

## REGIONAL CAMPUSES SELF-STUDY DESIGN

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## **REGIONAL CAMPUSES SELF-STUDY DESIGN**

### **Overview and Missions of the Regional Campuses**

The primary mission of the Regional Campuses as a whole is to enhance the University's educational outreach by serving students in distinct geographic regions and providing convenient course offerings in various degree programs primarily to an adult student population of working professionals whose educational needs might not otherwise be served. Each of the three Regional Campuses also has its own Mission Statement, which vary slightly, according to the actual academic foci and particular population of the students each serves.

#### **Brentwood Campus Mission Statement**

The mission of the Brentwood Campus of Long Island University parallels the goal of the University – which is to expand the vision, broaden the intellect, and nurture the humanity of each of its students. Further, as a branch of the C.W. Post Campus of Long Island University, we, like the Post Campus, focus on student learning and development. We do so with the expectation that our efforts will bring out the best in each student, and therefore, help each student reach his/her goals. Our general mission is nothing less than to prepare men and women for useful and productive lives by teaching them the many literacies and competencies that will be required of educated persons in the twenty-first century. Pursuing this dynamic purpose (on both the graduate and undergraduate levels) is the goal of our administration, faculty, and student services.

Since we are uniquely located in the heart of a culturally diverse community and we have a diverse student population, we likewise recognize and emphasize the multi-cultural dimension of our mission. Toward this end, we are committed to outreach and experience-based projects which enrich both our campus and community.

What we strive to do at the Brentwood Campus echoes what was written by Jose Ortega Y Gasset in regard to developing students in Mission of the University: “to civilize their life purposes, refine their emotional reactions and mature their understanding about the nature of things according to the best knowledge of our time.”

#### **Rockland Graduate Campus Mission Statement**

Founded in 1926, Long Island University has grown to be one of the largest and most comprehensive, private, multi-campus institutions of higher learning in the United States. The central mission of the University is to expand the vision, broaden the intellect and nurture the humanity of each of its students. As a regional campus of Long Island University, the Rockland Graduate Campus shares this general mission and provides superior academic and professional graduate programs of study to the residents of Rockland and Orange Counties, the lower and mid-Hudson Valley regions, and bordering New Jersey counties.

The offering of quality academic programs, relevant in content and accessible in delivery to the adult populations we serve, is the focus of our endeavors. This is accomplished through our status as a regional Campus within a multi-campus University, and as a result our access to accomplished faculty, high quality course offerings and leading-edge technologies. A small college community atmosphere is developed and encouraged through an emphasis on communication, accessibility, convenience, flexibility and personal attention. A priority of the Campus, consistent with the mission of the larger University, is to provide individualized attention for each student.

### **Westchester Graduate Campus Mission Statement**

The Mission of the Westchester Graduate Campus is to provide high quality diverse master's programs to the residents of the lower Hudson Valley regional community. The graduate programs prepare our adult population to respond to the 21st Century demands as educators, managers and service professionals.

These programs are offered in a comprehensive individualized environment that recognizes the student as a colleague in pursuit of his/her professional goals and academic growth and are supported by a dynamic faculty and a responsive regional administration.

### **Nature and Scope of Self-Study**

Following the guidance of the University-wide Middle States Steering Committee and in consultation with the Campus community, the Campus Accreditation Review Committee selected the Comprehensive Model as a Self-Study design. In the last ten years, all three campuses have gone through major transformations, including the arduous relocation of the entire Westchester Graduate Campus from the campus of Mercy College in Dobbs Ferry to the campus of Purchase College of the State University of New York, located in the eastern portion of Westchester; the significant downsizing and then the successful rebuilding of academic programs at the Rockland Graduate Campus in order to improve the quality of those programs; a steady, but dramatic, growth in enrollment at the Brentwood Campus; and a shift in the academic oversight of business programs at Rockland and Brentwood.

The administrative structure at all three campuses has also changed in the last ten years. As a result of the response to the University's 1993 Middle States Review, a Provost of the Regional Campuses was appointed in order to provide cohesive leadership in the development of strategic planning for the three campuses. During the three years that the Regional Campuses' Provost served, from 1994-1997, among other improvements, he installed an Assistant Provost at each campus to oversee daily operations and laid a foundation for the development of market niche programming, including the elimination of weak academic programs at the Rockland Graduate Campus, noted above, and the addition of several new programs in education at the Rockland and Westchester Graduate Campuses. When he resigned, the new Vice President for Academic Affairs, to whom he reported, appointed an Interim Provost with a charge to review and strengthen the new administrative structure of the Regional Campuses.

For the next two and a half years, under the supervision of the Interim Provost, who also reported directly to the Vice President for Academic Affairs, the Regional Campuses continued to develop their strategic planning and instituted positions for on-site, full-time faculty with administrative responsibilities in the areas of education, counseling, business, and public administration. The various departmental chairs and deans at the Brooklyn Campus, C.W. Post Campus, and Southampton College, who are responsible for the faculty and academic programs offered at the Regional Campuses, were brought more closely into that planning and their oversight in academic areas was increased. In addition, the position of on-site Assistant Provost was changed to Associate Provost and given more responsibility for the management of the campus.

During this time also, Long Island University's twenty-five year collaboration with Mercy College ended, primarily as a consequence of Mercy's increasing development of its own graduate programs. When Long Island University initially began offering graduate programs at Mercy College, which had no graduate programs of its own, Long Island University acted, *de facto*, as Mercy's graduate school. As Mercy College wished to expand its graduate offerings in the areas being offered by Long Island University, the Dobbs Ferry campus could no longer support graduate offerings from both institutions. The Westchester Graduate Campus then spent almost two years searching for a new site. In 2000, an agreement was signed with the State of New York under which Long Island University paid to renovate currently unused space at Purchase College to create classrooms and office space for the Westchester Graduate Campus. This space is currently under construction, with an estimated completion date of October 2001. In the mean time classes are offered at Purchase College, using existing classrooms and administrative office space is located at Purchase College and the Rockland Graduate Campus. As a result of the prolonged transition, a number of Westchester's academic programs either have been eliminated or suspended, enrollment in existing programs has drastically fallen, and its staff cut to bare minimum.

The most recent change in the administration of the Regional Campuses' occurred in late 1998 when the Interim Provost recommended that the position of Regional Campus Provost be dissolved. With the increased responsibility of the Associate Provosts and the increased academic oversight provided by the Brooklyn, C.W. Post, and Southampton departmental chairs and deans and on-site, full time faculty, the need for a Regional Campuses' Provost effectively was redundant. Moreover, the reporting structure for the Regional Campuses' Provost in the Office of Academic Affairs was anomalous in the University, where Provost's are the chief executive officers and not the chief academic officers. The University Officers, therefore, agreed with the recommendation and changed the reporting structure for the Regional Campuses' Associate Provosts, who now report to the Provost of the campus from where historically their academic programs originated. For Westchester, that is the Brooklyn Campus Provost; and for Brentwood and Rockland, that is the C.W. Post Campus Provost.

### **Specific Goals and Objectives of the Self-Study**

In addition to the University-wide goals and objectives of the Self-Study, which are set forth in the University-wide section of this design, the Regional Campuses have adopted the

following campus-specific goals and objectives for its Middle States review. Each campus will review and evaluate how their primary mission and objectives as a whole interface with those of the Residential Campuses and the University in providing for the educational needs of the communities served. Through the use of data collected from on-going surveys and investigative reports from the various Task Forces, each of the Regional Campuses will examine the effectiveness, the weaknesses and strengths, of the many administrative and academic changes that have occurred in the last ten years in order to determine what kinds of alterations, if any, should be made in strategic planning efforts.

In particular, Brentwood will examine its growth in recent years and seek to determine if a usable pattern or correlation might be drawn between that growth and changes in its surrounding community, both demographically and in terms of programs offered by other institutions of higher education in the area, in order to keep current with the educational needs of its community. The Rockland Graduate Campus likewise will examine the effectiveness of changes on the campus over the past ten years, particularly in the quality of program offerings, in order to guide future planning, through the use of quantitative and qualitative outcomes measures for academic achievements, such as licensure pass rates, grade point averages, and alumni employment. The Westchester Graduate Campus will use the self-study process to take stock of how the campus relocation has affected its programs and operations, and how to take advantage of the opportunities that the new location presents.

### **Organizational Structure of the Regional Campuses Accreditation Review Committee and Task Forces**

The Regional Campuses Accreditation Review Committee is responsible for providing leadership to the entire self-study process, including determining key issues for self-study, coordinating the Regional Campuses section of the final University self-study report, ensuring the implementation of the timetable in accordance with the University timetable, overseeing the inventory of existing data available, and providing a link with the self-study activities at the Residential Campuses.

The Regional Campuses Accreditation Review Committee will be composed of each of the three Associate Provosts and the University Assistant Vice President for Academic Affairs, who will chair. Each Regional Campus has its own Accreditation Review Committee, co-chaired by the Associate Provost and one other person from that campus, that is responsible for providing leadership to its self-study process, including determining key issues for self-study, ensuring the implementation of the timetable, and overseeing the inventory of existing data available. Each Regional Campus Accreditation Review Committee will be comprised of a number of Task Forces, each chaired by a member of that campus' Accreditation Review Committee. The Task Forces are formed according to one or more Characteristics of Excellence.

**Regional Campuses  
Accreditation Review Committee**

**Chair**

Bonnie Borenstein	Asst. VP for Academic Affairs	University Center	bonnie.Borenstein@liu.edu
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**Members**

Marlyne Hynds	Assoc. Provost	Brentwood Campus	marlyne.hynds@liu.edu
Nancy Low	Assoc. Provost	Rockland Grad Campus	<a href="mailto:nancy.low@liu.edu">nancy.low@liu.edu</a>
Barbara Grumet	Assoc. Provost	Westchester Grad Campus	barbara.grumet@liu.edu

**Brentwood Campus**

**Campus Accreditation Review Committee**

**Co-Chairs**

Joseph Despres	Professor	School of Education	<a href="mailto:Jdespres@suffolk.lib.ny.us">Jdespres@suffolk.lib.ny.us</a>
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**Members**

John Metcalfe	Dir. Of Admissions	Brentwood Campus	<a href="mailto:John.metcalfe@liu.edu">John.metcalfe@liu.edu</a>
Richard Walsh	Adjunct Professor	College of Arts & Sciences	
Joong Kim	Head Librarian	Brentwood Campus	<a href="mailto:Joong.kim@liu.edu">Joong.kim@liu.edu</a>
Peg Turner	Office Manager	Brentwood Campus	<a href="mailto:Mturner@liu.edu">Mturner@liu.edu</a>
Jacqueline Becker	Student Rep.	Brentwood Campus	<a href="mailto:Jsbecker11772@yahoo.com">Jsbecker11772@yahoo.com</a>
Veronica Su	Alumni Rep.	Brentwood Campus	<a href="mailto:Veronicahsu@cs.com">Veronicahsu@cs.com</a>
To be appointed	Community Rep.	Brentwood	

**Task Force on Mission, Goals and Objectives; Institutional Integrity;  
Institutional Effectiveness and Outcomes; Planning and Resource Allocation;  
Organization, Administration and Governance; Alumni and Community Relations,  
Catalogues, Publications and Other Promotional Materials;  
and Institutional Change and Renewal**

**Co-Chairs**

Joseph Despres	Professor	School of Education	<a href="mailto:Jdespres@suffolk.lib.ny.us">Jdespres@suffolk.lib.ny.us</a>
Marlyne Hynds	Associate Provost	Brentwood Campus	<a href="mailto:Mhynds@liu.edu">Mhynds@liu.edu</a>

**Members**

John Metcalfe	Dir. Of Admissions	Brentwood Campus	<a href="mailto:John.metcalfe@liu.edu">John.metcalfe@liu.edu</a>
To be appointed	Community Leader		
To be appointed	Alumni		
To be appointed	Part Time Faculty		

**Task Force on Students, Campus Life, Cultural Activities and Athletics**

**Chairs**

John Metcalfe	Dir. Of Admissions	Brentwood Campus	<a href="mailto:John.metcalfe@liu.edu">John.metcalfe@liu.edu</a>
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**Members**

To be appointed	Student		
To be appointed	Alumni		

**Task Force on Faculty**

**Chair**

Joseph Despres	Professor	School of Education	<a href="mailto:Jdespres@suffolk.lib.ny.us">Jdespres@suffolk.lib.ny.us</a>
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**Members**

Richard Walsh	Adjunct Professor	College of Arts & Sciences	
To be appointed	Full Time Faculty		

**Task Force on Educational Program and Curricula**

**Co-Chairs**

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Marlyne Hynds	Associate Provost	Brentwood Campus	<a href="mailto:Mhynds@liu.edu">Mhynds@liu.edu</a>

**Members**

To be appointed	Community Leader		
To be appointed	Full Time Faculty		
To be appointed	Student Advisor		

**Task Force on Library, Educational Technology and Other Learning Resources**

**Chair**

Joong Kim	Head Librarian	Brentwood Campus	<a href="mailto:Joong.kim@liu.edu">Joong.kim@liu.edu</a>
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**Members**

Ellen McCartney	Librarian	Brentwood Campus	
To be appointed	Student		

**Task Force on Facilities, Equipment, and Other Resources**

**Chair**

Peg Turner	Office Manager	Brentwood Campus	<a href="mailto:Mturner@liu.edu">Mturner@liu.edu</a>
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**Members**

To be appointed	Part time faculty		
To be appointed	Part time staff		

## Rockland Campus

### Campus Accreditation Review Committee

#### Co-Chairs

Nancy Low	Associate Provost	Campus Administration	nlow@liu.edu
Anne O'Neill	Program Director	Education	slacksgal@aol.com

#### Members

Lisa Coppola	Academic Advisor	Campus Administration	lcoppola@liu.edu
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Joe Welfeld	Program Director	MPA	joe.welfeld@liu.edu
Tom Zimmerman	Alumnus	MPA	
Terri Zubarik	Director	Library	tzubarik@liu.edu

**Task Force on Mission, Goals and Objectives;  
Institutional Integrity; Institutional Effectiveness and Outcomes;  
Strategic Planning and Resource Allocation;  
Organization, Administration and Governance;  
and Institutional Change and Renewal**

#### Co-Chairs

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#### Members

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Ed Walch	Coord Admin Serv	Campus Administration	ewalch@liu.edu

**Task Force on Students, Campus Life, Cultural Activities and Athletics**

**Chair**

Lisa Coppola	Academic Advisor	Campus Administration	lcoppola@liu.edu
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**Members**

Ed Walch	Coord Admin Serv	Campus Administration	ewalch@liu.edu
Stacey Schepis	Director	Admissions and Marketing	stacey.schepis@liu.edu
Matt DiGiovanni	Student	School Counseling	
To be appointed	Student	Education or MBA	

**Task Force on Faculty;  
and Educational Program and Curricula**

**Chair**

Anne O’Neill	Program Director	Education	slacksgal@aol.com
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**Members**

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Helen Garinger	Program Director	Counseling	helen.garinger@liu.edu
To be appointed	Program Director	MBA	
Dean Goettsch	Adjunct Faculty	MBA	

**Task Force on Library, Educational Technology  
and Other Learning Resources**

**Chair**

Terri Zubarik	Director	Library	tzubarik@liu.edu
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**Members**

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Anne O’Neill	Program Director	Education	slacksgal@aol.com
Helen Garinger	Program Director	Counseling	helen.garinger@liu.edu
To be appointed	Program Director	MBA	
To be appointed	Student	EDU or MBA	

## Task Force on Facilities, Equipment, and Other Resources

### Chair

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### Members

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Anne O'Neill	Program Director	Education	slacksgal@aol.com
Helen Garinger	Program Director	Counseling	helen.garinger@liu.edu
To be appointed	Program Director	MBA	
To be appointed	Student	EDU or MBA	

## Task Force on Alumni and Community Relations, Marketing, Catalogs, and Publications

### Co-Chairs

Stacey Schepis	Director	Admissions and Marketing	stacey.schepis@liu.edu
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### Members

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Michael Shilale	Architect	Local Community	info@shilale.com
Tom Zimmerman	Alumnus	MPA	
Matt DiGiovanni	Student	Counseling	

## Westchester Graduate Campus

### Campus Accreditation Review Committee

### Co-Chairs

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### Members

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To be appointed	Asst./Assoc. Prof	MBA	
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Michael LaMagna	Student/Alum	Public Administration	
Stephanie Weiss	Dir., Admissions & Mkt.		<a href="mailto:Sweiss@liu.edu">Sweiss@liu.edu</a>
To be appointed	Community rep.		

**Task Force on Mission, Goals and Objectives;  
Institutional Integrity; Organization, Administration and Governance;  
and Institutional Change & Renewal**

**Co-Chairs**

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Michael Axelrad	Asst. Professor	Counseling	Bgrumet@liu.edu

**Members**

Michael LaMagna	Student/alum	Public Administration	
To be appointed	MBA Director		

**Task Force on Students, Campus Life,  
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**Co-Chairs**

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**Members**

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Michael LaMagna	Student/alum	Public Administration	

**Task Force on Faculty**

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Ira Korner	Adjunct	Counseling	

## Task Force on Educational Program and Curricula

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To be appointed		MBA	
Ira Korner	Adjunct	Counseling	
Suzanne Pelosi	Student	Counseling	

## Task Force on Library, Educational Technology and Other Learning Resources

### Co-Chairs

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**Task Force on Facilities, Equipment,  
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**Co-Chairs**

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**Liaison**

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**Members**

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**Task Force on Institutional Effectiveness and Outcomes**

**Co-Chairs**

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**Liaison**

Anthony Cirincione	Asst. Registrar		<a href="mailto:Acirinci@liu.edu">Acirinci@liu.edu</a>
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**Members**

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Sheila McCluskey	Alum.Affairs/Certif		Smclusk@liu.edu

**Task Force on Strategic Planning and Resource Allocation**

**Co-Chairs**

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To be appointed		MBA	
To be appointed	Community Rep.		

## Task Force on Alumni and Community Relations, Marketing, Catalogs, and Publications

### Co-Chairs

Barbara Grumet	Assoc. Provost		Bgrumet@liu.edu
Stephanie Weiss	Dir., Adm.&Mkt.		Sweiss@liu.edu

### Liaison

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### Members

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Sheila McCluskey	Alumni Coord.		<a href="mailto:Smcclusk@liu.edu">Smcclusk@liu.edu</a>
To be appointed		MBA	
Michael LaMagna	Student/Alum.	Public Adm.	
To be appointed	Community Rep.		

### Charges to the Task Forces

Because the academic programs, services, and communities served by the three Regional Campuses vary, the constitution of the various Task Forces and their charges, although overlapping significantly, also will vary. The charges to the Task Forces at each campus are as follows:

#### Brentwood Campus

##### *Charge to Task Force on Mission, Goals and Objectives*

This Task Force will review the current mission statement to make certain that it expresses the nature and scope of the character, purpose, and uniqueness of the Brentwood Campus. In addition, the committee will define how the Brentwood Campus expects to fulfill its mission. The following questions will be addressed:

1. Have the Brentwood Campus mission, goals and objectives changed over time? If so, when did the change occur, why, and what has been the nature and effect of the changes?
2. Are the current goals and objectives clearly defined? Do they state the results sought and the means used? Are they reasonably attainable and understood?
3. Would the achievement of the goals lead to the fulfillment of the mission? If not, should the goals be brought into line with the mission or vice versa? How would this be accomplished?
4. Do various campus constituencies and sources of external influence support the mission?

5. Are there current or future changes that might affect the adequacy of the mission, goals, and objectives? How will the relative significance of these changes be evaluated and priorities established?

### ***Charge to Task Force on Institutional Integrity***

In fostering an environment of integrity at the Brentwood Campus, the subcommittee will examine the ways the Campus communicates and interacts with its constituencies and the public. Questions to be addressed include:

1. Are the requirements for degrees specified and maintained? Are students given the opportunity to develop the necessary skills for success in meeting requirements?
2. Are policies and procedures established to evaluate performance?
3. Are members of the Campus protected against harassment or inappropriate pressures?
4. Are there clearly stated conditions of employment or study?

### ***Charge to Task Force on Students, Campus Life, Cultural Activities***

This subcommittee will review information from student profiles to determine whether programs and services are designed to respond to the diverse academic and social needs of Brentwood Campus students. Attention will be given to the marketing, admissions, retention, financial aid, and counseling provided at the Campus. Campus policies and objectives will be examined to make certain that they are communicated clearly to students. The subcommittee will identify goals and objectives as well as tools to measure effectiveness of programs. Strengths and weaknesses will be examined with recommendations for improvement in problem areas. Questions to be addressed will include:

1. Does the range of services offered meet the diverse needs of the student body? If not, which elements are missing?
2. Is there congruence between the programs and services offered and the mission, goals and objectives?
3. Are admissions policies appropriate to the purposes of the institution and consistent with the educational programs and curricula and faculty? Are the policies clearly stated and adequately disseminated? Are there adequate resources to manage and evaluate the process?
4. What methods are used to gather information about student characteristics? Is the process systematic?
5. How effectively does knowledge about student characteristics influence and inform the teaching and learning process, campus climate, programs offered, and services provided?

### ***Charge to Task Force on Faculty***

This subcommittee will review the criteria and procedures applied to the selection, supervision, academic freedom, continuing professional development, and assessment of both full-time and part-time faculty as it relates to the Brentwood Campus. Questions that will be addressed by the committee include:

1. How are faculty assigned to teach at the Brentwood Campus? Are the standards consistently applied for the hiring of faculty at both the C.W. Post and Southampton Campuses?
2. Is faculty appropriately prepared, and does it remain current in the following areas: academic qualifications, commitment to scholarship, sensitivity to the strengths and needs of students, continuing professional development, and service to the community?
3. Is there an effective system for monitoring changes in program requirements; the needs of faculty for adequate and equitable procedures for conditions of employment, workload and compensation, and support services; and their participation in governance? Is there an effective system for implementing changes in these areas?

### ***Charge to Task Force on Educational Programs and Curricula***

This subcommittee will evaluate the relationship between the mission, goals and objectives and various aspects of the Campus educational program. Areas to be examined should include curriculum, teaching, learning, the personal development of students, and the use of learning resources. Institutional strengths and weaknesses should be defined and recommendations should be made for improvement. The following questions will be addressed:

1. Does the total range of curricula, activities, and services foster the achievement of institutional goals?
2. For each curriculum, activity or service is there congruence between: the programmatic goals and objectives; among the Campus mission, goals and objectives; and between the actual needs of the students and community?
3. Do existing graduate programs have the appropriate breath, depth, and resources; and do they stimulate independent thinking on a graduate level?
4. Has the introduction of any new mode of instruction had any significant effect on educational programs, services, or resources?
5. Is the process of reviewing the Campus educational programs effective?

### ***Charge to Task Force on Library, Educational Technology and Other Learning Resources***

This subcommittee will examine the effectiveness of library, information, computer and other learning resources that support the programs and services offered at the Brentwood

Campus. The study should include the range of resources available to meet the needs of students, faculty and staff, as well as the manner in which they are delivered, their accessibility, and their utilization. The goals of the library will be reviewed and the following questions addressed:

1. Does the range of library, information, computer, and other learning resources adequately support the programs and services being offered?
2. Are the resources accessible to all who need them in a timely manner?
3. Are there programs available to increase the information competence of students, faculty, and staff?
4. To what extent are the resources actually utilized by student, faculty, and staff? Are there adequate data on the usage of all types of resources?
5. Is there an adequate process for evaluating the content, procedures, and technologies of library, information, computer, and other learning resources that sustain current programs and services?

***Charge to Task Force on Facilities, Equipment and Other Resources***

This subcommittee will review the Campus facilities, equipment, materials that are used in support of the programs and services offered at the Brentwood Campus. Questions to be addressed include:

1. Is there a direct relationship among the needs of students enrolled in Brentwood programs, or utilizing services of the Brentwood Campus, and available fiscal resources?
2. Have the facilities, equipment, and other resources improved the operations of the Campus and enhanced the manner in which Long Island University is perceived within and outside the Campus?

***Charge to Task Force on Institutional Effectiveness and Outcomes***

This subcommittee will define the Brentwood Campus' expectation for data collection, analysis, and reporting, and it will anticipate the use of both quantitative and qualitative methods. The Committee will address the following:

1. Are there clear and concise descriptions of the procedures used to collect and analyze data?
2. Are there annotated lists of questionnaires, surveys or other instruments?
3. Do the outcomes assessment activities lead to improvements in the educational program, teaching and learning, overall Campus effectiveness, and accountability?

***Charge to Task Force on Strategic Planning and Resource Allocation***

This subcommittee will review strategic planning and resource allocation for the Brentwood Campus. Questions to be addressed will include:

1. What criteria are used to test the adequacy and soundness of planning and budgeting for the Brentwood Campus?
2. Are resource allocations consistent with the mission, goals, objectives, and priorities of the Brentwood Campus and the University?

***Charge to Task Force on Alumni and Community Relations, Marketing, Catalogs and Publications***

This subcommittee will review the process of how the Brentwood Campus is presented to students it seeks to recruit through its publications as well as its relationships with the community and with Alumni. Questions to be addressed include:

1. Does the catalog contain all of the information necessary for students to make “informed decisions about their education”?
2. Are all auxiliary publications consistent with the catalog?
3. Are all publications accurate and prepared with honesty?
4. Do all references to accreditation by the Commission include the Commission’s name, address, and telephone number?

***Charge to Task Force on Institutional Change and Renewal***

This subcommittee will examine the efforts of the Brentwood Campus in seeking new and innovative approaches of providing educational resources to the surrounding community. Questions to be considered include:

1. Are new approaches consistent with the mission, goals, and resources established by the University?
2. Are the policies and procedures for assuring the quality and integrity of innovative programs appropriate and comparable to those for all other programs and subject to periodic review and evaluation?

**Rockland Graduate Campus**

***Charge to Task Force on Mission, Goals and Objectives***

1. Do the mission, goals and objectives of the Rockland Graduate Campus meet the educational and programmatic needs of the student population and the community?

2. Do the mission, goals and objectives of the campus reflect the current programs, services and planning priorities?

***Charge to Task Force on Institutional Integrity***

1. How evident is institutional integrity in campus programs, policies and procedures?

***Charge to Task Force on Students, Campus Life, Cultural Activities and Athletics***

1. Do admissions policies, student services, non-academic programs and campus policies promote student development?

***Charge to Task Force on Faculty***

1. Is faculty representation, teaching, scholarship, professionalism and experience at the level required given the campus mission, goals and objectives?

***Charge to Task Force on Educational Program and Curricula***

1. Does the educational program foster the attainment of institutional goals?
2. Are the curricula clear, enlightened and dynamic?
3. Do the curricula meet the educational and professional needs of the campus population?

***Charge to Task Force on Library, Educational Technology and Other Learning Resources***

1. Do library, educational technology and other learning resources appropriately support the educational program?
2. Are library collections, services and policies realistically matched to meet the needs of campus students, faculty and staff?

***Charge to Task Force on Facilities, Equipment and Other Resources***

1. Are campus facilities, equipment and other resources appropriate to support the educational program?

***Charge to Task Force on Institutional Effectiveness  
and Outcomes***

1. Are there appropriate measures in place to assess the institution's ability to achieve its mission, goals and objectives?
2. Are outcomes measures used as a part of on-going institutional renewal?

***Charge to Task Force on Strategic Planning and  
Resource Allocation***

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1. Is strategic planning on-going, participatory and does it affect all areas of the institution?
2. In what ways is planning related to the budget process and resource allocation?

***Charge to Task Force on Organization, Administration  
and Governance***

1. Do the organization and administration of the campus support the educational mission?
2. Does the institution's governance structure promote the development of programs and policies in an atmosphere of organizational support, communication and cooperation?

***Charge to Task Force on Alumni and Community Relations,  
Marketing, Catalogs and Publications***

1. Do campus publications provide accurate information and do they reflect the mission, goals and objectives of the institution?
2. How do alumni and community relations fulfill the mission of the campus?

***Charge to Task Force on Institutional Change and Renewal***

1. In what specific ways are campus renewal and change reflected in the programs, services and policies of the campus?

**Westchester Graduate Campus**

***Charge to Task Force on Library and Learning Resources***

1. Does the range of library, information, and other learning resources provided at Westchester adequately support the programs offered?
2. Are the facilities, personnel, and technologies available to students and faculty appropriate to the expected use?

3. Are the resources accessible to all who need them in a timely manner?
4. Are the library orientation and information literacy programs adequate for teaching information technology competence to students, faculty, and administrative staff so that they may effectively utilize the information?
5. To what extent are the resources actually utilized by students, faculty and staff? Are there adequate data on the usage of all types of resources available to Westchester students? Are the data and recommendations effectively linked to the institutional planning process?
6. Is there an adequate process for evaluating the content, procedures, and technologies of library, information, and other learning resources to sustain current programs? Is there an adequate process for planning which resources may need to be enhanced to facilitate the continued growth of the Westchester Graduate Campus?

#### ***Charge to Task Force on Student Services***

1. Does the range of services offered meet the diverse needs of the student body? If not, which elements are missing?
2. Are admissions policies appropriate to the purposes of the Westchester Graduate Campus and consistent with other criteria in Characteristics of Excellence, such as those for educational programs and curricula and for faculty? Are the policies clearly stated and adequately disseminated? Are there adequate resources to manage and to evaluate the process?
3. Is information gathered about student characteristics and shared with appropriate academic and administrative staff? How does this knowledge about student characteristics influence and inform the teaching and learning process, the campus climate, the programs offered, and the services provided?

#### ***Charge to Task Force on Faculty***

1. Are faculty responsible for devising and developing the Campus programs in academic, professional, research and service?
2. To what extent do the administrative responsibilities of full time faculty affect the teaching and learning that is anticipated by the Campus?
3. Are all faculty in all programs appropriately prepared, and do they remain current, in academic qualifications, commitment to scholarship, continuing professional development, sensitivity to strengths and needs of students, and service to the community?
4. How does the Westchester Graduate Campus monitor changes in program requirements, workload, support systems, and participation in the Brooklyn Campus' academic department activities?

***Charge to Task Force on Educational Programs  
and Curricula***

1. Does the curriculum foster the achievement of the goals of the Westchester Graduate Campus?
2. Is there congruence between the goals and objectives of each program, the institutional mission, and the actual needs of students and the community?
3. Do the programs, courses, and requirements meet the specific criteria for program procedures and content?
4. Do the programs have the appropriate breadth, depth, and resources; and do they stimulate independent thinking on a graduate level?
5. Has the introduction of any new mode of instruction had a significant effect on the educational program?
6. Does the process for reviewing programs involve appropriate constituencies and is the process effective?
7. Do the Westchester Graduate Campus outcomes assessment activities lead to improvements in programs, teaching and learning, overall institutional effectiveness, and accountability?

***Charge to Task Force on Alumni, Community Relations  
and Marketing***

1. What information does the Westchester Graduate Campus have about graduates from each of its programs?
2. What sort of programs and outreach activities should the campus offer for alumni and community members?
3. Are the promotional materials adequate to support an effective marketing program?
4. Does the web page serve as an effective means of communicating with students, alumni, and the community?

**Outcomes Assessment**

The Regional Campuses Campus Accreditation Review Committee will be responsible for supplying each of the three campuses information collected by the University Data Center and the Registrars at the Brooklyn Campus and C.W. Post Campus, who also function as Registrars for the Westchester, and Rockland and Brentwood Campuses, respectively. This data will include enrollment statistics, not available on site, and graduation rates. The individual campuses will use the instruments and other on-going processes to collect and analyze both quantitative and qualitative data as follows:

## **Brentwood Campus**

At the Brentwood Campus each of the Schools and Departments offering academic programs has developed an Outcome Assessment Plan that establishes goals and measures effectiveness in achieving them. Copies of the various Outcomes Assessment Plans for each of the Departments and Schools offering programs from the C.W. Post and Southampton Campuses will be available in the Resource Room at the Brentwood Campus.

In addition, the non-academic areas have implemented outcomes assessment plans that utilize the results of surveys, statistical reports, discussions with students, and information shared among staff members in weekly meetings. Some of the instruments that will be used are as follows:

1. Brentwood Campus Survey of Graduates - An anonymous survey conducted twice yearly in which recently graduated students are asked opinions on various aspects of the Campus. Results from this survey are used to determine the overall effectiveness of Campus efforts in providing quality education to its students.
2. Brentwood Campus Library Survey - An anonymous survey conducted annually in which students are randomly selected to offer opinions on the resources available in the Brentwood Campus Library. Results from this survey are used to determine the effectiveness of the Library's efforts in providing research resources to its students.
3. Brentwood Campus Computer Room Survey - An anonymous survey conducted annually in which students are randomly selected to offer opinions on the resources available in the Brentwood Campus Computer Room. Results from this survey are used to determine the effectiveness in providing the technological resources required to support Campus programs.
4. Brentwood Campus Faculty Survey - An anonymous survey conducted annually in which all Brentwood Campus full and part-time faculty are asked opinions on various aspects of the Campus. Results from this survey are used to improve the Campus environment.
5. Enrollment Statistics Reports - Statistical information is maintained indicating student enrollment. Results from this survey are used to determine the effectiveness of recruitment and retention efforts.
6. Applications by Major Reports - Statistical information is regularly maintained which indicates the number of individuals who apply to each of the majors offered. Results from this survey are used to determine the effectiveness of recruitment efforts.

## **Rockland Graduate Campus**

Each task force will utilize outcomes assessment data in order to help answer the questions posed in their charges. Academic program and curricula outcomes assessment measures that are utilized by the respective academic departments include:

- Course grades
- Grade Point Averages
- Pass rates on licensure exams
- Capstone course/experience evaluations
- Faculty evaluations
- Student Teacher evaluations
- Post-graduation employment and education data
- Employer surveys
- Internship evaluations
- Student publications and other academic achievements
- Faculty scholarly achievements, publications, and presentations

Campus services outcomes assessment measures include the following:

- Rockland Graduate Campus Student Feedback Survey
- Student Demographic Survey
- Student Library Survey
- Survey of Education Programs
- Stop-out Survey
- Admissions data assessment (inquiries, applicants and first-time registered students)
- Open House and mini-open house attendees data
- Admissions Inquiry Survey
- Graduation data
- Attrition/retention data

### **Westchester Graduate Campus**

The specific outcomes assessment measure and activities include:

1. Degree completion rates as a benchmark for the success of the academic programs.
2. Study of competition, to identify areas of opportunity for current programs.
3. A survey of graduates, using an instrument developed when the campus was at its previous location that measures student satisfaction with academics, physical plant, and student services.
4. An analysis of curriculum in Education, Counseling, Business, and Public Administration programs, conducted in conjunction with State Education Department

program reregistration and program accreditation, and in cooperation with faculty from the Brooklyn campus.

### **Inventory of Support Documents**

A comprehensive inventory of support documents, keyed to the 14 *Characteristics of Excellence*, has been developed by the Office of Institutional Research and the Office of Academic Affairs at University Center and is attached to this design document as Appendix A. That inventory includes Middle States publications, University-wide documents and reports (e.g., University Mission Statement, Capital Plan, Catalogues, Collective Bargaining Agreements, etc.), recent reports on specialized accreditations and curriculum reviews, previous Middle States reports and periodic reviews, and a host of campus-specific documents.

### **Timetable for the Self-Study**

The University-wide Middle States Steering Committee has adopted a timetable for the Self-Study. That timetable, which is incorporated in the University-wide section of this design, will be followed in conducting the campus-level accreditation review.

### **Editorial Style and Format**

The report of the Campus Accreditation Review Committee will conform to the editorial style and format prescribed in the “Style Guide for Preparing Middle States Self-Study and Campus Accreditation Review Reports,” which was adopted by the University-wide Middle States Steering Committee and is attached to this design document as Appendix B.

### **Format of the Self-Study Report**

The outline and table of contents for the overall University Self-Study and the outline of the Campus Accreditation Review Committee Reports are provided in the University-wide section of this design.

### **Profile of the Evaluation Team**

Recommendations concerning the profile of the Evaluation Team are presented in the University-wide section of this design.