results for reasonableness.</li> </ul>

The RCC General Education requirements for Associate degrees became effective fall 2015. Though there have been course level assessments of SUNY-approved general education courses such as ENG 101 – College Writing I and SPE 101 – Fundamentals of Speech, the formal assessment of the general education program is in the planning stages. However, assessment protocols are implemented uniformly throughout the College. Courses offered at the Haverstraw Center and the Center will follow the same procedures.

Spring 2016 is the first semester that courses are being offered at the Center and are strictly Automotive Technology courses. Any general education course offered at the site will be assessed at the same time using the same method as it is on the main campus and at Haverstraw.

- J. Describe how students will receive services that are comparable to those offered at the main campus of the institution. Examples include academic advising and support, course registration, financial aid, library access, technology support, bookstore, counseling and health services, career services, parking, accessibility, safety and developmental education.

### Enrollment Management

Admissions staff on main campus will work closely with the Center’s staff to ensure that all students are appropriately admitted to the College. As an open admissions community college, all high school graduates or GED holders can be admitted to the College. Prospective students

are not required to meet any high school GPA requirements, SAT scores or similar criteria prior to acceptance.

The College's admissions process is the same for all prospective students regardless of where the student intends to take classes. Admission applications are centrally processed on the main campus in the Admissions Office and are received by the Admissions Office either online, by mail, or in person. Staff at the Center may assist prospective students in completing the application and can forward the applications to the main campus using interoffice mail or in person delivery.

All new students are required to attend SOAR (Student Orientation, Advisement, and Registration), which is currently offered on main campus. New students receive their assigned SOAR date along with their official acceptance letter. Students receive a robust orientation, meet with an academic advisor, and learn to complete the registration process online. All enrollment services offices (Financial Aid, Accessibility Services, Bursar, and Records & Registration) are open and staffed to accommodate all students during the SOAR dates. Continuing students will be advised by faculty at the Center, or they have the option of online advisement. Automotive students will be advised at the Center by trained automotive faculty advisors.

### Financial Aid

All students are able to complete the financial aid process online. Processing and verification of aid takes place on main campus, which is also the location of the financial aid counselors. However, the Center's staff will coordinate with the Financial Aid Office to provide financial aid sessions at the Center to students during seasonal enrollment blocks each term. Additionally, the staff can also contact the financial aid counselors at any time if questions arise that need immediate attention.

### Accessibility Services

The College is committed to providing qualified individuals with disabilities full access to all programs, services and facilities as mandated by federal and state law. To that end, Accessibility Services, which is located on the main campus, provides unique and comprehensive services and accommodations to students with physical and learning disabilities who desire to pursue college level studies. Accessibility Services staff will visit the Center at least twice a semester to ensure that all students are receiving the appropriate accommodations.

### Bookstore

The campus bookstore is located on the main campus in the Library/Media Center. Students can purchase all of the required and optional course textbooks and supplies from the bookstore. Textbooks can be ordered online through the bookstore website at [www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&storeId=10155&demoKey=d](http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&storeId=10155&demoKey=d).

Students have access to the tools and equipment in the lab. During each class, students are required to access computers in the lab and research the required NATEF tasks that is being assigned and the required material list. Each student will use his/her ID card to swipe the controlled lock and gain access to the tool control system. The system will track what tools and equipment the students have removed and what time the tools are returned. A daily report is electronically sent to the instructor and department chair to monitor if students are using the correct tool and that they are storing them properly.

### Counseling

Students at the Center who are facing personal problems, feeling emotionally distressed, or experiencing a crisis situation can call a counselor for confidential, short-term counseling during the College's hours of operation. In the event that a student needs immediate assistance, counselors will contact the County's Behavioral Response Team to provide on-scene evaluation, treatment and crisis intervention.

As appropriate, referrals are made to additional resources both on and off campus.

### Career Services

Career Services, which is located on the main campus, offers a comprehensive, integrated approach to career services that focuses on helping students understand the academic and career choices open to them. Career Services will offer internship orientations, resume writing workshops, and mock interview opportunities for students at the Center each term.

### Parking

A parking lot with approximately 60 spaces is adjacent to the Center. The Center shares this parking lot with other businesses in the office park. Street parking is also available. A new 100 spot parking lot is due to be constructed by the end of summer 2016.

Employee and student vehicles must be registered with Public Safety. Employees and students with state-issued handicapped parking plates or town-issued permits may park in the handicapped spaces in the parking lot. Disabled employees and students, or employees and students with temporary medical problems can request a temporary county-issued permit with appropriate medical documentation from Accessibility Services.

### Safety

The Public Safety Office is responsible for safety and security on all Rockland Community College campuses. Public Safety officers patrol the Center during its hours of operation. However, the office on main campus is open 24 hours per day, seven days per week, 365 days per year.

Public Safety has a working relationship with the County Sheriff's Department, to which all crimes are reported. The Sheriff's Department responds to requests by Public Safety. Public Safety also maintains an excellent working relationship with the Orangeburg Police Department which has the Center in its jurisdiction.

In the event the College is closed due to emergencies and/or weather, notifications will be made using the same methods utilized on main campus. Employees and students are encouraged to register for the SwiftReach 911 part of the College's emergency notification system, which allows for notification by call or email to any number, and install the RCC#SAFE app on their smartphones so that they can contact Public Safety in case of an emergency, make non-emergency reports, request a safety escort, check campus safety information and gain access to the College's emergency policies and procedures.

### Developmental Education

The College offers several developmental courses in English and mathematics for students who are underprepared to perform college-level course work. Consistent with the State University of New York policy, developmental courses are not awarded academic credit by the College and

thus cannot be applied as credit toward a college degree. The College uses assessment test results to determine if developmental course work must be taken in English or mathematics.

Diagnostic (placement and assessment) testing in Math and English is required for all matriculated students. Students may seek exemption from the assessment tests if they have successfully completed college-level English and/or math courses with a grade of C or better, or have taken the SAT, ACT or NYS Regents exams and met the required scores. All assessment testing is done on the main campus.

If there is sufficient need and enrollment for developmental courses at the Center, these courses will be offered on site.

Information about library access and technology support are addressed at length under section F above.

- K. Describe how faculty and staff will receive support and training and how they will be appropriately involved in the institutional governance structure.

The move to the Center has allowed the program to increase training to faculty members in order to better serve our students. The program has always followed the requirements of NATEF (the accrediting body for all automotive programs) which mandates 30 hours of professional training per calendar year. That training can consist of on-campus professional development classes or external manufacturer training. Since the program has been designated as a National Leadership School for NC3 and is considered an active national leader and model facility and program, the level of training has increased reflecting the new, upgraded status of the program. The faculty will now complete 50 hours of training each year. This will consist of NC3 based training, as well as automobile-based manufacturer training. In addition, faculty will undertake mandatory in-service classes to improve teaching skills including pedagogical strategies to be used when disseminating complex technological material to students. All instructors will take and pass all NC3 certifications that are currently offered.

In order to keep abreast of new developments in higher education, faculty and staff are supported in their professional development by the College's Center for Excellence in Teaching & Learning (CETL) on campus. Each academic year, CETL offers approximately 100 presentations and workshops on topics related to pedagogy, educational technology, and cultural diversity, among others. In addition, CETL provides funding to help faculty, staff, administrators, and educational support staff attend off-campus conferences, seminars, workshops, or events. For the last few years, CETL has funded over 30 requests between \$300 and \$700 each.

The Faculty Senate is the established body through which faculty participate in shared governance of the College. Senators are elected representatives of the total faculty and have a voice and power to make recommendations in areas such as academic standards, curriculum, and reappointment, tenure, and promotion. The two full-time faculty members in Automotive Technology are members of the Faculty Senate.

The Administration and Staff Assembly (ASA) is the principle agency through which full-time and part-time employees below the rank of Associate Vice President who are not represented by the Faculty Senate participate in the governance of the College. The ASA will recommend policies and participate in the decision making process in the matters relating to professional development, staff recognition, customer service, student retention, quality of campus life and operational issues. The Center Coordinator is a member of the ASA as are any support staff.

Both the Faculty Senate and the ASA hold monthly meetings on the main campus and employees from the Center are notified of these meetings.

- L. If this request involves a contractual agreement for the provision of less than 25% of any educational program or related service with another organization, please include the executed agreement as an attachment. If this request involves a contract for the provision of 25% or more of any educational program or related service, a separate Substantive Change request must be submitted for that contract.

Not applicable.

- M. For international locations, provide or describe any additional issues related to the site's location including but not limited to emergency plans, local laws related to creating and operating the site, language differences, and helping students adjust to a new culture.

Not applicable.

- N. Is there any additional information that will assist the peer reviewers and the Commission in thoroughly evaluating this request? If so, please specify:

Rockland Community College (the College or RCC), one of the 30 community colleges of the State University of New York (SUNY), is located 25 miles northwest of New York City. As the only public higher education institution in Rockland County, RCC has served as an educational resource for the county since 1959, offering small classes, personal attention and caring faculty. As well as the main campus in Suffern, the College operates an additional location in Haverstraw and recently opened a new instructional site in Orangeburg. About 9,600 people are enrolled in credit and non-credit courses, and over 200,000 visit the campus each year for cultural, recreational and commercial events.

The College offers 51 programs in the humanities, social sciences, arts, technologies, business, health professions, mathematics and sciences, including 40 associate degrees and 11 one-year certificate programs. Enrollment of approximately 7,500 full-time and part-time students includes over 100 international students and more than 2,000 students aged 25 or older. Flexible scheduling and a variety of learning opportunities are offered, including online courses, internships, weekend classes, and courses at the Haverstraw Center and at the new Center in Orangeburg.

With a commitment to lifelong learning, RCC serves several thousand people through continuing education programs each year, including corporate and workforce training, personal development and professional skill building. Continuing education classes on a wide array of subjects are taught by experienced instructors.

The Center will establish the College's Automotive Technology program as a national model in education and training and will respond to the Governor's mandate to "align high quality education and training programs to regional economic development goals and activities." (State of the State Address, 2015).

The Center will also address SUNY Chancellor Zimpher's completion agenda as outlined in her 2015 State of the University Address. Automotive Technology students will be involved in internship experiences which support applied/experiential learning.