

**Schenectady County Community College
State University of New York**



Self-Study Design

Middle States Commission on Higher Education
June 2017

Chief Executive Officer:
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Institutional Profile

A Brief History of the College

Founded in 1967, Schenectady County Community College (SCCC) is a comprehensive community college that offers a wide range of certificate-granting, workforce-development programs and transfer programs both in the liberal arts and sciences and in the professions.¹ It is located in Schenectady, NY, which, as of the 2010 census, is a city of approximately 66,000 people. The city is one of three “sister cities,” the other two being Troy and Albany, that together provide the largest portion of the population of the so-called “Capital District of New York,” whose population, as of 2013, is roughly 1,170,000, making it the third largest metropolitan district in the state of New York.

SCCC is one of thirty community colleges within the State University of New York (SUNY) system that includes thirty-four other campuses, including four university centers, one of which, The University at Albany, is located in the neighboring city of Albany. Two other of its community colleges also serve the Capital District: Hudson Valley Community College, whose main campus is located some 20 miles to the east of SCCC and by the more rural Fulton-Montgomery Community College, approximately 25 miles to its west. The area is also home to several private colleges and universities, most notably Union College, Siena College, College of Saint Rose, Sage College, Skidmore, and Rensselaer Polytechnic Institute.

Nourished by SUNY’s Colleges of Nanoscale Science and Engineering, which are also located in Albany, the Capital District is becoming a “high-tech” corridor, drawing numerous new employers, for example, Global Foundries, which is located in Malta, NY. Nevertheless, along with General Electric, which employs approximately 7,000 people in the Capital District and which, along with jobs created by its suppliers and other sub-contractors, accounts for 1 in 27 jobs in the area,² its major employers are its hospitals, its supermarkets, and its educational institutions, including Rensselaer Polytechnic Institute and the University at Albany.

While there are unquestionable signs of growing prosperity within the area served by SCCC, the task of rebuilding the Capital District from its recent post-industrial doldrums is far from complete. The college is well aware that there remain large areas of poverty and economic stagnation. Over 50 percent of Schenectady’s children live below the poverty line, making it 13th in the nation among cities whose population is greater than 65,000.³ Schenectady High School’s 2014 graduation rate of 57 percent is significantly lower than the national graduation

¹ A complete list of programs is presented in Appendix I.

² General Electric’s Impact on the Economy and Community-at-Large in the Capital District of New York State 2015. <https://www.womensenergynetwork.org/wp-content/uploads/2015/08/Final-Report-GE-Capital-District-5-6.pdf>.

³ 2011 American Community Survey of the US Census Bureau (as reported by the Times Union). <http://www.timesunion.com/local/article/Kids-on-the-edge-3925563.php>.

rate of 87 percent, and even lower still when compared to the 95 percent graduation rate of its neighboring Niskayuna High School and the near 90 percent graduation rate of Scotia-Glenville High school.

The college's major funding sources are tax dollars provided by the people of the State of New York, tuition and fees received from its students, and tax dollars provided by the people of Schenectady County.⁴ In 2016, it enrolled 3361 students, of which 1968 were full-time. There were 1512 males and 1849 females; 1912 were white, 663 black, 265 Hispanic, and 521 other. Of the 577 students who graduated with an A.A. or A.S. diploma at the end of the 2015-16 academic year, 227 (39.3%) had done so within two years, 151 (26.2%) within 3 years, 52 (9%) within 4 years, and 147 (25.5%) within five or more years. Of the 80 students receiving certificates, 20 (25%) did so within the expected time-frame, 28 (35%) took one extra year, 13 (16.25%) two extra years, and 19 (23.75%) more than two.

During the 2016-2017 academic year, there were 57 full-time faculty and 160 adjuncts, teaching one or more sections of courses. The ratio of full-time faculty to full-time equivalent students was 1 to 20. There were 30 administrators. There were 32 personnel assigned to the Student Affairs Office, including 6 academic counselors, 5 full-time academic advisors and 1 part-time. There was 1 counselor devoted to general student well-being.

Recent Developments

In the decade since its 2008-09 decennial self-study, SCCC has seen a number of significant changes. President Gabriel Basil retired in 2009, at which time Dr. Quintin Bullock assumed the presidency. Among his most notable achievements were the expansion of the college to a Center City Campus, as well as significant enrollment increase. He also initiated and brought to completion the construction of a new building that houses the Music Program. During this time a private company built College Suites directly across from the college, which now houses a number of SCCC's students. Upon his resignation in March 2014, Dr. Martha Asselin became Acting President, serving in that capacity until July 1, 2015, when Dr. Steady Moono, our current president, began his service. Dr. Moono has come to us from his position as Vice President and Chief Executive Officer of the West Campus of Montgomery County Community College in Pennsylvania. In the short time that he has been here, Dr. Moono has begun several initiatives, including the college's participation in the national Achieving the Dream program, a new minority-male mentoring program, and a new Leadership Academy.

In August 2015, long stalled contract negotiations between the college and two of its unions were settled. Both the Union of Faculty and Professionals (UFP) and the Chairpersons, Administrators, Directors Association (CADA) struck collective bargaining agreements. In September 2016, the college received a generous grant from the Kresge Foundation to join

⁴ See Appendix II for a complete list of SCCC funding sources for both its capital and operating budgets.

Achieving the Dream, and in March 2017 the college opened a new Biotechnology Laboratory and Research Facility on the sixth floor of Elston Hall.

The college's newest academic programs are Business Administration-Casino and Craft Brewing. In the recent past, the college has developed myriad new credential-granting programs and further developed some existing programs. Some notable new programs include certificate programs in medical coding and billing, and entrepreneurship; career programs in supply chain management, music audio technology, chemical dependency counseling, and casino and gaming hospitality. So, too, the college has recently developed five new concentrations within the Division of Liberal Arts. The college has also further developed its non-credit, workforce development offerings. For example, spurred by an \$11,457,000 federal Health Professions Opportunity Grant (HPOG) to provide training in the health-care field for low- and no-income residents, the college has offered a new 90-hour course for Certified Nurse Assistants, as well as programs in Phlebotomy and EKG technology.

In addition to the above-mentioned expansions of its facilities and programs, notice should be taken of the growth in the college's online program offerings, as well as in the number of articulation agreements it has developed with other institutions including the School of Music's transfer agreement with the Hartt School in October of 2015. With respect to articulation agreements, special note should be taken of our new partnerships between with Bellevue University and with CUNY's John Jay College of Criminal Justice. In the fall of 2017, the college offered 81 sections of online courses, which represents an increase of 108 percent from its 2009 online offerings. Virtually every program in the college offers at least some online courses and in many programs, over 50% of the courses can be taken online. Moreover, the Criminal Justice A.A.S. program is now entirely online. As might be expected, such growth has occasioned collateral growth in computer-support services for students.

In sum, the recent past has been a period of exciting growth and development for the college. Our current undertaking, preparation for our 2019 decennial report thus offers us a welcome opportunity to take stock and to evaluate our rapidly developing educational institution.

Strategic Plan: 2015 – 2020: “Our College. Our Future.”

Overview

The Strategic Plan, 2015-2020, is the result of the work of the entire Schenectady County Community College. The planning process was initiated in January 2014 with the formation of a strategic planning council followed by a series of meetings with various constituencies. Over the course of the spring and fall semesters, faculty and staff were engaged in the planning process with the goal of identifying areas that the college must address in developing the 2015-2020 Strategic Plan. This plan, anchored by five strategic goals, includes and synthesizes results from these listening sessions and strategic conversations.

This plan articulates Schenectady County Community College’s hopes, dreams, and aspirations to fully build upon the best of our history while positioning the college to be open, flexible, and dynamic in responding to new opportunities.

Mission Statement

We are an inclusive, collaborative community built on a foundation of excellence in teaching and learning, quality support services, and a personalized approach to education, which empowers our students and engages our communities.

Vision Statement

We will be the regional leader in supporting and expanding innovative and collaborative educational programs that transform our students and communities.

Strategic Goals

I. Expand Access and Increase Student Success

SCCC will reach as many students as might benefit from higher education by reducing financial, geographic, programmatic, and academic barriers to enrollment. We will look for opportunities to develop new markets in under-served parts of the county and region by implementing the Strategic Enrollment Management Plan.

Strategic Initiatives

- A. Design student services to support student transition from entry to completion and to employment or transfer
- B. Increase the reach of the college into under-served markets and increase overall enrollment
- C. Ensure financial affordability and strengthen financial aid processes that support successful student enrollment, progression, and program completion

- D. Develop a one-stop services approach that allows students to move easily between testing, advising, counseling, registration, admissions, financial aid, and payment services both in person and via the web
- E. Create clear educational pipelines for all prospective students by coordinating curricula with secondary educational institutions and by developing an effective marketing plan
- F. Design, implement, and market comprehensive international student programs in order to broaden global opportunities for students and expand our reach as an institution
- G. Develop program pathways that provide students with flexible scheduling options

II. Ensure A Quality, Relevant, Coherent and Innovative Curriculum

SCCC believes that student success requires a strong faculty, excellent academic programs, and a cohesive academic plan that guide the institution. We will continue to develop academic quality, and curriculum coherence, as well as to improve program delivery and innovation in pedagogy.

Strategic Initiatives

- A. Create a professional development program that supports the building of a highly engaged and innovative full-time and adjunct faculty
- B. Simplify and clarify program pathways that lead to increased transfer and/or degree (credential) attainment rates
- C. Further expand a plan and process for assessing outcomes at all levels and use the results to improve the learning environment and to ensure that academic programs, courses, and instructional delivery tools meet the needs of all learners
- D. Design and establish a Professional Development Center for full-time and adjunct faculty with programming that focuses on the improvement of teaching practices and the development of new pedagogies which enhance student learning
- E. Transform the existing library into a comprehensive Learning Commons that supports learning and is a destination for students, faculty, and the community
- F. Ensure that the academic program review process is consistent, timely, and facilitates the introduction of new programs and modifications of existing programs

III. Invest in Campus Renewal

A modern and welcoming physical facility and strong technological capacity are critical factors in enabling faculty and staff to work successfully toward student achievement and academic quality. We will invest in the renewal of facilities consistent with the principles and practices of campus sustainability. We will further develop our capacities to gather information to improve institutional research in order to support student success, academic quality, and institutional innovation and improvement.

Strategic Initiatives

- A. Build an effective facilities management structure to provide a safe, clean, well-maintained, and inviting environment to support students, faculty, employees, and the community
- B. Update, develop, and implement the Facilities Master Plan to 2025
- C. Develop a comprehensive 5-Year information technology strategic plan
- D. Develop and implement human resources policies and practices that are fair and consistent, and reflect the best practices in areas such as hiring, evaluation, benefits management, and supervision
- E. Implement a comprehensive program to ensure that jobs and job responsibilities are aligned with today's needs and that compensation is equitable, consistent, and competitive across the range of job functions
- F. Develop mechanism for the College to celebrate the contributions and accomplishments of employees with college-wide reward and recognition programs
- G. Increase opportunities for professional development for all college employees
- H. Develop a comprehensive employee orientation program for new and part-time employees
- I. Ensure that the demographics of the college faculty, staff, and administration reflect the diversity of the student body through recruitment, retention, and promotion of qualified diverse candidates; by building on the College's Equal Employment Opportunity (EEO) policies; and through creative outreach
- J. Create a culture that attracts and respects all forms of diversity
- K. Further develop the College's analytical capacity to support data-informed decision making
- L. Secure accreditation reaffirmation from the Middle States Commission of Higher Education (MSCHE) in 2018, and use this self-evaluation process to support continuous improvement and planning efforts

IV. Strengthen and Expand Community and Strategic Partnerships

SCCC believes that partnerships with the community are critical to supporting student success. Such partnerships enable the college to meet the lifelong learning needs of our students and our communities. They also enable these communities to better understand the work of the college. We commit to further develop our partnerships with the area's elementary schools, high schools, colleges, and universities; the arts and creative community-based organizations; businesses and industries; and government agencies.

Strategic Initiatives

- A. Deepen our relationships with regional school districts from elementary to secondary levels to increase the awareness of students, parents, and teachers of SCCC as an option for attendance

- B. Deepen connections with the region’s workforce development agencies to ensure that college degree programs and training efforts are supporting industry needs
- C. Build partnerships with business and industry to become a “go-to” regional resource for workforce development and to support the career planning and placement needs of students
- D. Engage in community revitalization efforts in targeted areas where higher educational attainment levels might drive community renewal
- E. Further develop relations with local, state, and federal legislators in order to enhance their knowledge and understanding of the work of SCCC in particular and of community colleges in general, as well as the critical contributions these institutions provide their communities
- F. Strengthen the college’s processes of identifying, evaluating, and responding to community needs
- G. Expand and sustain partnerships that enrich the cultural life of our community

V. Ensure The College’s Financial Sustainability

SCCC is committed to finding new resources to complement the public financial support of our college in order to further extend our reach, enhance student success, and ensure continued academic quality.

Strategic Initiatives

- A. Secure additional funding from grants and other public and private sources to support ongoing college operations as well as to advance special college priorities
- B. Expand programs to retain donors and attract new supporters to the college
- C. Develop the means to establish and maintain communications with alumni and provide programming to encourage them to stay connected to the college
- D. Enhance SCCC’s name recognition by energetically publicizing the college’s programs, achievements, and initiatives
- E. Seek public/private partnerships to secure resources to support new facilities; technology; academic programs; and student activities, including athletics
- F. Evaluate and improve the management of auxiliary services to ensure student satisfaction, as well as to secure alternative revenues

Nature and Scope of the Self-Study

Preliminary Planning

In spring 2016, President Steady Moono appointed Eileen Abrahams, Associate Professor of English, and Brett Wery, Professor of Music, as co-chairs of The Middle States Steering Committee. In summer, 2016, the co-chairs, in consultation with both Penny Haynes, the Vice President for Academic Affairs, and President Moono, assembled a steering committee composed of members of the faculty, professional staff, administrators, and administrative staff. Individual members of the Steering Committee were chosen because they possess the following characteristics: intellectual rigor and integrity, content-area knowledge, and willingness to commit to a lengthy Self-Study process. The resultant Steering Committee represents all sectors of the college community and is diverse in terms of college role, institutional longevity, age, race, gender, and types of expertise.

Charge to the Steering Committee

The college is about to embark on its decennial self-study for the Middle States Commission on Higher Education (MSCHE). According to MSCHE, "[t]he primary purpose of the self-study report is to advance institutional self-understanding and self-improvement..." Therefore, the self-study "should be a useful process, planned and executed carefully, and not simply as a formal exercise...The second purpose of the self-study is to demonstrate to external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public, that the institution meets the standards for accreditation...."

The Steering Committee is charged with providing leadership to all aspects of the self-study, including:

- developing a full understanding of the accreditation process;
- selecting a self-study model;
- overseeing the design of the study;
- identifying intended institutional outcomes for the self-study;
- participating in selecting, leading, and coordinating working teams for each of the seven standards;
- aligning the self-study process with SCCC's Strategic Plan;
- identifying Institutional Initiatives aligned with the Strategic Plan
- ensuring a timetable is implemented to assure timely completion of the project;
- maintaining editorial oversight in content & style;
- promoting and communicating the self-study process to all college constituencies;
- arranging for institution-wide reviews of and responses to a complete draft of the self-study;

- overseeing completion of the final self-study report; and
- hosting a MSCHE liaison visit and evaluation team visit.

Steering Committee Membership

Co-Chairs

Eileen Abrahams, Associate Professor of English, Faculty
Brett Wery, Professor of Music, Faculty

Regular Members

Susanna Adams, Coordinator for ADA Transition Services
Denise Brucker, Director of Trio
Carrie Buff, Librarian
Harry Buffardi, Associate Professor of Criminal Justice
RaeEllen Doyle, Associate Professor of Communications
Steve Fragale, Dean of Enrollment Management & Student Success
Tammy Gummersheimer, Professor of Chemistry
Susan Hatalsky, Professor of Hotel, Culinary Arts, and Tourism
Dawn Jones, Non-traditional Career Advisor
Jay Larkin, Assistant professor of Hotel, Culinary Arts, and Tourism
Samantha Legere, Coordinator of Scholarships
Moira Maguire, Dean of the Division of Liberal Arts
Sabrina McGinty, Assistant Dean for Academic Affairs
William Meckley, Dean of the School of Music
Dale Miller, Director of Institutional Research
John O'Connell, Instructor of Hotel, Culinary Arts, and Tourism
Paula Ohlhaus, Chief of Staff, President's Office
Steve Quick, Director of Academic Computing Services
George Rank, Supervisor of Grounds and CSEA President
Alicia Richardson, Associate Professor of English and Academic Senate Chair
Lewis Schwartz, Adjunct Instructor of Philosophy
Amiee Warfield, Controller, Financial Services
Angela West-Davis, Director of EOP & Access, Student Affairs
Sarah Wilson-Sparrow, Coordinator of Workforce Development
David White, Director of Marketing and PR

Ex-Officio Members

Penny Haynes, Vice President of Academic Affairs
Charles Richardson, Vice President of Administration

Administrative Support

Ellen Malkis, Educational Assistant, Academic Affairs

Designated Resource Staff

Antoine Harrison, Chief Information Officer

Joshua Schwartz, Clerical and Logistical Support

Jalisa Williams, Executive Director of Human Resources

Selection of the Self-Study Model

The Co-Chairs propose that the Steering Committee endorse a Comprehensive Self-Study Design model, one filtered through the lens of our five institutional priorities. Such a model provides the college with the best means of assessing our effectiveness in addressing the seven Standards for Accreditation and enables it to analyze and reflect upon our opportunities for improvement and growth.

Intended Outcomes of Self-Study

The intended outcomes of Self-Study are:

1. to demonstrate compliance with the seven accreditation standards and requirements for affiliation;
2. to determine the extent to which the college satisfies the mission, vision, and goals set forth in the Strategic Plan and the institutional Initiatives borne of that plan and determined by the Steering Committee;
3. to strengthen the connection between program offerings and support-services among transfer, pre-professional, and workforce development programs;
4. to identify strategies that contribute to students' goals of persistence and completion or guides them into productive alternatives;
5. to identify institutional strengths and opportunities for improvement;
6. to examine the effectiveness of assessment practices across all areas of the college;
7. to expand community awareness of and engagement with the college's personnel and resources; and
8. to inform the college's 2020-2025 Strategic Plan.

Structure of the Working Groups

Development of the Working Groups

In July 2016 the MSCHE Self-Study Steering Committee Co-Chairs petitioned Working Group Co-Chairs for their preliminary suggestions for Working Group members. Working Group Co-Chairs made suggestions by identifying faculty, professional staff, and administrators with expertise and interest in the specific standard addressed by their Working Group. The Self-Study Co-Chairs, in collaboration with the Vice President of Academic Affairs, then vetted suggested Working Groups for representative inclusivity and diversity. Next, the Vice President of Academic Affairs invited members of the college to serve on each working group. At its first meeting in Fall 2016, the Steering Committee reviewed and approved the slate of members. Also, prior to the final draft of the Self-Study Design Document, the Steering Committee will add students, alumni, and community members to working groups.

Charge to the Working Groups

The Middle States Commission on Higher Education (MSCHE) sets out seven standards for accreditation and requirements for affiliation. Each of the seven working groups has been assigned one of these standards. The working groups' primary task is to assess fully and forthrightly the extent to which the college satisfies the standard, to determine in what ways, if any, it strongly satisfies them and in what ways, if any, it needs to improve. The specific criteria for each standard are expressed in the document entitled "Standards for Accreditation and Requirements of Affiliation," (thirteenth edition).

Members of the working groups should note that the Design Document draft sets forward several "outcomes" for the Self-Study in addition to that of assessing the extent to which the college satisfies the specific criteria MSCHE has delineated for each standard. These outcomes are largely informed by the college's current Strategic Plan. In finalizing its research questions, each group should become familiar with the college's Strategic Plan and, where possible, design research questions that further both concerns. Of course, priority is to be given to addressing MSCHE's standards for accreditation. The research questions laid out in the Design Document draft are suggestions only.

Members of each working group should also note that the designation of two members as Co-Chairs is meant only to confer on them the special responsibility to organize its meetings, assemble relevant documents, assure timely completion of research studies, etc. The Co-Chairs will also serve as members of the Steering Committee and be responsible to make periodic reports to that committee of the progress of their respective working groups.

Working Group Membership

Compliance Committee

Mark Bessett, Director of Financial Aid
Penny Haynes, Vice President of Academic Affairs
Dale Miller, Director of Institutional Research
Aimee Warfield, Controller, Financial Services
Cynthia Zielaskowski, Registrar

Standard I: Co-Chairs: Denise Brucker & Sabrina McGinty

Dean Bennett, Associate Professor of History
Jamie Hungerschafer, Executive Secretary II, President's Office
Stacy Mcilduff, Coordinator of Development
Sarah Wilson-Sparrow, Coordinator of Workforce Development

Standard II: Co-Chairs: Harry Buffardi & William Meckley

René Adamany, Professor of Sociology & Social Work
Susan Beaudoin, Assistant Vice President of Administration
Tania Cabrera, Associate Professor of Nanoscience
David White, Director of Marketing and Public Relations

Standard III: Co-Chairs: RaeEllen Doyle & Lewis Schwartz

Barbara Jones, Associate Professor of Education
Allyson Keyser, Assistant Professor of Music
Kim Otis, Assistant Professor of Hotel, Culinary Arts, and Tourism
Gary Perkins, Professor of Criminal Justice
Karen Hosmer, Professor of Music

Standard IV: Co-chairs: Susannah Adams & Jay Larkin

Lorena Harris, C-STEP Director
Michael Mastrella, Director of Academic Advisement
Michelle Ragucci, Coordinator for Testing Center
Donna Corbisiero, Assistant Professor of Liberal Arts
Robyn King, Counselor
Mark Bessette, Director of Financial Aid

Standard V: Co-chairs: Susan Hatalsky & Moira Maguire

Megan Cassidy, Assistant Professor of English
Mark Evans, Assistant Professor of Music
Rich Lasek, Assistant Professor of Business
Siu Ng, Director of Academic Services
Maria Kotary, Associate for Workforce Development

Standard VI: Co-Chairs: Samantha Legere & John O'Connell

Paul Krebs, Professor of Hotel, Culinary Arts, and Tourism

Dale Miller, Director of Institutional Research

Aaron Tolbert, Assistant Professor of English

Amiee Warfield, Controller, Financial Services

Standard VII: Co-chairs: Alicia Richardson & Paula Ohlhaus

Matthew Beebe, Academic Advisor

Kim Emerson, Senior Technical Assistant

Sheila Foglieta, Professor of Law

Required Elements of All Working Group Reports

All working group reports should contain the following. (See the "Working Group Report Template" on the following page.)

1. Statement of the standard (as formulated by MSCHE)
2. Statement of alignment to mission and goals, institutional initiatives, and requirements for affiliation
3. Explanation of the working group's approach, i.e., the group's reasons for choosing the specific questions on which it has focused
4. Statement of the specific questions the group has chosen to research
5. Statement of the methodologies the group has chosen to employ in researching the questions
6. Statement of the findings
7. Statement of how assessment is systematic, meaningful, and useful
8. Statement of the group's recommendations for remedying institutional weaknesses that its study reveals
9. Statement of the group's recommendations for exploiting opportunities that its study uncovers
10. Concluding statement
11. Appendix (containing supporting documents)

Working Group Report Template (Example: Standard 1: - Mission and Goals)

The Standard

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

Alignment

(A statement of how the research for the standard is aligned to the college mission and goals, institutional initiatives, and requirements for affiliation)

Approach

(Brief statement of the working group's approach, i.e., their reasons for focusing on the specific questions they have chosen.)

Specific Research Questions

1. -----
2. -----

Methodology

(Statement of the methodology used to answer questions)

Findings

Brief Statement of Findings

In-Depth Discussion of Findings

Assessment

(Address how assessment is systematic, meaningful, and useful.)

Suggestions and Recommendations

Suggestion 1: -----

Suggestion 2: -----

Recommendation 1: -----

Recommendation 2: -----

Conclusion

List of Supporting Documents

Development of the Research Questions

Over the course of summer 2016, the Co-Chairs developed a preliminary set of sample research questions. In developing this set, the chairs sought to pay attention to the demands of MSCHE and the needs of the college to further its Strategic Plan. To this end, they carefully considered the MSCHE guidelines for developing effective research questions, the gist of which is reprinted in the Appendix III of this report as "Review Guidelines for Research Questions." The Co-Chairs strongly suggested that should the working groups develop new questions, or decide to revise the existing questions, they, too, pay careful attention to the MSCHE guidelines to assess whether the questions meet the criteria set forth for effective research questions. The other document working groups were asked to consult is the college's *2014 Periodic Review Report* (stored on the college's *Middle States Self Study Site*).

Midway through the first semester of self-study, Co-Chair Abrahams & Vice President Haynes attended the MSCHE Self-Study Workshop in Philadelphia. There they learned about the Institutional Initiatives, which each college is expected to develop and through which our self-study will be guided. Once shared, the Steering Committee got to work identifying and honing initiatives from the Strategic Plan that it thought most pertinent to guide our process. These initiatives were then shared with the college community at an open forum, where they were further honed before they were presented to the Board of Trustees.

As is indicated in the *Charge to the Working Groups*, each set of developed questions were reviewed by one other working group prior to submitting it to the Steering Committee. The Steering Committee then reviewed each set of questions with an eye to completeness, consistency, and overlap. It then provided feedback to the working groups. Once the working groups further honed the research questions, presented a penultimate draft of research questions to the Vice President of Academic Affairs and to the President for comments and suggestions. Finally, the Steering Committee incorporated suggestions garnered at a College Community Forum into a penultimate draft of the Design Document, which the Co-Chairs presented for approval to the Vice President, President, and Board of Trustees.

Research Questions

Standard I: Mission and Goals

1. How effectively does the college's statement of its mission, vision, and goals address the curricular and extracurricular needs of its current student body?
2. How thoroughly does the college's statement of its mission, vision, and goals address student access and success?
3. How well do the institution's mission and goals support faculty scholarly work and innovation?
4. How attentive is the college's statement of its mission, vision, and goals to the labor market and cultural needs of the community?
5. How well does the college's statement of its mission, vision, and goals address campus diversity, inclusion, and equity?
6. Does the college's statement of its mission, vision, and goals effectively articulate the college's commitment to renewing its physical facilities and technological capacities?
7. How thoroughly were all of the college's constituent groups involved in developing its current statement of mission, vision, and goals?
8. How effectively does the college's understanding of its mission, vision, and goals inform decision making at all levels of the college?
9. How well does the Board of Trustees support the College's mission and goals?
10. How effective are the college's assessment tools for evaluating its progress towards fulfilling its mission, vision, and goals?

Standard II: Ethics and Integrity

1. How does the college ensure academic and intellectual freedom, as well as freedom of expression and intellectual property rights through its policies and mechanisms and how are these policies and mechanisms assessed?
2. What are the college's efforts to encourage an environment that fosters respect, inclusion, diversity, and civility among its diverse population?
3. How effective are the college's complaints and grievance policies?

4. How is information regarding conflicts of interest policies and procedures disseminated to all levels of the college community?
5. Are the college's practices in the hiring, evaluation, promotion, discipline, and separation of employees fair and impartial and what policies and mechanisms exist for responding to complaints and ensuring the development of further diversity in the College's faculty and staff?
6. Does the college demonstrate honesty and truthfulness in external and internal communications and announcements?
7. What processes and procedures, throughout the college, exist to ensure affordability and accessibility?
8. How are stated policies and procedures assessed?
9. How effective are such programs and methods? How are they assessed?
10. How effectively does the institution share information regarding assessments, data, and success rates?
11. How are substantive changes disclosed to accrediting bodies, state agencies and other authorities?
12. How effectively are the needs of community partners such as area businesses, K-12 education, and transfer institutions communicated and responded to by the college?
13. How does the college perform periodic assessments of institutional ethics and integrity?

Standard III: Design and Delivery of the Student Learning Experience

1. How effectively does the college employ reviews of itself, or of its individual academic programs, to facilitate introduction of new programs and modifications of existing programs?
2. How effective is the college's delivery of its academic programs with respect to persistence and timely completion?
3. How effective are the procedures by which the college informs students of the requirements for completing programs?
4. How effectively does the college evaluate teaching practices of its f/t and p/t faculty?

5. How effectively does the college prepare its full time and part time faculty to instill S-CORE⁵ values in their teaching?
6. How do the college course offerings demonstrate a commitment to diversity, inclusion, and equity? What role does the consideration of diversity and inclusion play in program development?
7. Are there sufficient full-time faculty to perform the duties traditionally undertaken by community college faculty?
8. Are current professional development opportunities sufficient and are faculty using them effectively?
9. Do faculty effectively and efficiently work with community partners to identify, develop, and sustain relevant course and program curricula?
10. Are faculty appropriately qualified?
11. How effective are the college's academic-support facilities and services?
12. How adequate is the college's technological capacity for the design and delivery of the student learning experience?
13. How efficient and effective are the skills-development courses?
14. How effectively does the S-Core program, i.e., the courses designated as fulfilling general education requirements, work to ensure that the college's students can (a) read, write, and speak, effectively; reason and analyze critically; reason quantitatively; gather and winnow information completely and efficiently; use newly-developed technological tools effectively; learn from people of other cultures; and learn from historical figures and events?

Standard IV: Support of the Student Experience

1. Are there satisfactory processes by which the college orients incoming students to the needs and demands of college life?
2. Are there sufficient external funding sources (scholarship, financial aid, emergency funding) for the college's students, and how effective is the college at informing students of these sources?
3. What are the recruitment, retention and completion processes and how do they ensure student success?

⁵ S-CORE represents the college's general education core learning outcomes.

4. How well are students guided through the degree completion process?
5. How effectively does the college provide information about financial literacy? How is this information disseminated to students? How and when does the college provide opportunity for students to achieve financial literacy?
6. How well are students advised about graduation procedures and informed about transfer and job placement opportunities?
7. Are services sufficient to help students separate productively from the college, e.g., placement services and transfer services for those who complete their programs, and counseling services for those who do not?
8. How effective is the college at providing counseling services for students with mental health issues?
9. How adequately does the college address the needs of online, evening and weekend, adult, veteran, and special-needs students?
10. Are there sufficient external funding sources (scholarship, financial aid, emergency funding) for the college's students, and how effective is the college at informing students of these sources?
11. How effective is the college in evaluating and awarding transfer credit, experiential learning credit, and other non-academic learning credit?
12. What procedures are in place for maintaining confidentiality and proper releasing of student records FERPA compliant?
13. How adequate is the college's technological capacity for the safe and secure maintenance and appropriate release of student information and records?
14. How does the college ensure that campus events, activities, and athletics are regulated by the same academic, fiscal and administrative principles and procedures that govern all other programs?
15. How does the college evaluate and review the student services provided by contracted third-parties?
16. How is campus diversity, inclusion, and equity supported by the college's policies regarding admission, retention, and facilitation of student success?

17. How effectively does the college assess the delivery and effectiveness of student support services?

Standard V: Educational Effectiveness Assessment

1. How effective are the institution's educational goals, and how well do they link to one another and to the institutional mission?

2. How effectively does the college define and implement meaningful curricular goals and how effectively are those goals evaluated and assessed?

3. How effectively does the college articulate the manner in which they prepare students for careers and further education?

4. How effectively does the college gather data on how well students are being prepared for careers and further education?

5. How effectively does the college develop and sustain appropriate assessment mechanisms and how effectively does the college compile, analyze, report, and communicate assessment data?

6. How are assessment results used to improve and inform student learning, pedagogy, curriculum, academic programs, and support services?

7. How are assessment results used to improve and inform workforce development courses and programs?

8. How are assessment results used to design and deliver student support services?

9. How is diversity and inclusion incorporated in the assessment portion of the program review process?

10. How effectively does the college support assessment-related professional development activities?

11. How effectively does the college use assessment results in planning and budgeting?

12. What constituents are informed about assessment results and how?

13. How effectively does the college use assessment results to improve retention, graduation, transfer, and placement rates?

14. How effectively does the college use processes and procedures other than assessment to improve academic programs and services?

15. How effectively does the college assess its assessment protocols?

Standard VI: Planning, Resources, and Institutional Improvement

1. What are the objectives of the college and individual divisions/units? Are they clearly communicated to the college community, assessed appropriately, linked to the mission and strategic goals, reflective of conclusions drawn from assessment results and used for planning and resource allocation?

2. How are planning and improvement processes documented, communicated and linked to assessment and what is the roll of faculty and staff in those processes?

3. How is the college financial planning and budgeting process aligned with the college mission and strategic goals and how are these processes informed by assessment results and other evidence-based approaches?

4. Specifically, how are the college's planning and budgeting processes linked to efforts designed to increase student success?

5. How do the colleges planning and budgeting processes cultivate campus diversity, inclusion, and equity?

6. Are all locations at which the college offers services properly staffed and adequately appointed with appropriate technical and physical infrastructure?

7. What are the decision-making processes and are assignments of responsibility and accountability understood by the college community?

8. What are the comprehensive plans for facilities, infrastructure, and technology and how do those plans address sustainability, resource planning, and deferred maintenance? How are these plans linked to the college strategic goals?

9. What strategies are used to assure resources are adequately and efficiently utilized and aligned with the college's mission and strategic goals?

10. What periodic assessment tools are used to find the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

Standard VII: Governance, Leadership, and Administration

1. How is authority distributed to various constituencies according to the current organizational structure? Are the areas of responsibility clearly delineated with respect to roles, responsibilities, and accountability?

2. To what extent does the college adhere to principles of shared governance?
3. How effective is the Academic Senate in reviewing curricula to ensure their coherence and relevance?
4. Do the procedures and practices of the Board of Trustees comply with the principles of good practice as recommended by both New York Community College Trustees (NYCCT) & Association of Community College Trustees (ACCT)? Do trustees regularly attend professional development opportunities offered by NYCCT & ACCT?
5. How does the administrative structure ensure efficiency in overseeing the college's delivery of its services? What is the process involved?
6. How well is the Facilities Master Plan communicated to the college?
7. What does the governing body do to honor its responsibilities to all of its constituents?
8. How effective are procedures for ensuring diversity, equity, and inclusion within the college's administration and governance bodies?
9. How well is diversity, inclusion, and equity defined and promoted by the college's governance bodies?
10. In a search for a new Chief Executive Officer, what protocols are in place to ensure that the candidate has appropriate credentials and professional experience consistent with the mission of the organization?
11. How often is the organizational chart reviewed and updated?
12. According to the organizational structure, is the staffing sufficient and effective as it relates to ensuring the smooth functioning for the day-to-day operations of the college?
13. What procedures are in place to ensure that the administrative staff are appropriately credentialed?
14. How are the college's administrative units and administrators evaluated?
15. What protocols are in place for timely and productive assessment of administrators?
16. What protocols are in place for timely and the productive assessment of the Board of Trustees?
17. What opportunities do students have to participate in policy decision-making that affects them or will affect future students?

Documentation Roadmap

Compliance Documentation Roadmap

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>NYSED Inventory of registered programs: http://www.nysed.gov/COMS/RP090/IRPS2A</p> <p>Statement of Middle States accreditation status</p> <p>Original charter</p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> • SED inventory of Registered programs • IPEDs Data • SUNY Program Data • Catalog

<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>N/A</p>
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> • Catalog • Correspondence between SCCC & MS
<p>5. The institution complies with all applicable government (usually Federal and State) policies, regulations, and requirements.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> • Compliance Web Page • IPEDS Data
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> • SCCC Compliance Page with IR
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	<p>Standard I</p>	<ul style="list-style-type: none"> • Catalog • Policies of BOT • Strategic Plan

<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>(Standards III, IV, V, VI)</p>	<ul style="list-style-type: none"> • Strategic Plan • Program Reviews • Course Assessment results, including for online courses • IR data: completion rates all courses (online, classroom, CHS) • IR Retention Data • Assessment Plans/Reports • Assessment data for S-Core courses • Data Books
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>(Standards III, V)</p>	<ul style="list-style-type: none"> • Program Review Guidelines • External accreditation reports • Advisory Committee minutes for Music and Culinary • Most recent Program Reviews • 5-year academic plan • Recommendations from External Reviewers • Written responses from administrators • Curriculum Committee Guidelines • Professional Development and Faculty Institute Week sessions

<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p>(Standards I, III, IV, V, VI)</p>	<ul style="list-style-type: none"> • 5-year Academic Plan • Program Reviews • Strategic Plan • Academic Division Plans • Data Books • Program Reviews • Assessment Plans • Assessment Reports • Professional Development Budget • Professional Development requests for faculty and staff • Professional development approval process documents
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<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>(Standard II, VI, VII)</p>	<ul style="list-style-type: none"> • Strategic Plan • Finance/Budget Policies • Annual Budgets • Facilities Master Plan • Annual Financial Statements • Audit reports • Record of budget meetings and presentations
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.</p>	<p>(Standard II, VII)</p>	<ul style="list-style-type: none"> • BOT bylaws • BOT meeting minutes and agendas • Organizational Charts • Policies of the BOT published on website

<p>13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	<p>(Standard II, VII)</p>	<ul style="list-style-type: none"> • BOT Conflict of Interest Policy • College Ethics Policy • Purchasing and RFP Policies
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS</p>	<ul style="list-style-type: none"> • Compliance or MS web page • Signed compliance document signed by College President

<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p>(Standard III)</p>	<ul style="list-style-type: none"> • HR data showing FT v. PT faculty • Banner Report indicating the FT/PT teaching FTE hours • HR data turnover rate of FT & PT faculty • IR data FTE • Banner reports (SIRDLEA)
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STANDARD I: Mission and Goals

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

Assemble the following, as appropriate.

- Statements regarding institutional mission and goals
- Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	<ul style="list-style-type: none"> • Mission, Vision and Goal Statements • Strategic Planning Committee Minutes • Facilities Master Plan • 5-year Academic Plan • Enrollment Management Plan • Articulation Agreements • Board of Trustees Personnel Policies • Policies and Procedures for Admission • President's Annual Reports • Minutes of Faculty Senate • Board of Trustees Minutes • Policies and Procedures for Admission • Academic Division Plans • <i>Binnekil</i> • College Website • Faculty Handbook • College Catalog • Program Reviews • Student Affairs Assessment Plan • IT Master Plan • Division Management Action Plans • Interviews: <ul style="list-style-type: none"> ○ President's office ○ Karen Hitchcock ○ 2015-2020 Strategic Planning Committee ○ President ○ Vice President of Academic Affairs ○ Vice President of Administration ○ Dean of Enrollment Management and Student Success ○ Chief Information Officer ○ HR Director ○ Academic Advisory Council Members ○ Local School Superintendents ○ Director of Workforce Development and Continuing Education ○ Executive Director SUNY College and Career Counseling Center ○ Board of Trustees ○ Members of Faculty Senate Executive Council

	<ul style="list-style-type: none"> ○ Teaching and Learning Specialist ○ Director, Financial Aid ○ Members of Student Government ○ Academic Deans ○ Chairperson of Curriculum Committee ○ FT & PT Faculty ○ Director of Marketing and Public Relations ○ VP of Development & External Affairs ○ Students ○ Director of Institutional Research
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<ul style="list-style-type: none"> ● Strategic Plan ● 5-year Academic Plan ● Academic Division Plans ● Student Affairs Plan ● Enrollment Management Plan ● Policies and Procedures for Admission ● Facilities Master Plan ● Academic Assessment Plan ● IT Master Plan ● Division Management Action Plans ● Interviews: <ul style="list-style-type: none"> ○ President ○ Vice President of Academic Affairs ○ Vice President of Administration ○ Dean of Enrollment Management and Student Success ○ Chief Information Officer ○ Academic Deans ○ Librarians ○ Director of Academic Services ○ Professional Staff ○ FT & PT Faculty

<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<ul style="list-style-type: none"> • College Catalog • Student Handbook • Strategic Plan • Academic Division Plans • 5-year Academic Plan • Facilities Master Plan • Assessment Plan • Academic Institutional Research Data • Interviews: <ul style="list-style-type: none"> ○ VP of Academic Affairs ○ VP of Administration ○ Academic Deans ○ FT & PT Faculty ○ Director of Workforce Development and Continuing Education ○ Members of Student Government ○ Students
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<ul style="list-style-type: none"> • Academic Plan • Enrollment Plan • Policies and Procedures for Admission • Facilities Master Plan • Academic Assessment Plan • Institutional Research Data • Program Reviews • Interviews: <ul style="list-style-type: none"> ○ President ○ VP of Academic Affairs ○ VP of Administration ○ Dean of Enrollment Management and Student Success ○ Chief Information Officer ○ Academic Deans ○ Chairperson of Curriculum Committee

STANDARD II: Ethics and Integrity

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

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)
- Public disclosure information required by the Commission and government entities (printed and electronic)
- Institutional by-laws, guidelines, and policies.
- Handbooks (student, faculty, employee, etc.)
- Processes and procedures relevant to ethics and integrity

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<ul style="list-style-type: none"> • Academic Code • Student Code of Conduct • Academic Senate Bylaws • Trustees Policies • Survey • Interviews: <ul style="list-style-type: none"> ○ Faculty officers ○ Board Chair/Member ○ President, Vice Presidents ○ Student Representatives
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<ul style="list-style-type: none"> • Survey • Academic Code • Student Code of Conduct • Interviews: <ul style="list-style-type: none"> ○ President/Vice Presidents ○ HR Director ○ Affirmative Action/Diversity Officers ○ Faculty Officers ○ Faculty ○ Student Representatives ○ Students
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<ul style="list-style-type: none"> • Various Union Grievance Policies/Records as available • Student complaint process • UFP, CSEA Contracts • Survey • Interviews: <ul style="list-style-type: none"> ○ HR Director ○ Union Officers ○ Vice Presidents ○ Faculty Officers
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<ul style="list-style-type: none"> • College Conflict of Interest Policy • College Ethics Policy • RFP and Purchasing Policies from last three years • Interviews: <ul style="list-style-type: none"> ○ Board Chair ○ VP of Administration ○ College Attorney ○ President

<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<ul style="list-style-type: none"> • All Employment Contracts (unions/non-represented) • Employment Policies • Job advertisements • Record of recent hires/separation • Diversity and Affirmative Action Policies • Search guidelines • Interviews: <ul style="list-style-type: none"> ○ President/Vice Presidents ○ HR Director ○ Union Officers ○ Non-represented Administrators
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<ul style="list-style-type: none"> • Recent Ads/Publicity Materials (print/electronic) • Publicity/Advertising Policies • Interviews: <ul style="list-style-type: none"> ○ Director of Public Relations/Marketing ○ President/Vice Presidents ○ Outside Marketing firm representative
<p>7. As appropriate to mission, services or programs in place:</p> <ol style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	<ul style="list-style-type: none"> • College promotional and informative documents • First Year Seminar course outline • Interviews: <ul style="list-style-type: none"> ○ Vice Presidents of Administration and Student Services ○ Director of Marketing ○ Director of Financial Aid ○ Controller

<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies. 	<ul style="list-style-type: none"> • All required disclosure documents/reports • Commission reports • Applicable assessments • Interviews: <ul style="list-style-type: none"> ○ Vice Presidents
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> • College Ethics Policy • Academic Code • Applicable Board Policies • Board of Trustees Minutes • Purchasing and RFP Policies • Interviews: <ul style="list-style-type: none"> ○ President/VPs ○ Board Chair

STANDARD III: Design and Delivery of the Student Learning Experience

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

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<ul style="list-style-type: none"> • Program Review Guidelines • External accreditation reports • Advisory Committee minutes for Music and Culinary • Most recent Program Reviews • 5-year academic plan • Recommendations from External Reviewers • Written responses from administrators • Questionnaire to select students, community members, and faculty • Curriculum Committee Guidelines • Interviews: <ul style="list-style-type: none"> ○ Administrators/Deans ○ Lead faculty for new programs/concentrations
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> • designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; • designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; • designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; • designed, delivered, and 	<ul style="list-style-type: none"> • College Catalog • Faculty Handbook • Faculty questionnaire about orientation • Redacted syllabi, including CHS • Assessment results in consultation with WG5, including for online courses • IR data: completion rates all courses (online, classroom, CHS) • Program outcomes and course outlines • Contract • Teaching evaluation templates from deans • HR data showing FT vs. PT faculty • HR data turnover rate p/t faculty • IR data FTE • IR data about how many advisees are assigned to FT faculty across divisions • Survey to faculty • Questionnaire to faculty about professional development funds and the process of attaining them • Professional development guidelines • Professional development requests • Questionnaire to HR, VP of Academic Affairs, and division deans • Job descriptions

<p>assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <ul style="list-style-type: none"> designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	<ul style="list-style-type: none"> Interviews: <ul style="list-style-type: none"> Director of College in the High School Program Administrators about evaluation of faculty teaching practices Online teaching faculty Faculty (f/t and p/t) Vice President of Academic Affairs Division Deans Ellyn Delos
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<ul style="list-style-type: none"> Questionnaire to students who have been full-time for two years Questionnaire to evening students General student questionnaire about advising and registration processes IR: Completion rates, point at which students are dropping out IR data regarding percentage of students accessing Banner, DegreeWorks, email, and Blackboard College Catalog Curriculum worksheets Last four years of course offerings by semester IR data regarding number of students who are taking the second course in a sequence before passing the first, including students in developmental courses General Education criteria List of approved general education courses Curriculum Committee minutes Interviews:

	<ul style="list-style-type: none"> ○ Deans and faculty (rationale for order of courses on curriculum worksheets) ○ Students ○ Advising Center advisors ○ Registrar
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<ul style="list-style-type: none"> ● Questionnaire to faculty about library resources, including library staff ● Questionnaire to faculty about computer resources/teacher stations ● Survey to faculty about other learning opportunities ● Questionnaire to students about library and computer resources ● IT reports concerning bandwidth and Wi-Fi ● Questionnaire to students about various labs on campus ● Questionnaire to labs about student usage ● Faculty survey about funding for off-campus activities ● Student handbook (list of clubs) ● Club advisor surveys ● Course outlines ● Questionnaire to faculty about alternative assignments: concerts, experiential/applied learning, assignments, etc... ● Information about internships ● Blackboard library guides

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<ul style="list-style-type: none"> • IR completion rate data • IR registration data • Questionnaire to developmental faculty about integration of courses • Survey students in developmental classes concerning support services • S-Core and courses designated as S-Core • Survey of teaching faculty concerning S-Core knowledge and integration • Survey transfer services about transfer requirements • Survey alumni about success in transferring credits • Articulation agreements • Course syllabi • Assessment data for S-Core courses
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>N/A</p>

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	N/A
8. Periodic assessment of the programs providing student learning opportunities.	N/A

STANDARD IV: Support of the Student Experience

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

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<ul style="list-style-type: none"> • College Catalog • Admissions: Acceptance Packet • Website • View Books • Recruitment materials from each division • Advertising • Financial aid office material(s) • Orientation program & presentation(s) • Lobby Central (Academic Advisement) • Banner • Perkins Grant • FYS Syllabi • List of counseling programs • Degree works • Faculty survey • Retention Data • Graduation rates • Curriculum worksheets • Transfer and employment rates • Student handbook • Advising handbook • Interviews: <ul style="list-style-type: none"> ○ Admissions (Director, Asst. Director, Recruitment counselor{s}) ○ Director of Marketing and support staff ○ Division Deans ○ Financial Aid Director and support staff ○ Foundation staff ○ Dean of Enrollment Management & Student Success ○ Director of EOP and support staff ○ ADA Coordinator and support staff ○ Director of Academic Advisement and Advisors ○ Director of TRIO and TRIO staff ○ Counselors ○ Library staff ○ Testing Center Coordinator and support staff

	<ul style="list-style-type: none"> ○ Director of Academic Services and support staff/tutors ○ Assistant Dean of Academic Affairs ○ Tutor Coordinator & tutors ○ Dean of Enrollment Management & Student Success ○ Student affairs staff ○ Faculty ○ Director of Institutional Research, Assessment & Institutional Effectiveness ○ Registrar/Asst. Registrar and support staff ○ Career and Transfer office ○ Students
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<ul style="list-style-type: none"> ● Catalog ● Academic code ● Interviews: <ul style="list-style-type: none"> ○ Registrar’s office ○ Deans’ offices ○ Academic Vice President
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<ul style="list-style-type: none"> ● Website ● Forms from Registrar’s office ● Student handbook ● Catalog ● Academic Code ● Faculty Institute Schedules – FERPA workshops ● Interviews: <ul style="list-style-type: none"> ○ Registrar’s office ○ Student Affairs staff ○ Assistant Vice President of Administration
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<ul style="list-style-type: none"> ● Catalog ● Website ● SGA Bylaws – budget ● Organizational chart ● Interviews: <ul style="list-style-type: none"> ○ Marketing staff ○ SGA

	<ul style="list-style-type: none"> ○ VP of Administration ○ VP of Student Affairs ○ Student Activities Coordinator ○ Athletic Director ○ CCE Chairs ○ Deans – for any programs/activities related to academics ○ Director of Athletics
<p>8. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<ul style="list-style-type: none"> ● Existing MOU's with Third-Party Providers ● Interviews: <ul style="list-style-type: none"> ○ VP of Student Affairs ○ Director of Wellness & Support Services ○ Deans – academic related programs and activities
<p>9. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<ul style="list-style-type: none"> ● Student Affairs Assessment Plan ● Secret shopper(s) report(s) ● Interviews: <ul style="list-style-type: none"> ○ President's office ○ Student Affairs office ○ Deans ○ Students

STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

- Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results
- Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.</p>	<ul style="list-style-type: none"> • Mission statement • Strategic Plan • College Catalogue • Curriculum Maps • Program Learning Outcomes • Interviews: <ul style="list-style-type: none"> ○ Division Deans ○ Assistant VP for Academic Affairs
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	<ul style="list-style-type: none"> • College Catalogue • Assessment Plans and timeline • Assessment Reports • Program Reviews • Mission statement • Assessment Plans • Assessment Reports • Interviews: <ul style="list-style-type: none"> ○ Assistant VP for Academic Affairs ○ Division Deans ○ Director of IR

<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. implementing other processes and procedures designed to improve educational programs and services. 	<ul style="list-style-type: none"> • Assessment Plans • Assessment Reports • Program Reviews • Academic Affairs Budget Report (last three years) • College website • Student Services Plan • Retention and persistence data • Data on transfer and graduation rates • Interviews: <ul style="list-style-type: none"> ○ Assistant VP for Academic Affairs ○ Division Deans ○ VP for Academic Affairs ○ VP for Administration Retention ○ Assistant Director of Career & Transfer ○ Kathleen Freese, Admissions Office
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>NA</p>

<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<ul style="list-style-type: none">● Program Reviews● Assessment Plans/Reports● Interviews:<ul style="list-style-type: none">○ Assistant VP for Academic Affairs○ Division Deans
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STANDARD VI: Planning, Resources, and Institutional Improvement

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

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters
- Financial projections for the next two years.
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.
- Institutional strategic planning documents.
- Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<ul style="list-style-type: none"> • Strategic Plan • Mission statement and goals • Interviews: <ul style="list-style-type: none"> ○ Karen Hitchcock ○ Chair of Strategic Planning Committee
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<ul style="list-style-type: none"> • Assessment data • Interviews: <ul style="list-style-type: none"> ○ Director of IR ○ Asst. VP for Academic Affairs
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<ul style="list-style-type: none"> • Budget Policies and Procedures • Policies and Procedures • Human Resource Policies and Procedures • Interviews: <ul style="list-style-type: none"> ○ VP of Administration ○ Controller ○ Exec Director of Human Res.
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<ul style="list-style-type: none"> • Human Resource Policies and Procedures • Interviews: <ul style="list-style-type: none"> ○ Exec Director of Human Res.
<p>5. Clear assignment of responsibility and accountability.</p>	<ul style="list-style-type: none"> • Strategic Plan • Finance/Budget Policies and Procedures • Interviews: <ul style="list-style-type: none"> ○ VP of Administration ○ Controller
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<ul style="list-style-type: none"> • Facility Master Plan • IT Plan • Interviews: <ul style="list-style-type: none"> ○ Director of Facilities ○ VP of Administration

<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<ul style="list-style-type: none"> • Annual financial statements • Interviews: <ul style="list-style-type: none"> ○ VP of Administration ○ Controller
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<ul style="list-style-type: none"> • Strategic plan • Mission and goals • Use of facilities
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<ul style="list-style-type: none"> • Mission and goals

STANDARD VII: Governance, Leadership, and Administration

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

Assemble the following, as appropriate:

- By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
- Conflict of interest policies and other ethics policies of the Board.
- A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
- Organizational chart for the institution (names and titles of the individuals in each position)
- Succession planning for board members and senior leadership
- Processes and procedures relevant to governance, leadership, and administration
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<ul style="list-style-type: none"> • Organizational Charts • SUNY/CUNY “Joint Statement on Shared Governance” • Academic Senate Bylaws • Faculty Handbook • Board of Trustee Bylaws • Applicable college policies • FCCC governance resources (online) • Interviews: <ul style="list-style-type: none"> ○ Current and past SCCC governance leaders
<p>2. A legally constituted governing body that:</p> <p>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</p> <p>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</p> <p>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</p>	<ul style="list-style-type: none"> • BOT Professional Development Requests • Conflict of Interest Policy • Questionnaires (BOT members about Professional Development) • Assessment committee protocols and procedures • BOT bylaws • BOT meeting minutes and agendas • Mission and Goals policy • College’s Diversity and Inclusion Plan • BOT self-evaluations • Interviews: <ul style="list-style-type: none"> ○ Assistant Vice President of Academic Affairs and ask for applicable documents ○ Cross section of Student Affairs administration and staff ○ Cross section of Academic Affairs administration, Deans, Faculty (Assessment)

<ul style="list-style-type: none">d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution.	
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<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness. 	<ul style="list-style-type: none"> • Board of Trustees Evaluation tools • President's goals and objectives • Five Year Academic Plan • Five Year Enrollment Management Plan • Facilities Master Plan • Quarterly goals and objectives from President's cabinet • Interviews: <ul style="list-style-type: none"> ○ President ○ Vice President of Academic Affairs ○ Vice President of Administration ○ Executive Director of Human Resources ○ Academic Deans ○ Directors in Student Affairs/Enrollment Management and Student Success ○ IT Director
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; 	<ul style="list-style-type: none"> • Organizational Chart • Professional Development Budget • Professional Development requests for faculty and staff • Professional development approval process documents • Academic Senate bylaws • Interviews: <ul style="list-style-type: none"> ○ Vice President of Student Affairs ○ Vice President of Academic Affairs ○ Vice President of Administration

<p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<ul style="list-style-type: none"> • Personnel Policies of the Board of Trustees • Quarterly updates on leadership team member goals • Administration job descriptions • Interviews: <ul style="list-style-type: none"> ○ Executive Director of Human Resources ○ Faculty & Professional Staff

Institutional Initiatives & Initiative/Standards Crosswalk

The Steering Committee identified five Institutional Initiatives through which to focus their research into the college's compliance with the seven standards of affiliation. Each is tied to the mission statement and institutional goals of the strategic plan, and each is representative of current, ongoing activities.

Initiative/Standards Crosswalk

Initiatives & Standards Crosswalk	Standard I Mission and goals	Standard II Ethics and Integrity	Standard III Design and Delivery of the Student Learning Experience	Standard IV Support of the Student Learning Experience	Standard V Educational Effectiveness Assessment	Standard VI Planning, Resources, and Administration	Standard VII Governance, Leadership, and Administration.
Initiative 1 SCCC will expand access and increase student success by providing deliberate, diligent start-to-completion guidance for all students.	X	X	X	X	X	X	
Initiative 2 SCCC will ensure a relevant and coherent curriculum.	X		X		X	X	X
Initiative 3 SCCC will strengthen community partnerships in order to bolster work force development, further expand educational pathways, and enrich the cultural life of the community.	X	X	X	X	X		
Initiative 4 SCCC will enhance its commitment to campus diversity, inclusion, and equity.	X	X	X	X	X	X	X
Initiative 5 SCCC will invest in campus renewal, including physical facilities and technological capacities.	X		X	X	X	X	X

Alignment of SCCC Mission Statement with Institutional Initiatives Used for Self-Study

		Elements of SCCC Mission Statement							
		Inclusive	Collaborative	Excellence in Teaching	Excellence in Learning	Quality Support Services	Personalized Approach to Education	Empowers Students	Engages Our Community
SCCC Institutional Initiatives Used for Self-Study	Initiative I: Start-to-completion Guidance		X	X	X	X	X	X	
	Initiative II: Relevant and Coherent Curriculum			X	X			X	
	Initiative III: Community Partnerships	X	X						X
	Initiative IV: Diversity, Inclusion, and Equity	X	X	X	X	X	X	X	X
	Initiative V: Facilities and technological Capacities			X	X			X	X

Alignment of Requirements for Affiliation with Standards for Accreditation

	Compliance Review Process	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Requirement 1 Authorization to operate	X							
Requirement 2 Institution is operational	X							
Requirement 3 Graduating one class before accreditation	X							
Requirement 4 Communicating with Commission in English	X							
Requirement 5 Compliance with Government policies, regulations and requirements	X							
Requirement 6 Complying with Commission policies	X							
Requirement 7 Mission and goals		X						
Requirement 8 Systematic evaluation of all programs				X	X	X	X	
Requirement 9 Student learning programs				X		X		
Requirement 10 Institutional planning		X		X	X	X	X	
Requirement 11 Financial resources			X				X	X
Requirement 12 Governance structure			X					X
Requirement 13 Governing board conflicts of interest			X					X
Requirement 14 Governing board providing information	X							
Requirement 15 Faculty				X				

Process for Review and Comment

The Steering Committee conceives of the creation of the final decennial self-study document as a collaborative process that involves the entire college community. Accordingly, the Steering Committee and the working groups will assure that the community has numerous opportunities to contribute to its development and to review its findings.

Levels of Review

Working Group Review: All members of the Working Groups (WGs) will review all reports, including attachments, that the group submits to the Steering Committee (SC) in order to ensure that their findings of fact are appropriately documented, that statements of evaluation and recommendation are supported by appropriate evidence, and that all fruitful areas of overlap with the college's Strategic Plan have been identified. Should unresolved conflicts arise among individual members of these groups, the matter should be brought to the designated resource staff member or to the co-chairs of the Steering Committee for resolution.

Second Working Group Review: The SC will identify for each group a second WG to review, when possible, its documents, prior to its submitting them to the SC. Members of the second WG will review appropriate documents with the above-stated criteria in mind. (WG2 will review the work of WG1, WG3 of WG2, WG4 of WG3, WG5 of WG4, WG6 of WG5, WG7 of WG6, and WG1 of WG7.)

Steering Committee Review: WGs report to the SC. The SC will review submitted documents to ensure that they contain no errors of fact or omission, that all statements of fact are properly documented, and that all statements of evaluation and recommendation are supported by appropriate evidence. Further, it will review all documents to ensure that they are consistent with each other with respect to matter of fact and evaluation and that all fruitful areas of linkage to the college's Strategic Plan have been identified. The SC will also ensure that no conflicts of fact or inconsistent evaluations and recommendations arise among the several reports of the WGs.

The Vice President for Academic Affairs Review: The Vice President of Academic Affairs and her staff will also review all WG reports as well as the various drafts of the final report, with an eye, especially, to errors of fact or omission of appropriate information. The Vice President of Academic Affairs will also serve to resolve conflicts that arise between various WGs and the SC.

President and Board of Trustees Review: The President will review all self-study documents, including all drafts of the final report. He will direct his comments to the Vice President of Academic Affairs and to the Co-chairs of the SC. At his discretion he will submit documents to the Board of Trustees (BOT) for review and comments. Comments from the BOT will be conveyed, through the President's office, to the Vice President of Academic Affairs and to the Co-chairs of the SC.

Community Review: The Working Groups and the Steering Committee will ensure that the entire college community has multiple opportunities through a variety of means, e.g., open forums and community-wide postings of reports, to contribute to and to comment on committee documents. The *SCCC Middle States Self-Study Webpage* will be available on the college website and will serve as a source for the college community to read updates and review committee documents.

Communication Strategies

The *Middle States Self-Study Site* is designed to provide a depository for documents needed for the Middle States Self-Study process. It is our hope that the site will provide a secure, transparent, convenient archive for all documents and information as the Steering Committee and Working Groups continue their efforts. The site provides areas for each Working Group to compile minutes, agendas, drafts of research questions, relevant documents, and drafts of final reports. You will also find areas for Steering Committee minutes and agendas, as well as overall supporting documents, guides, and past reports. The site may also be used for communication among Steering Committee and Working Group constituents.

In order to facilitate communication about the Self-Study process among various campus constituents, the Steering Committee has set up *SCCC Middle States Self-Study Webpage* where faculty, professional staff, students, alumni, the trustees, administrators, and community members may find continual updates. In addition, Steering Committee Co-chairs regularly give updates to the Academic Senate; they make formal presentations to the Board of Trustees and to the SCCC Foundation; and in a series of monthly email updates, open forums and at the President's "Coffee and Conversations," they update and solicit feedback from the wider college community, including students. In Spring 2017, the Steering Committee is becoming more expansive to include students, alumna, and community members so that we can gather their input and feedback on the self-study process.

In years two and three of our self-study process, we will continue to update and gather feedback from campus constituents and community members, specifically in regard to Working Group reports and the Self-Study itself.

Communication Plan

Objectives	Audiences	Methods	Timings
To share data, documents and research results and communicate in a secure, transparent and convenient manner	Steering Committee Members and Working Group Members	Middle States Self-Study Site	Spring year 2017-Fall 2018
To update campus audiences about the Self-Study process	Students	SCCC Middle States Self-Study Webpage; open forums; presentations to Student Government Association (SGA); include SGA representative on Steering Committee; President's "Coffee and Conversations"; President's weekly newsletter; monthly email updates	Continuous updates to the webpage; reports to SGA each academic term; periodic forums
	Alumni and community members	SCCC Middle States Self-Study Webpage; alumni and community representatives on Steering Committee; updates in alumni newsletter and emails, advisory committee reports	Continuous updates to webpage; Alumni newsletter: periodic updates
	Faculty	SCCC Middle States Self-Study Webpage; open forums; faculty representatives on Steering Committee; updates at Faculty Senate meetings; President's "Coffee and Conversations"; President's weekly newsletter; monthly email updates	Continuous updates to webpage; reporting of faculty representatives to divisions; monthly updates at Faculty Senate meetings
	Board of Trustees	SCCC Middle States Self-Study Webpage; presentations at BOT meeting	Monthly updates by the President; periodic updates at BOT meetings by Self-Study co-chairs
	Administration/Staff	SCCC Middle States Self-Study Webpage; open forums; President's "Coffee and Conversations"; President's weekly newsletter; monthly email updates	Continuous updates to webpage; President's Weekly Newsletter: periodic updates

Communication Plan (continued)			
<u>Objectives</u>	<u>Audiences</u>	<u>Methods</u>	<u>Timings</u>
To gather feedback about Working Group reports	Students	Feedback from SGA representative on Steering committee after sharing updates on Working Group reports; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018
	Alumni and community members	Feedback by alumni and community representatives on steering committee; updates in alumni newsletter and emails; advisory committee reports	Fall, 2018
	Faculty	Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty Senate meetings; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018
	Board of Trustees	Feedback from board members after periodic reports	Fall, 2018
	Administration/Staff	Feedback about relevant Working Group reports by administrative and staff representatives on Steering Committee; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018
To gather feedback about the draft Self-Study	Students	Open Forum led by SGA member of Steering Committee; feedback by SGA Steering Committee representative; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018
	Alumni and community members	Feedback by alumni and community representatives on steering committee; updates in alumni newsletter and emails, advisory committee reports	Fall, 2018
	Faculty	Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty Senate meetings; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018
	Board of Trustees	Feedback gathered after periodic reports at BOT meetings	Fall, 2018
	Administration/Staff	Feedback by administrative and staff representatives on Steering Committee; feedback from open forums; monthly email updates; President's "Coffee and Conversations"	Fall, 2018

Editorial Style

In order to ensure consistency in style and format, each working group should adhere to the following style guidelines.

Word Processing Application	Microsoft Word 2013
Font	Calibri
Font Size	12 pt. font
Line Spacing	Single space for body of report; two-line return under headings and between paragraphs
Indentation	No indentation of paragraphs
Margins	Standard 1-inch margins on top, bottom, left, and right
Justification	Left justified
Page Numbering	Bottom center within a footer
Spacing between Sentences	Single space after period
Numbering	Microsoft Word 2013 automatic numbering, with period after number
Bullets	Black bullet; flush left
Chapter Headings	Bolded; underlined; centered
Section Headings	Bolded; underlined; flush left
Sub-Section Headings	Bolded; flush left;
Sub-Sub-Section Headings	Bolded; italicized; flush left
Sub-Sub-Sub Section Headings	Italicized; flush left
Acronyms	Acronyms for organizations, offices, etc. may be used in the body of the document. The first time an acronym is introduced, it must accompany the full name and be set off in parentheses. Thereafter, the acronym may stand alone. Ex. Schenectady County Community College (SCCC)
Tense	Present tense (though other tense may be used when appropriate)
Footnotes	Bottom of page; consecutively numbered throughout each document

Timeline for Design Document Creation: Fall 2016
Steering Committee Agenda

All Meetings to take place in ELS 130 between 1:00-3:00, unless otherwise indicated by asterisks. Note well that some meetings might be shorter than the scheduled time allowed.

***Tues. Aug. 30, 2-3:30 Meeting 1: Initial Meeting:

Review of the Self-Study Process

Review of the Standards

Review of the Timeline

Approve slates of WG members

Distribution of Preliminary Draft of Self-Study Design Document

Friday, September 9, Meeting 2: Report on Organizational Challenges from Working Groups
Discussion of Steering Committee Structure

Friday, September 30, Meeting 3: WG Reports on Proposed Questions for Research
Alignment with Strategic Plan

Friday, October 14, Meeting 4: Finalize WG Research Questions

***Friday, October 21, 1:30-3:30, Meeting 5: WG Reports on Preliminary Plans for Research
(questionnaires, needed documentation, etc.)

Friday, November 4, Meeting 6: WG Reports on Preliminary Plans for Research

***Friday, November 18, 1:30-3:30: Meeting 7: SC approves WG plans

Friday, December 2: Meeting 8: SC reviews Institutional Initiatives & develops
Initiatives/Standards crosswalk

Friday, December 16, 1:30-3:30: Meeting 9: WG review of Documentation Roadmap

Timeline for Self-Study and Evaluation through 2019

Fall 2016

Kick-off Meeting for Steering Committee; Steering Committee Charged
Kick-off Meeting for Working Groups; Working Groups Charged
Working Groups hone research questions for Self-Study
Steering Committee Co-chairs & VP of Academic Affairs attend MSCHE Self-Study Institute
Steering Committee identifies Institutional Initiatives & develops Initiatives/Standards
Crosswalk
Steering Committee coordinates open forum for community input on Institutional Initiatives
WG Reports on Preliminary Plans for Research
Steering Committee Approves WG Plans for Research
MSCHE Liaison schedules preparation visit for Spring 2017

Spring 2017

Steering Committee Finalizes Self-Study Design
Self-Study Design vetted by College Community
Design Document sent to MS Staff Liaison
MSCHE Liaison Visit and Reviews Self-Study Design
Working Groups begin the work of research and reporting for each Standard
Supporting documents continue to be identified and assembled
Steering Committee discusses preliminary reports and identifies gaps in the research

Fall 2017

Working Groups continue research and reporting for each Standard
Steering Committee discusses reports and identifies gaps in the research

Spring 2018

Working Groups finish their final drafts of reports (February)
Co-chairs, with Steering Committee oversight, assemble complete first draft of Self-Study report (May)

Summer 2018

Co-chairs edit first draft
Edited first draft of Self-Study sent to Evaluation Chair

Fall 2018

Edited First draft to MSCHE Team Chairs and to SCCC campus community for comments (September)
Evaluation Chair review drafts of Self-Study Report
Co-chairs, with Steering Committee oversight, assembles second draft of Self-Study report (October)
Evaluation Chair makes preliminary campus visit four months prior to Evaluation Team visit (November)

January 2019

Steering Committee finalizes Self-Study report

Final Self-Study report sent to Evaluation Team (six weeks prior to team visit)

Spring 2019

Evaluation Team visit (March)

Final documentation submitted to MSCHE by April 15

College responds to Evaluation Team visit

Summer 2019

MSCHE action

Profile of the Visiting Evaluation Team

Several aspects of Schenectady County Community College's distinctive structure and setting should be considered when recruiting members for the visiting team. The college serves a diverse population of students, many from under-represented populations. It has strong programs in the Culinary Arts, Music, Business, Criminal Justice and Law, Liberal Arts, Workforce Development, and growing new STEM offerings. An active member in the Achieving the Dream network, the College provides many incoming students with developmental and pre-college courses to promote college readiness and success. The College has made a substantial commitment to creating a culture of evidence and to using technology to support teaching and learning, as well as to improve student access and success. It is a leader in the Capital Region in economic and workforce development and has built effective community partnerships. The College has been successful in acquiring regional and state grant funding to support its mission and goals and is currently strengthening its capacity to secure greater public and private funding.

The visiting team should include members who understand these important aspects of the College, including the interaction between the College and System (in this case, SUNY System). Therefore, from the College's perspective, the Chair of the visiting team, as well as most of its members, should be from two-year, comprehensive institutions. The team should have some knowledge of the College's flagship academic programs, which include:

- Culinary Arts;
- Craft Beer Brewing;
- Performing Arts: Music;
- Audio Recording Technology;
- Nanoscale Materials Technology;
- M & S: Nanoscale Science & Engineering Concentration; and
- Biotechnology.

The College is also unique in that it offers Air Traffic control in a live setting and an Aviation transfer program. Our liberal arts and science, as well as our business program, are solid programs with strong enrollment.

In addition, the visiting team should be diverse group with expertise in:

- a community college within a system context;
- providing quality educational programs and offerings that prepare students for college; employment, transfer, and citizenship;
- serving students in a metropolitan setting;
- participating in Achieving the Dream network and other student success initiatives;
- designing curricula that support access and success;
- institutional diversity, inclusion, and equity;
- using data to follow student progress and articulate the ways in which information systems can be mined to help faculty and staff;

- economic development, including an understanding of the relationship of a community college to the community it serves;
- grants and fundraising; and
- leveraging community partnerships.

The College's peer institutions within the Middle States region include:

- Camden County Community College
- Reading Area Community College
- Fulton-Montgomery County Community College
- Atlantic Cape Community College
- Community College of Baltimore County College
- Bergen Community College
- Hudson County Community College
- Mercer County Community College
- Salem Community College

Appendix I: SCCC Programs

Degree	Program	Dept
AA	LA:H&SS: Communication Concentration	LA
AA	LA:H&SS: Drama Concentration	LA
AA	LA:H&SS: English Concentration	LA
AA	LA:H&SS: History Concentration	LA
AA	LA:Humanities & Social Sciences.....	LA
AA	LA:H&SS: Psychology Concentration (new Fall 2017)	LA
AA	LA:H&SS: Sociology Concentration (new Fall 2017).....	LA
AAS	Accounting.....	B&CJ
AAS	Air Traffic Control	MST&H
AAS	Alternative Energy Technology	MST&H
AAS	Biological Technician	MST&H
AAS	Business Administration	B&CJ
AAS	Business Administration – Casino	B&CJ
AAS	Casino & Gaming Management	H
AAS	Casino & Gaming Hospitality.....	H
AAS	Chemical Dependency Counseling	LA
AAS	Computer Information Systems	MST&H
AAS	Computer Networking Systems & Cyber Security.....	MST&H
AAS	Craft Beer Brewing (new Fall 2016).....	H
AAS	Craft Spirit Distillation (pending SUNY, SED approval).....	H
AAS	Criminal Justice.....	B&CJ
AAS	Early Childhood.....	LA
AAS	Emergency Management	B&CJ
AAS	Fire Protection Technology	B&CJ
AAS	Hospitality and Tourism Management.....	H
AAS	Hotel and Restaurant Management.....	H
AAS	Hotel and Restaurant Management- Beverage Concentration	H
AAS	Human Services	LA
AAS	Music Audio Technology	M
AAS	Nanoscale Materials Technology	MST&H
AAS	Paralegal	B&CJ
AAS	Supply Chain Management	B&CJ
AOS	Culinary Arts	H
AS	Aviation Science (Pilot).....	MST&H
AS	Aviation Science (Non-Pilot).....	MST&H
AS	Biotechnology.....	MST&H
AS	Business Administration	B&CJ
AS	Computer Science.....	MST&H
AS	Criminal Justice.....	B&CJ
AS	Human Services	LA
AS	M &S: Nanoscale Science & Engineering Concentration	MST&H

Degree	Program	Dept
AS	Mathematics and Science	MST&H
AS	Nursing*	MST&H
AS	Nutrition	MST&H
AS	Performing Arts - Music	M
AS	Science.....	MST&H
AS	Science: Biology Concentration.....	MST&H
AS	Teacher Education Transfer	LA
Cert.	Assistant Chef	H
Cert.	Bank Financial Security and Money Laundering Prevention (pending SUNY, SED approval)	B&CJ
Cert.	Chemical Dependency Counseling	LA
Cert.	Computer Repair and Networking	MST&H
Cert.	Craft Beer Brewing (new Fall 2016).....	H
Cert.	Craft Spirit Distillation (pending SUNY, SED approval).....	H
Cert.	Criminal Justice.....	B&CJ
Cert.	Digital Music and Beats Production (new Fall 2016).....	M
Cert.	Early Childhood.....	LA
Cert.	Entrepreneurship	B&CJ
Cert.	Fire Science.....	B&CJ
Cert.	General Business	B&CJ
Cert.	Health Studies	MST&H
Cert.	Hospitality and Tourism	H
Cert.	Mechatronics.....	MST&H
Cert.	Medical Coding and Billing	MST&H
Cert.	Music	M
Cert.	Teaching Assistant.....	LA

*Belanger School of Nursing/SUNY SCCC Joint Program

Appendix II: SCCC Revenues and 2017 Capital Projects Funding

Schenectady County Community College Adopted Operating Budget – Revenues

	2016-17
Student Tuition	
Student Tuition, Full-Time	\$ 7,029,154
Student Tuition, Part-Time	\$ 3,302,546
College in the High School	\$ 781,820
Total Student Tuition	<u>\$11,113,520</u>
 Other Revenues	
Service Fees	\$ 1,943,879
Interest & Earnings	\$ 300
Rental - Real Property	\$ 135,000
Unclassified Revenues	\$ 162,300
Total Other Revenues	<u>\$ 2,241,479</u>
 State Aid	
State Aid for Operating Expenses	\$ 9,894,501
Total State Aid	<u>\$ 9,894,501</u>
 Revenue in Lieu of Local Sponsor Share	
Charges to Non-Residents	\$ 263,500
Charges to Other Counties	\$ 2,665,529
Total Revenue in Lieu of Local Sponsor Share	<u>\$ 2,929,029</u>
 Sponsoring County Contribution	
Sponsoring County Contribution for Operating Expenses	\$ 2,183,481
Total Sponsoring County Contribution	<u>\$ 2,183,481</u>
 Total Revenues	<u>\$28,362,010</u>
 Appropriated Fund Balance	<u>\$ 300,000</u>
 Total Revenues and Appropriated Fund Balance	<u>\$28,662,010</u>

2017 Schenectady County Community Capital Projects

	Total Appropriation	County Funding	State Funding
Final Phase of Elston Hall Building Upgrades (additional)	\$ 2,160,000	\$1,080,000	\$1,080,000
Facilities Master Plan Update	\$ 30,000	\$ 15,000	\$ 15,000
Sidewalk Extensions for Emergency Exits	\$ 40,000	\$ 20,000	\$ 20,000
Stockade Building Heating and Cooling	\$ 76,000	\$ 38,000	\$ 38,000
Begley Building Entrance Door Replacement	\$ 90,000	\$ 45,000	\$ 45,000
Total	\$ 2,396,000	\$1,198,000	\$1,198,000

Appendix III: Review Guidelines for Research Questions

Working groups proposed revisions to the research questions that were presented in a preliminary draft of the "Self-Study Design" and in some cases, proposed entirely new ones. In so doing, they looked carefully at "Linking the Design and Self-Study to Commission Standards and Expectations," which is Chapter 4 of the MSCHE document entitled "Self-Study: Creating a Useful Process and Report."⁶ The Commission asserts:

[a] certain amount of description is necessary in a self-study report to demonstrate compliance with accreditation standards. Whenever possible, however, existing documents (with brief explanations) should be cited within the report as evidence. Very few research questions should ask for purely descriptive responses. Those that do should be balanced by questions that require evaluation and judgment.

For example, 'What is our admissions policy?' is not an evaluative question, and can be answered by reference to the institution's bulletin or other existing documents. The working group should concentrate its efforts on answering such questions as:

- How effective is the admissions policy in producing the students we want?
- Are the goals of the admissions process for the institution sufficiently clear, realistic, and consistent with the institution's mission?
- Are retention goals consistent with long term strategic and financial planning?
- What do demographic trends suggest will be the future of the institution's student base, how is the institution positioning itself to respond to any anticipated changes, and what else should it consider doing?

MSCHE provides the following checklist of good practices in framing self-study research questions:

Ask:

- Questions that stimulate thinking about important topics
- Questions that allow the self-study to address the standards through the lens of specific institutional traits, developments or issues
- Questions that require evaluation and judgment
- Questions that connect standards and different dimensions of the institution

Avoid:

- Questions with obvious answers
- Questions with yes/no answers
- Unanswerable questions

⁶ This document is available on the Middle States Self-Study Site.

- Questions that directly mirror the Fundamental Elements of a standard"

In short, ask SMART questions:

Specific
Measurable
Achievable
Realistic
Timely.