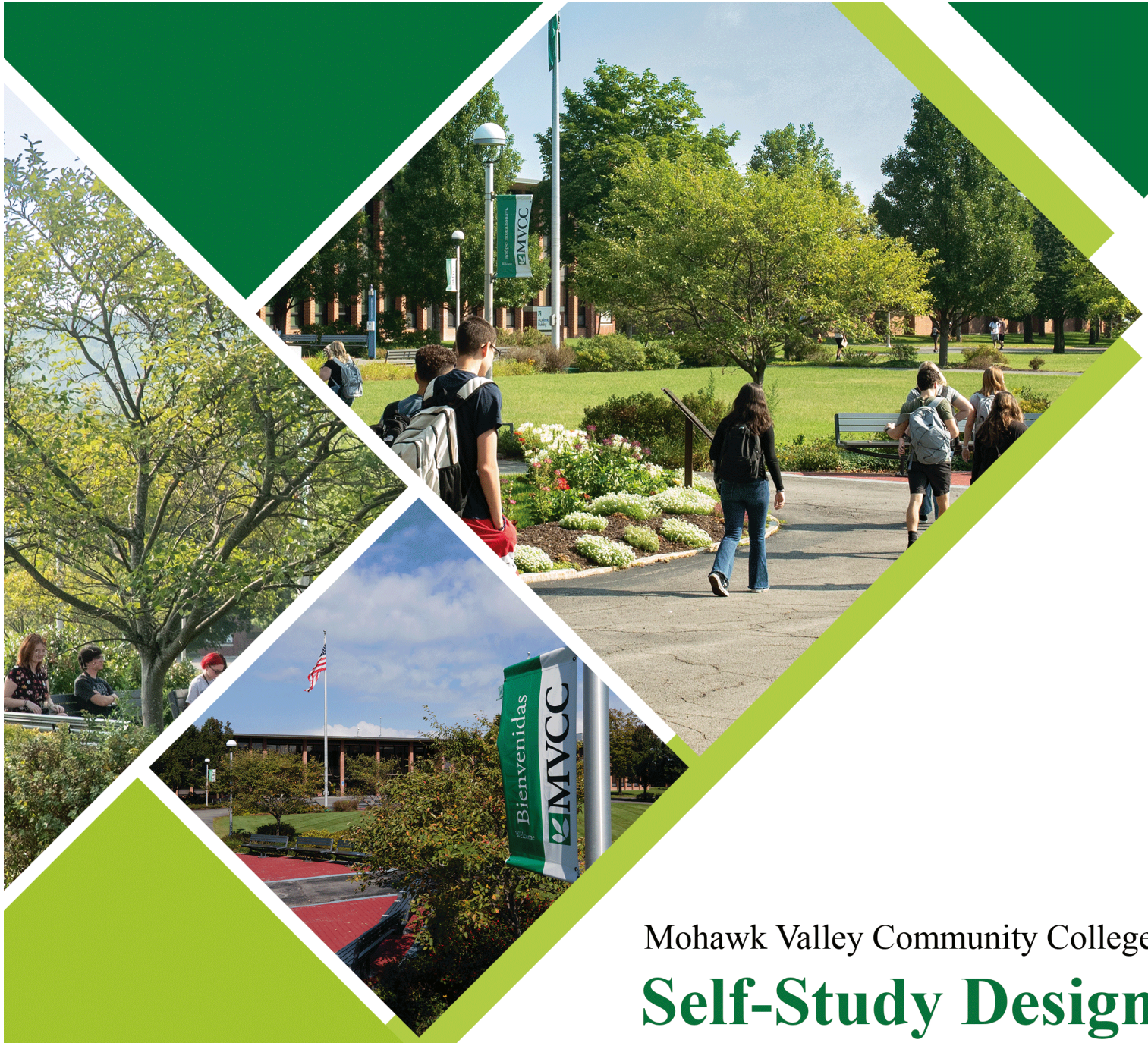

Mohawk Valley Community College

Self-Study Design

Presented to

Middle States Commission on Higher Education

May 29, 2025

MVCC
MOHAWK VALLEY COMMUNITY COLLEGE

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I. INSTITUTIONAL OVERVIEW

History

Mohawk Valley Community College (MVCC) was the first community college established in New York State. Founded in 1946 as the New York State Institute of Applied Arts and Sciences at Utica, it was one of five post-secondary institutions established on an experimental basis after World War II. The two-year public college offered programs leading to technical and semi-professional employment in business and industry. For nearly 80 years, MVCC has evolved to become the largest college between Syracuse and Albany, and the region's primary provider of college education and non-credit training.

Today, MVCC is a comprehensive, publicly funded community college, associated with the State University of New York (SUNY) and authorized to award the Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, Associate in Occupational Studies degree, as well as certificates and microcredentials in a broad range of studies approved by the New York State Education Department and SUNY. The College awards degrees and certificates that prepare students to enter technical and semi-professional careers or for transfer to further college study in the wide-ranging fields of science, technology, healthcare, business, social service, education, and many more. The College, which spans two campuses – a main campus located in the city of Utica, N.Y., and a branch campus located in the city of Rome, N.Y. – offers more than 80 credit program options and 319 non-credit workforce training pathways for more than 19,000 (full- and part-time) credit and non-credit students.

Mission, Vision, and Values

The College Mission Statement is: Mohawk Valley Community College provides accessible, high-quality educational opportunities to meet the diverse needs of our students. We are the community's college, committed to student success through partnerships, transfer and career pathways, and personal enrichment.

The College Vision Statement is: Transforming lives through learning.

The College Values were developed in 2014 by faculty, staff, and students from across the College. In 2021, the Board of Trustees approved an Employee Credo Statement developed by a workgroup of faculty and staff to illustrate how these values guide the College's service to the community each day. Every word was written by members of the College community and approved through our shared governance processes. These words bring to life how those who work and study on campus feel about MVCC, so each one can find their own way to say, "I am MVCC."

The College Values are: Model the Way, Inspire Confidence, Encourage Excellence, and Embrace Community, and the Credo Statement follows:

Each member of the MVCC community commits to:

1. Making every interaction an opportunity to engage in building trust and creating positive relationships.
2. Recognizing that everyone deserves the courtesy of their respect and undivided attention.
3. Fostering a culture of inclusion and excellence.
4. Making teamwork and clear communication essential to our success.

And strives to:

1. Be the best version of their self every day and assist anyone who needs help.
2. Listen to others and respond with truth and tactful candor.
3. Communicate effectively and give others the benefit of the doubt.
4. Foster an environment of shared responsibility by holding themselves and others accountable for our individual and collective work.

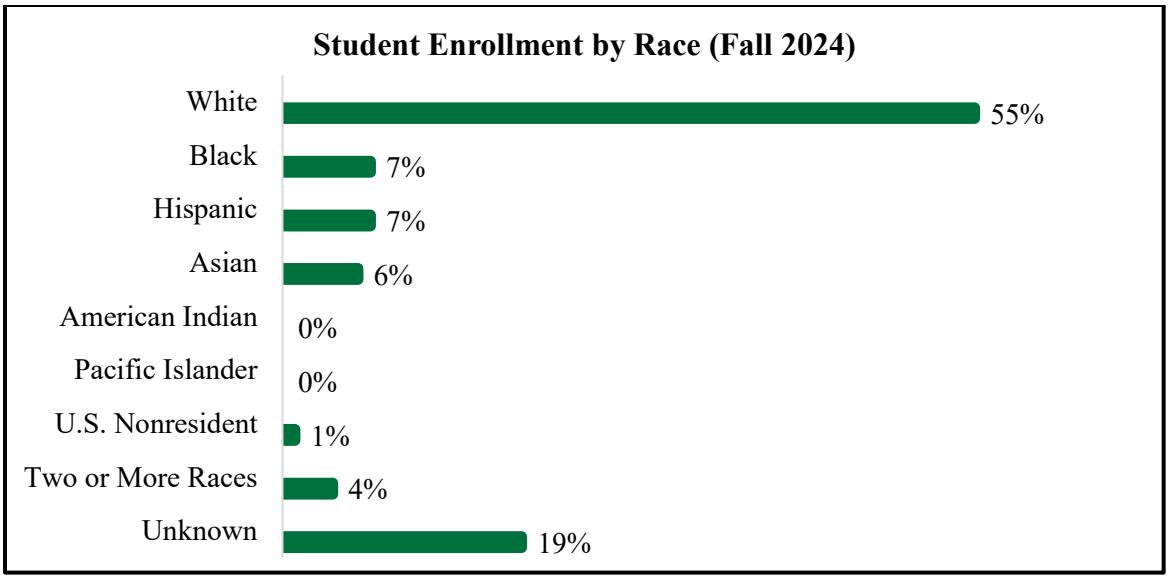
Institutional Profile

Mohawk Valley Community College's academic programs, along with a comprehensive array of business and student support services, are delivered by an employee base comprising both full- and part-time faculty and staff. MVCC has five collective bargaining unit contracts. Teaching faculty and some professional staff sectors are represented by the MVCC Professional Association (PA), which is affiliated with New York State United Teachers (NYSUT). Classified staff employees are represented by the United Public Service Employees' Union (UPSEU). Some administrative positions are represented by the Association of Mohawk Valley Administrators (AMVA), which is affiliated with the School Administrators Association of New York State (SAANYS). Adjuncts and part-time professional staff are represented by the MVCC Adjunct and Part-time Association (APA), which is affiliated with NYSUT.

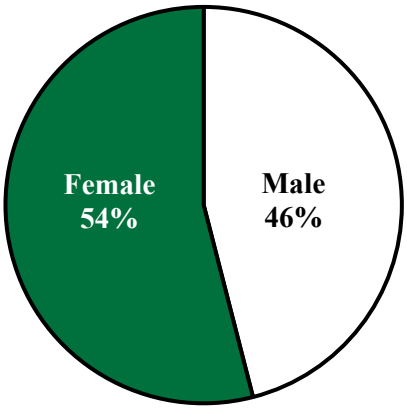
The College is primarily funded through the combination of student tuition, county-sponsored contributions, and state aid. Ancillary financial support is received from public and private grants, an active private-sector fundraising program through the MVCC Foundation, and the business activities of the MVCC Auxiliary Services Corporation. The following chart depicts key financial metrics for the College for the 2021 through 2024 fiscal years.

Financial Metric	FY21	FY22	FY23	FY24	% Change (FY21-FY24)
Revenues	$57,166,202	$57,845,548	$59,394,891	$63,952,317	11.9%
Expenses	$50,729,894	$58,885,011	$54,083,452	$64,263,712	26.7%
Fund Balance	$8,604,223	$9,275,111	$9,244,261	$9,808,616	14.0%

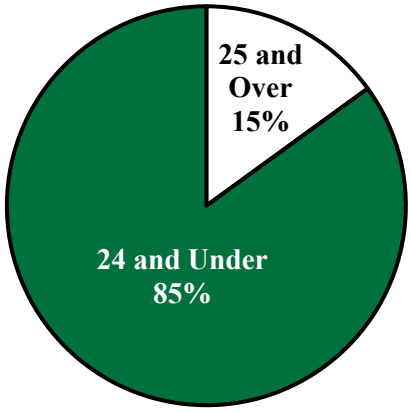
MVCC serves a diverse student population. As of fall 2024, 81% of the student body at MVCC was eligible to receive a Pell Grant to help finance their college education. Despite the high number of Pell-eligible students, MVCC maintains the highest three- and four-year graduation rates and the third-highest two-year graduation rate among the 16 open enrollment SUNY community colleges. The following charts further demonstrate the diverse MVCC student population. The following charts contain unaudited pre-IPEDS data for fall 2024.



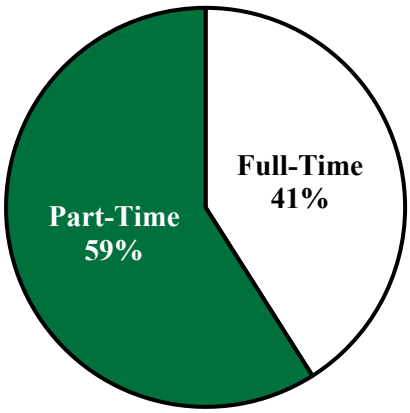
Student Enrollment by Gender (Fall 2024)



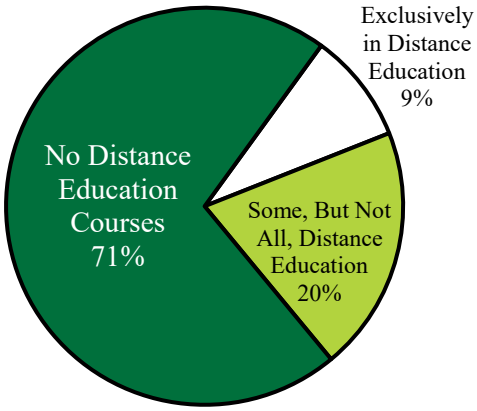
Student Enrollment by Age (Fall 2024)



Student Enrollment by Status (Fall 2024)



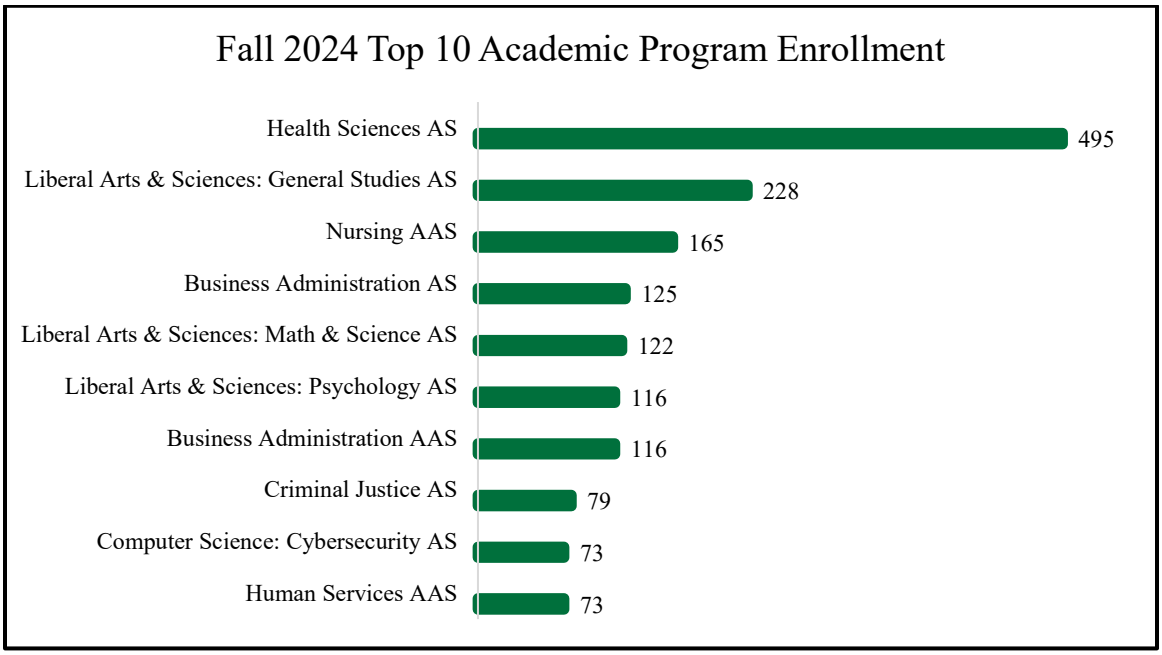
Student Enrollment by Course Modality (Fall 2024)



The following chart includes a snapshot of the credit and noncredit enrollment trends over the last four years. Total credit enrollment includes students taking courses on campus and online, as well as dual credit courses in local high schools. Total noncredit enrollment includes students in community, workforce, and pre-college programs offered by MVCC, which are explained in greater detail in the Community Impact section of this report. The numbers are unduplicated by category; however, they are not unduplicated across categories, meaning that if a student is taking both credit and non-credit courses simultaneously, they would be counted in both categories. This reinforces the increasing complexity of how we serve the community and define an expanded student profile.

Annual Headcount	FY21	FY22	FY23	FY24	% Change (FY21-FY24)
Credit Campus/Online	4,533	4,348	4,344	4,737	4.5%
Dual Credit in HS	3,906	3,806	3,894	4,036	3.2%
Total Credit	**8,439**	**8,154**	**8,238**	**8,773**	**4.0%**
Total Noncredit (Community, Workforce, and Pre-College Programs)	**4,955**	**7,283**	**9,829**	**9,342**	**88.5%**
Total Annual Headcount	**13,394**	**15,437**	**18,067**	**18,115**	**35.2%**

MVCC also maintains a high level of diversity in its educational offerings. MVCC currently offers more than 80 academic programs across its seven Academic Schools, and the success of these offerings is demonstrated by the extent to which student enrollment is distributed throughout the entire spectrum of programs. As of the fall 2024 semester, the top declared degree major was Health Sciences AS, with 495 students enrolled. Other majors in the top 10 most enrolled programs at the College include degrees housed within the School of Business and Hospitality, School of Humanities, School of Public and Human Services, School of STEM Transfer, and School of Health Sciences. The following chart shows a breakdown of the top 10 most enrolled programs at the College as of fall 2024.



In 2019, MVCC began offering microcredentials designed to provide targeted skills and knowledge in specific areas. These programs offer focused, competency-based training that allows students to develop specific skills in a shorter timeframe compared to traditional degrees or certificates. MVCC offers more than 30 microcredentials across the College, and they can be stacked to subsequently earn a related certificate or degree, allowing students to easily continue their education at MVCC after attaining a microcredential. In addition to the College's degree and certificate programs, MVCC's Center for Corporate and Community Education (CCED) offers non-credit training in a variety of areas such as business, technology, healthcare, the trades, personal enrichment, youth development, and customized training solutions for local employers.

MVCC demonstrated its commitment to student access, equity, and completion when it entered the American Association of Community Colleges (AACC) (2017-2019) and the State University of New York's (2018-2020) Guided Pathways grant initiatives. Guided Pathways is a national reform movement for community colleges nationwide. It is inspired by more than five years of applied research at the Community College Research Center (CCRC) at Columbia University that culminated in the book, *Reinventing America's Community Colleges*. The Guided Pathways philosophy is built on four pillars for colleges to help students choose a path, get on a path, stay on a path, and achieve meaningful outcomes. Since 2018, MVCC has utilized the Guided Pathways philosophy to redesign its academic and support structures and strengthen its student success infrastructure. Faculty, staff, and administration worked to implement new student-focused intake and onboarding processes. Work was conducted to redesign processes related to prior learning assessment (PLA), student communication, developmental education, and academic placement. In addition, faculty and staff worked to design new processes regarding Universal Design for Learning (UDL) and the design, analysis, and assessment of academic programs. Recommendations were made by examining processes and policies through the student lens with an eye toward embedding a philosophy of equity and inclusion. Implementation teams were created to bring recommendations to fruition. As always with Guided Pathways work, the implementation teams were charged with design principles that included the directive, "The foundation of all Guided Pathways work is equity and inclusion. When implementing any recommendation, the team should ensure that the processes, policies, and systems are designed with equity and inclusion in mind and as a primary goal."

To build upon this foundation, MVCC continues to measure the effectiveness of its strategies by examining key student success metrics over time. The following charts contain graduation, transfer, and retention rates for the last four years, offering insights into the ongoing efforts to support student achievement. (For graduation and transfer rates, the fall 2018 through 2021 cohorts are represented. For retention rates, the fall 2020 through 2023 cohorts are represented. For the most recent year, unaudited pre-IPEDS data is used.)

Student Achievement Metric	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	% Change (2018-21)
Number of Students in Cohort	1,142	1,115	830	852	-25.4%
150% Graduation Rate	**34.2%**	**32.6%**	**34.7%**	**37.9%**	**3.7%**
Transfer Rate	**11.8%**	**10.9%**	**11.9%**	**10.7%**	**-1.1%**

Fall-to-Fall Retention Metric	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort	% Change (2020-23)
Number of Students in Cohort	830	852	909	953	14.7%
First-Time, Full-Time, Degree/Certificate-Seeking	**58.8%**	**62.0%**	**60.3%**	**59.5%**	**0.7%**
Number of Students in Cohort	92	88	93	100	8.7%
First-Time, Part-Time, Degree/Certificate-Seeking	**33.7%**	**36.4%**	**53.8%**	**49.0%**	**15.3%**

In addition to academics, the College has national championship programs in men's and women's intercollegiate athletics, a perennial Five-Star Phi Theta Kappa Honor Society chapter, and comprehensive professional enrichment and wellness programs for faculty and staff. The College also continues to provide a variety of cultural events that are available to students and the community.

Community Impact

Community is at the heart of MVCC's Mission Statement. The College has launched numerous efforts to reach the community's underserved residents – those at the highest risk and with the highest needs. Community programs offered by MVCC are extensive and serve diverse populations.

A series of community focus groups held to inform enrollment strategy called for the College to disrupt itself to better reach underserved adult populations. As a result, MVCC created the Free FastTrack (FFT) workforce development model to address gaps in the traditional education system by offering free, short-term, skill-based training that leads directly to quality jobs with clear extended career pathways. Since January 2023, more than 100 students have enrolled in FFT courses every month (more than 2,600 total and counting), with a 70% completion rate, 60% of whom reside in the region's urban centers, are students of color, and are aged 25 or older. The FFT model's grassroots outreach with simple and easy registration processes, wraparound holistic supports, braiding of more than 17 funding streams, and the creative blend of credit (25%) and non-credit (75%) offerings have expanded MVCC's reach into the community.

Recognizing that more than 60% of MVCC's students are Pell-eligible, MVCC's College-Community-Connection (C3) program was launched in 2016 through an initial SUNY grant to establish one of the first three food pantries in the state. It quickly expanded beyond the food pantry to support students facing non-academic barriers, such as housing issues, transportation (bus passes and gas cards), and other basic needs that could impede their ability to complete their education. Since its inception, the program has grown significantly, serving hundreds of students each semester and positively impacting retention rates. Services offered to students through the C3 program include a food pantry, procurement of school supplies and hygiene products, technology assistance, employment assistance, child/elder care, tax preparation resources, housing and utilities assistance, legal aid resources, health insurance guidance, and a direct line to a social worker at the County Social Services department.

MVCC provides educational programming at the Marcy Correctional Facility, a medium-security institution. This initiative allows inmates to work toward an associate degree in Business Administration, enabling them to complete their degrees before their sentences end. The program is designed for male inmates at Marcy Correctional Facility, specifically focusing on those who are under 55 years of age at the time of enrollment and have fewer than 5.5 years remaining on their sentences. Classes are scheduled to meet one to two times per week, amounting to three hours of instruction each week. The facility has designated three time slots daily for educational activities, thereby supporting full-time student status for

the inmates. To further support these educational initiatives, additional services are made available. For example, academic advisement will be offered, though to a limited degree, by the faculty. Rather than holding traditional office hours, instructors will be accessible before and after class to address individual student progress and concerns.

MVCC partners with The Arc, Oneida-Lewis Chapter, a local human services agency, to offer CollegeWorks, a two-year, non-credit vocational training program designed for people with developmental disabilities. The Arc approached MVCC with the idea for the program and since the program's inception in 2005, CollegeWorks has proudly graduated more than 180 individuals, equipping them with valuable life skills and empowering them to pursue meaningful employment, independence, and integration into our communities.

In 2021, Mohawk Valley Institute for Learning in Retirement (MVILR), a 25-year-old membership organization committed to providing local retirees with rich learning opportunities, moved from the SUNY Polytechnic Institute campus to MVCC's Rome campus through a partnership with MVCC's Center for Corporate and Community Education. Rather than competing with one another in the lifelong learning space for seniors, a collaborative MOU was developed to leverage the strengths of both organizations and better serve the community. In 2024-25, MVILR had 220 active regular members taking classes during their fall and spring semesters and an additional 130 non-members attending special programs and public events.

MVCC is committed to empowering students by offering a robust PLA program that recognizes the value of learning through non-traditional academic avenues. By leveraging diverse PLA mechanisms, MVCC provides students with opportunities to earn college credit for knowledge gained through professional experience, independent study, military training, industry-recognized certifications, and other non-traditional avenues. Key components of the program include Credit for Experiential Learning (CEL), which evaluates professional and life experiences, credit by exam, articulation of transfer credits from other institutions, and recognition of military training through ACE recommendations. Additionally, MVCC facilitates various non-credit to credit pathways, enabling learners to convert completed workforce development programs, certifications, and industry-recognized credentials into college credits. These credit-earning opportunities help accelerate students toward earning a degree and serve as a jumping-off point for adult learners who had participated in the workforce or miliary prior to seeking formal post-secondary education at a reduced cost.

MVCC and Oneida-Herkimer-Madison (OHM) BOCES have established a strategic partnership aimed at creating pathways to gainful employment for students at Middle Settlement Academy (MSA). These students, considered alternative education students, have been placed outside the conventional educational environment due to behavioral or credit recovery needs. The conventional approach has been effective in helping OHM BOCES guide these students toward high school completion. However, once these students graduate, they often lack the necessary support systems, resulting in a resurgence of behavioral issues and inadvertently becoming part of the school-to-prison pipeline. In this collaborative effort, MSA students reside on MVCC's Utica campus during their 12th-grade year, receiving support from OHM BOCES staff to fulfill high school requirements. Upon the program's inception in fall 2023, 47 MSA students received interventions, with a targeted expansion to accommodate 125 students by fall 2030. Crucially, MVCC has seamlessly integrated its support structure into the MSA students' senior year curriculum while also offering advanced training opportunities with a career-focused approach. The overarching aim is to ensure that, even after OHM BOCES' support services conclude upon high school graduation, MVCC's support

system remains. This sustained support helps mitigate behavioral regression and provides ongoing assistance to this student population as they make the transition into the workforce.

MVCC and the International Brotherhood of Electrical Workers (IBEW) Local 43 have joined forces to build an education pathway for IBEW Local 43 members. The partnership provides apprentices in the IBEW Local 43's five-year training program with an Electrical Service Technician AOS degree from MVCC at no cost.

MVCC's Pre-Employment Transition Services, supported by the New York State Office of Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR), helps students with disabilities, typically between the ages of 14 and 21, successfully transition from high school to post-secondary education or employment. These services are designed to enhance career planning, skill development, and overall independence for students with disabilities, helping them build a foundation for future career success.

Prior to 2014, the Mohawk Valley Region was the only economic region in New York without a state Innovation Hot Spot designation. MVCC successfully applied to receive the grant and designation to create thINCubator (The Home for Innovative New Companies) and make it the hub of the entrepreneurship and ecosystem in the Mohawk Valley region. For the past decade, it has served as the regional state Innovation Hot Spot and provides resources such as mentorship, facility access, and support to entrepreneurs. Through programs like the Refinery accelerator, it supports the creation and growth of new businesses. thINCubator helps about 22 ventures annually, and its services have been pivotal in shaping the local ecosystem. MVCC's thINCubator is also home to the Mohawk Valley Small Business Development Center (SBDC), which provides free one-to-one business counseling, training, and research assistance to small business owners in the Mohawk Valley. The SBDC assists local entrepreneurs with accessing funding, starting their business, developing business plans and financial budgets, and marketing. MVCC is the only community college in the state to hold the Regional Innovation Hot Spot designation and one of eight SUNY community colleges to host the regional SBDC. Additionally, the Mohawk Valley is the only one of the 10 economic development regions in the state to maximize the resources by co-locating their Innovation Hot Spot and SBDC operations.

Similarly, MVCC is the only community college in the state to hold the designation for the regional Manufacturing Extension Partnership (MEP). Adjacent to MVCC's thINCubator is the Advanced Institute for Manufacturing (AIM). AIM's mission is to support small- and medium-sized manufacturers in the Mohawk Valley region by offering training, consulting, and technology services. These services aim to foster new product development, reduce costs, and enhance efficiency and profitability. To date, AIM has contributed to the creation and retention of over 1,500 jobs.

MVCC is the New York State headquarters for FIRST (For Inspiration and Recognition of Science and Technology) Tech robotics. During the pandemic, FIRST Tech was losing its host location and considering leaving the Utica area, but MVCC was able to become the host institution in 2021. Each year, the College hosts 10 tournaments and two regional qualifiers for more than 1,000 students in grades 6-12 to compete in robotics and STEM-related competitions. Each March, MVCC hosts the regional championship where 32 teams compete across the state.

STEP (Science and Technology Entry Program) at MVCC encourages female, minority, and otherwise underrepresented high school students to enter the science and technology fields and serves approximately 150 students per year.

The Educational Opportunity Program (EOP) at MVCC provides access, academic support, and financial assistance to students who are both economically and academically disadvantaged but have the potential to succeed in college. The program is designed to help students overcome these barriers by offering services such as personalized academic advisement, tutoring and mentoring, financial assistance, and workshops and development programs.

Team MVCC, an effort initiated and coordinated by College employees, promotes community activities and engagement by College stakeholders. Team MVCC's main purpose is to promote community activities that provide visibility and meaningful contribution of participants on behalf of the College. Throughout the year, Team MVCC participates in community events that help bring MVCC faculty, staff, and students together for local causes and showcase the College's commitment to our local area.

These are just a sample of MVCC's extensive efforts to partner within the community to serve those who too often experience service gaps and limited opportunities. The College is committed to making a difference for those who need hope and help the most.

Preparation for 2027 Self-Study

In fall 2023, MVCC began preparing for the 2027 MSCHE Self-Study. A Planning Team was formed consisting of the Vice President for Learning and Academic Affairs, the Accreditation Liaison Officer/Executive Director of Organizational Culture and Wellness, Assistant Vice President of Learning and Academic Affairs, the Self-Study Co-Chairs, Executive Director of Equity and Inclusion, and Coordinator of Assessment and Academic Programming. This Planning Team was responsible for establishing a timeline, creating a process to capture evidence, initiating communication and training to the College about the self-study process, and discussing the membership of the Working Groups.

In fall 2024, members of the Planning Team attended various workshops at the 2024 MSCHE Annual Conference to learn accreditation best practices. Additionally, during fall 2024, the ALO and Self-Study Co-Chairs participated in the MSCHE Self-Study Institute to learn about the process for developing the Self-Study Design (SSD). The SSD was written by members of the Planning Team throughout fall 2024. The first draft of the SSD was sent to Vice President of Institutional Field Relations, Dr. Ryan Harnett, in February 2025. After receiving feedback about MVCC's SSD during Dr. Hartnett's Self-Study prep visit in April 2025, the SSD was further revised, and a final draft was submitted in May 2025.

In October 2024, a call for volunteers was sent to all full-time employees to establish membership on seven Working Groups charged with gathering evidence and writing a report for each of the MSCHE Standards for Accreditation. In December 2024, the Planning Team finalized membership of the Working Groups and established co-chairs for each of the seven standards. In February 2025, the Self-Study Co-Chairs met with the Steering Committee to charge them and review expectations for the self-study process. Between March-May 2025, the Self-Study Co-Chairs met with each of the seven standard Working Groups to charge them and review the Self-Study Design.

MVCC received no recommendations from the MSCHE Evaluation Team following the 2018 Self-Study. When submitting the 2018 Self-Study Report to MSCHE, MVCC proactively self-identified 24 institutional commitments for improvement. Of these, the Evaluation Team endorsed seven and offered

collegial advice on an additional four areas. In response, MVCC pledged to implement processes that support continuous improvement and has since taken deliberate steps to track and address each commitment. A detailed spreadsheet has been maintained to document every commitment, its alignment with the relevant MSCHE standard, the responsible party, actions taken, and supporting evidence of progress. This spreadsheet, managed by the Accreditation Liaison Officer (ALO), serves as a central resource for monitoring and summarizing these efforts, which will be addressed in the 2027 Self-Study Report. The spreadsheet will be shared with the Working Groups preparing for the 2027 Self-Study.

In keeping with the spirit of continuous improvement, the ALO and Self-Study Co-Chairs will compile the findings of the 2027 Self-Study, along with any recommendations or collegial advice provided by the MSCHE Evaluation Team, into the existing MSCHE Commitment Self-Study spreadsheet. The ALO will collaborate with key stakeholders to ensure that the recommendations and collegial advice are addressed, and that appropriate processes are implemented to support alignment with the identified areas for improvement.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

Mohawk Valley Community College's Strategic Planning Process involves a futurist council called HawkVision, an Annual Planning Council, a Diversity Council, a Strategic Enrollment Management Task Force, and an Institutional Effectiveness Council. MVCC's Mission and Strategic Framework are measured through 10 Key Performance Indicators (KPIs).

MVCC's Strategic Framework has five pillars with related metrics that drive the annual plan. The College's strategic goals, which will be used as institutional priorities for the MSCHE self-study process, are as follows:

1. **Increase Student Completion**
2. **Strengthen the Educational Pipeline**
3. **Advance Diversity and Inclusiveness**
4. **Develop the Workforce and Community**
5. **Improve Operational Excellence**

The first institutional priority to **Increase Student Completion** includes objectives to increase fall-to-fall retention, graduation, and student success rates, as well as assess general satisfaction and goal achievement.

The second institutional priority to **Strengthen the Educational Pipeline** includes objectives to strengthen outreach efforts to K-12 schools, partnerships with bachelor and graduate program partners, and transfer success.

The third institutional priority to **Advance Diversity and Inclusiveness** includes objectives to advance diverse faculty, staff, and student recruitment and services, as well as strengthen UDL practices for course delivery.

The fourth institutional priority to **Develop the Workforce and Community** includes objectives to deepen collaborations and applied learning opportunities with industry and governmental partners, address

regional workforce needs through curricula development, and improve post-graduation employment and income outcomes.

The fifth institutional priority to **Improve Operational Excellence** includes objectives that support operational functions and efficiencies that will improve the overall operation of the institution.

MVCC's strategic planning, budgeting, and resource allocation process was transformed through the reformation of the Strategic Framework, and MVCC continues to utilize assessment results, examined through an equity lens, to make necessary improvements to its planning and resource allocation processes.

The following table displays the alignment of the self-study institutional priorities with the elements of MVCC's Mission: *Mohawk Valley Community College provides accessible, high-quality educational opportunities to meet the diverse needs of our students. We are the community's college, committed to student success through partnerships, transfer and career pathways, and personal enrichment.*

Elements of the Mission Statement	**Priority 1: Increase Student Completion**	**Priority 2: Strengthen the Educational Pipeline**	**Priority 3: Advance Diversity and Inclusiveness**	**Priority 4: Develop the Workforce and Community**	**Priority 5: Improve Operational Excellence**
Accessible, high-quality educational opportunities to meet diverse needs	X	X	X	X	
The community's college		X	X	X	
Student success through partnerships	X	X		X	X
Transfer and career pathways	X	X	X	X	
Personal enrichment			X	X	X

The next table displays the alignment of the self-study institutional priorities with the Middle States Commission on Higher Education Standards for Accreditation:

Standards for Accreditation	**Priority 1: Increase Student Completion**	**Priority 2: Strengthen the Educational Pipeline**	**Priority 3: Advance Diversity and Inclusiveness**	**Priority 4: Develop the Workforce and Community**	**Priority 5: Improve Operational Excellence**
I. Mission and Goals	X	X	X	X	X
II. Ethics and Integrity	X		X		
III. Design and Delivery of the Student Learning Experience	X	X	X	X	
IV. Support of the Student Experience	X	X	X	X	X

V. Educational Effectiveness Assessment	X	X	X	X	
VI. Planning, Resources, and Institutional Improvement	X	X	X	X	X
VII. Governance, Leadership, and Administration		X	X		X

Model for Self-Study

MVCC has chosen to adopt the comprehensive self-study review model and will utilize the lens of the Mission Statement and Strategic Framework to focus the work to examine the College's compliance with the Middle States Standards for Accreditation and Requirements of Affiliation.

III. INTENDED OUTCOMES OF THE SELF-STUDY

While an obvious intended outcome of the self-study process is to demonstrate compliance with the Middle States Standards, the College will also focus on the institutional priorities identified through the strategic planning process. Therefore, the intended outcomes for the MVCC Self-Study are to:

1. Demonstrate how MVCC currently meets the Commission's Standards for Affiliation (Fourteenth Edition) and provides evidence by standard in alignment with the Evidence Expectations by Standard; and
2. Leverage periodic assessments through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals; and
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met; and
4. Identify, through an evaluative analysis, both strengths and weaknesses within College initiatives that are specifically designed to meet the five strategic goals and share findings with the teams overseeing these initiatives.

IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

MVCC's Self-Study Team is organized into a Steering Committee consisting of 17 individuals comprising a representative cross-section of the College. The Self-Study Co-Chairs were personally invited to participate by President Randall VanWagoner. The Self-Study Co-Chairs are Anne Nolan, Director of Compliance, and Ross Wittenberg, Assistant Professor of Accounting and Business in the School of Business and Hospitality. The Steering Committee members were invited by the Self-Study Co-Chairs

with assistance from the College President and Vice Presidents. Given that the student tenure is generally shorter than the self-study process, we chose not to have students serve as standing members on the Steering Committee but will have opportunities for engagement through open forums as the self-study progresses.

A call for interested participants for the Self-Study Working Groups was communicated during professional development offerings, with three email communications inviting full-time employees to serve on a Working Group, and through periodic College Updates authored by the College President during the fall 2024 semester. The Self-Study Co-Chairs, President, Vice President of Learning and Academic Affairs, and the Accreditation Liaison Officer (ALO) drafted a list of additional members of the College to invite to participate so that the Working Groups would provide broad representation of the College community. The Steering Committee will hold its inaugural meeting in February 2025 to charge the Working Group Co-Chairs and provide an overview of the self-study process. While inclusion of all stakeholders on the Working Groups is not possible, MVCC intends to hold focus groups and/or open forums for students, external advisory committee members, community partners/employers, and Board of Trustee members.

The membership of the Steering Committee and the seven Working Groups is depicted in the tables below. In addition is a list of individuals identified as having institutional knowledge and expertise who comprise the Self-Study Resource Team. This group of individuals will serve as resources for the Working Groups as they conduct their research and write their reports. Finally, there is a small Editorial/Writing Team who, along with the Self-Study Co-Chairs, will be responsible for taking the Working Group drafts and merging them into a cohesive, comprehensive final Self-Study Report.

Self-Study Steering Committee

Self-Study Steering Committee		
ALO	Jill Heintz *Executive Director of Organizational Culture and Wellness*	
Self-Study Co-Chairs	Anne Nolan *Director of Compliance*	Ross Wittenberg *Assistant Professor, School of Business and Hospitality*
Co-Chairs for Working Groups		
I. Mission and Goals	Holly Doty *Director of Student Records & Registrar*	Sean Davis *Associate Professor, School of STEM Transfer*
II. Ethics and Integrity	Ashleigh Frank *Secretary to the President*	Jennifer DeWeerth *Dean of the Rome Campus and Community Outreach*
III. Design and Delivery of the Student Learning Experience	James Roberts *Associate Professor, School of Humanities*	Dina Radeljas *Associate Professor, School of Public and Human Services*
IV. Support of the Student Experience	Ibrahim Rosic *Assistant Dean of the School of STEM and Director of the Learning Commons*	Grace Costello *Student Support Advisor, School of Business and Hospitality*

V. Educational Effectiveness Assessment	Erica Brindisi *Associate Professor, School of STEM Transfer*	Venancio Fuentes *Instructor, School of STEM Career*
VI. Planning, Resources, and Institutional Improvement	Cory Albrecht *Director of Advanced Institute for Manufacturing*	Christine Van Namee *Associate Professor, School of Business and Hospitality*
VII. Governance, Leadership, and Administration	Sam McManus *Assistant Professor, School of Humanities*	Gloria Karol *Assistant to the President and Secretary to the Board of Trustees*

Self-Study Resource Team

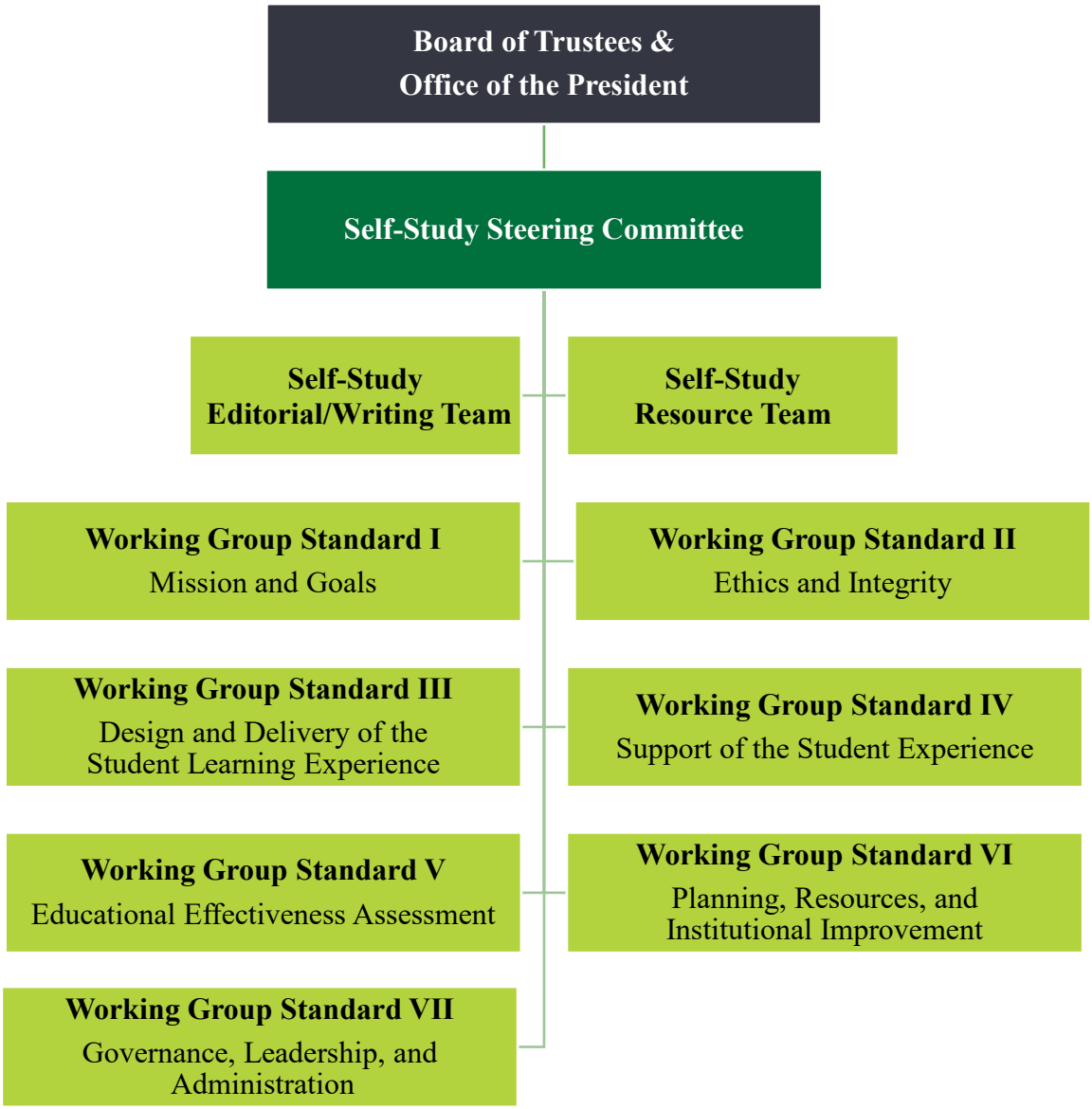
Self-Study Resource Team	
Assessment Liaison	Bradley Dixon, *Coordinator of Assessment and Academic Programming*
Board of Trustees' Secretary	Gloria Karol, *Assistant to the President and Secretary to the Board of Trustees*
Controller	Julianne Cardone, *Controller*
Educational Technologies	Norma Chrisman, *Manager of Education Technologies*
Human Resources	Crystal Marceau, *Executive Director of Human Resources*
Director of Institutional Research and Analysis	TBD, *Director of Institutional Research and Analysis*
Annual Planning Council Chair	James Maio, *Dean, Student Enrollment and Development*
College Senate Chair	Christine Miller, *Professor, School of Art*
Student Activities & Residential Life	Dennis Gibbons, *Dean of Student Life*
Website Support	Chrono Ho, *Multimedia Developer*
Technical Support	Mary Jane Parry, *Executive Director of Information Technology*

Self-Study Writing/Editorial Team

Self-Study Writing/Editorial Team	
Formatting	Norma Chrisman, *Manager of Educational Technologies* Jennifer Fanelli, *Marketing Communications Strategist*
One Voice Writer	Lew Kahler, *Vice President for Learning and Academic Affairs* Adam Palmer, *Director of Special Projects* Jennifer Fanelli, *Marketing Communications Strategist*
Editor	George Searles, *Professor, School of Humanities*

Editorial Assistance	Lew Kahler, *Vice President for Learning and Academic Affairs* Adam Palmer, *Director of Special Projects* Jennifer Fanelli, *Marketing Communications Strategist*
Layout	Jennifer Fanelli, *Marketing Communications Strategist*

The following chart represents MVCC's organizational structure for the self-study process:



Working Group Charges

Each of the Self-Study Working Groups is charged with conducting a comprehensive review of reports, documents, institutional data, and other sources of evidence related to the assigned accreditation standards. Each team will use this evidence to address the relevant lines of inquiry in a written report to demonstrate compliance with accreditation standards. The Working Groups will direct requests for additional evidence to the Resource Team and will also prepare periodic deliverables for the Steering Committee.

Each Working Group is responsible for attending to the specific criteria outlined in the MSCHE Standards for Accreditation and Requirements of Affiliation. While the Steering Committee maintains general oversight of the Working Groups, the individual Working Groups are autonomous in assessing compliance with Middle States Standards criteria and analyzing the shared areas of focus.

The Working Groups will evaluate how well the College meets Middle States Standards for Accreditation and Requirements of Affiliation. Through this analysis, the Working Groups will identify institutional strengths (commendations) and areas for potential improvement and innovation (commitments).

Each Working Group is responsible for identifying proposed commitments for continuous improvement and commendations as they relate to its assigned standard. As draft reports are submitted, the Steering Committee will serve as the initial review body, evaluating and providing feedback on the suggested commitments and commendations. Following this review, the President's Cabinet will conduct the final review and approval of the compiled list.

The charges to the Working Groups are as follows:

- Develop a shared understanding of the Middle States Standards for Accreditation and Requirements of Affiliation and the criteria under the standard assigned to its Working Group
- Participate in orientation and ongoing meetings beginning spring 2025
- Document all meetings and store minutes in designated Microsoft Teams channel
- Identify, collect and analyze evidence, conduct interviews, and draft reports for the Steering Committee in adherence to the Self-Study timeline
- Address lines of inquiry to ensure thorough coverage of both accreditation standards and institutional priorities
- Validate that collected evidence fully supports both the accreditation standards and institutional priorities
- Identify actionable commitments and commendations
- Submit deliverables and report drafts using provided templates and style guidelines
- Understand that each Working Group's final report will contribute to the Self-Study Report and may be modified during integration

Working Group 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.

Member	Title at MVCC
Holly Doty (co-chair)	Director of Student Records & Registrar
Sean Davis (co-chair)	Associate Professor, School of STEM Transfer
Barbara Seaton	Technical Assistant, School of STEM Transfer
Joann DeTraglia	Professor, School of Business and Hospitality

Jess Wilkie	Dean of the School of Humanities
Shaina Stafford	College Services Associate, Library
Courtney Taurisano-Sprague	Director of Development, Institutional Advancement
Zachary Steffen	Small Business Development Center (SBDC) Regional Center Director
Kirsten Edwards	Technical Assistant, Admissions
Rhona Patterson	Upward Bound Program Coordinator
James LaValla	Storekeeper, Facilities & Operations
Amir Harbas	Helpdesk Analyst, Information Technology
Jerad Zarnoch	Senior Building Maintenance Mechanic

Lines of Inquiry:

- To what extent are various College stakeholders engaged in the processes of developing, measuring, and assessing the College's mission and goals?
- How effective are the mechanisms for regularly evaluating and updating the College's mission and goals in response to internal and external influencing factors?
- To what extent are the College's mission and goals integrated into decision making and institutional improvement across the College (i.e., budgeting, organizational culture, institutional practices, student success)?
- How well do the College's mission and goals reflect its identity, core values, and priorities as the community's college?

Working Group 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.

Member	Title at MVCC
Ashleigh Frank (co-chair)	Secretary to the President, Office of the President
Jennifer DeWeerth (co-chair)	Dean of the Rome Campus and Community Outreach
Amanda Miller	Associate Professor, School of STEM Transfer
Michael Faitell	Professor, School of Humanities
Milo Cameron	Librarian & Instructor, Library
Peggy Axel	Library Cataloging Coordinator
Nancy Wallace	Associate Director of Human Resources for Employment and Compensation

Sara Heinrich	Coordinator of Workforce Development, SUNY Apprenticeship Program
Alexandra Almanzar	Assistant Registrar
Amanda Roy-Small	Assistant to the Vice President of Student Affairs
Caitlyn Graham	Senior Financial Aid Advisor
David Marlenga	College Services Associate, Business Office
Fred Huening	Mail Courier
Ryan Barsuch	Supervising Public Safety Officer & Peace Officer

Lines of Inquiry:

- How effective are the College's policies and procedures (i.e., Board of Trustees and HR policies) at upholding a climate of ethics and integrity?
- To what extent does the College promote and foster a culture of diversity, equity, and inclusion?
- How well does the College ensure ethical standards and integrity in its public communications, advertisements, recruiting materials, and internal communications?
- To what extent does the College promote affordability and accessibility for students? How effective are efforts to ensure students understand funding, value vs. costs, and responsible decision-making regarding debt?

Working Group Standard III: Design and Delivery of the Student Learning Experience

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

Member	Title at MVCC
James Roberts (co-chair)	Associate Professor, School of Humanities
Dina Radeljas (co-chair)	Associate Professor, School of Public and Human Services
Alisia Pooley	Associate Professor, School of Health Sciences
Jessica Norris	Financial Aid Advisor
Jocelyn Ireland	Librarian & Associate Professor, Library
Melissa Barlett	Professor, School of STEM Transfer
Michael Brown	Assistant Professor, School of Health Sciences
Stacey Day	Instructor, School of Health Sciences
Sarah Lam	Executive Dean of Community and Workforce Development

Rachel Golden	Student Support Advisor, School of Art
Sheila Flihan	Assistant Vice President of Learning and Academic Affairs
Vincent Pellizzi	Manager of Information Technology Administrative Computing Services
Amit Sharma	Associate Professor, School of STEM Transfer

Lines of Inquiry:

- To what extent do the College's academic programs ensure appropriate content, rigor, and coherence across all delivery modalities and instructional sites?
- How effective are the College's systems for assessing student learning outcomes in both general education and program-specific contexts, and how are these results used for continuous improvement?
- To what extent are faculty qualifications, instructional resources, and professional development opportunities sufficient to support the delivery and assessment of high-quality academic programs?
- How effective are the College's career and transfer programs in aligning with local workforce needs and facilitating seamless transfer to four-year institutions?

Working Group Standard IV: Support of the Student Learning 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.

Member	Title at MVCC
Ibrahim Rosic (co-chair)	Assistant Dean of the School of STEM and Director of the Learning Commons
Grace Costello (co-chair)	Student Support Advisor, School of Business and Hospitality
Tabitha Carter	Coordinator of Distributed Learning, Educational Technologies
Jennifer Krohn	Professor, Athletics & Athletic Trainer
Melissa Thomas	Associate Professor, School of Public and Human Services
Dustin Swiss	Technical Assistant, School of Business and Hospitality
Daniel Eddy	Student Support Advisor, School of Humanities
Liz Doherty	Coordinator of Career Services
Michelle Sebastian	Community Resource Specialist
Rachel Simonds	Student Support Advisor, School of Humanities
Dennis Gibbons	Dean of Student Life

Valarie Day	Financial Aid Advisor
Vanessa Cole	Accessibility Resources Transitional Support Specialist
Teresa Kneller	Office Manager, Auxiliary Services

Lines of Inquiry:

- To what extent do the College's student support services—including advising, counseling, extracurricular activities, and academic interventions—contribute to student retention, success, and achievement of educational goals?
- How effective are the College's recruitment, admissions, and retention strategies in ensuring that enrolled students align with institutional goals and are supported throughout their academic journey?
- To what extent does the College use data to identify at-risk student populations and implement evidence-based strategies to improve equitable outcomes for all student populations?
- How effective are the College's processes for ensuring students receive timely, accurate, and ethical information related to financial aid, academic advising, transfer, prior learning assessment, and student records?

Working Group Standard V: Educational Effectiveness Assessment

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

Member	Title at MVCC
Erica Brindisi (co-chair)	Associate Professor, School of STEM Transfer
Venancio Fuentes (co-chair)	Instructor, School of STEM Career
Adam Palmer	Director of Special Projects
Angie Christian	Associate Professor, School of Health Sciences
Devin Sonne	Instructor, School of STEM Transfer
Michael Kuczynski	Assistant Professor, School of STEM Transfer
Robert Huyck	Professor, School of Business and Hospitality
Shane McGovern	Director of the Center for Accelerated Pathways
Sharon Rogge	Coordinator of Research and Analysis, Institutional Research and Analysis
Andrew Carpenter-Brockway	Director of Pre-Employment Transition Services (ETS) Programs
Bradley Dixon	Coordinator of Assessment and Academic Programming

Jake Mihevc	Assistant Vice President of Learning and Academic Affairs
Marissa Flo	Assistant Payroll Manager
James Maio	Dean, Student Enrollment and Development

Lines of Inquiry:

- To what extent are student learning outcomes aligned across institutional, program, and course levels, and how well do they reflect the College's mission and educational goals?
- How effective are the College's assessment practices in measuring student achievement and informing decisions that improve teaching, curriculum, and academic programs?
- To what extent are assessment results integrated into institutional planning, budgeting, and professional development to enhance student learning and success?
- How effective are the College's processes for evaluating and continuously improving its assessment systems to ensure they remain meaningful, sustainable, and actionable?

Working Group 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.

Member	Title at MVCC
Cory Albrecht (co-chair)	Director of Advanced Institute for Manufacturing
Christine VanNamee (co-chair)	Assistant Professor, School of Business and Hospitality
Deanna Ferro-Aurience	Executive Director of Institutional Advancement and the MVCC Foundation
Aaron Lewis	Assistant Professor, School of Business and Hospitality
Breanne Rathbun	Tutor & Mentor for Mathematics, Learning Commons
James Sunderhaft	Assistant Registrar
Sandy Mead-Shepardson	Financial Systems Accountant
James Willey	Business Consultant, Small Business Development Center
Michael Adamo	Director of Financial Aid
Monica Brown-Hodkinson	Student Support Advisor, School of Public and Human Services
Tracy Coulson	Director of Student Accessibility and Wellness
Julianne Cardone	Controller
Sergey Myalik	Manager of End-User Computing

Lines of Inquiry:

- To what extent are institutional and departmental goals clearly communicated, regularly assessed, and used to inform planning, budgeting, and resource allocation in alignment with the College's mission?
- How effective are the College's planning and improvement processes in integrating institutional effectiveness, student success, diversity, equity, and inclusion, and responsiveness to future trends?
- To what extent are the College's financial, human, physical, and technological resources adequate, efficiently utilized, and sustainable to support institutional priorities and operations?
- How effective are the College's systems of accountability, including compliance monitoring, audit response, and performance evaluation, in ensuring responsible governance and continuous improvement?

Working Group 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 a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Member	Title at MVCC
Sam McManus (co-chair)	Assistant Professor, School of Humanities
Gloria Karol (co-chair)	Assistant to the President and Secretary to the Board of Trustees
Anna Radlowski	Associate Professor, School of STEM Transfer
Louise Charbonneau	Librarian & Professor, Library
Melissa Copperwheat	Dean of the School of Health Sciences
Stephen Frisbee	Director of College Libraries
Vincent Petronio	Dean of the School of Business and Hospitality
Morgan Roller	Coordinator of Workforce Development, SUNY Apprenticeship Program
Ryan Yutzler	Financial Aid Advisor
Nicole Benton	Student Services Specialist, Placement Testing
Bryan Coromato	Executive Director for Public Safety and Emergency Management
John Wosnjuk	Light Motor Equipment Operator, Facilities and Operations
Kayleigh Gapp	Senior Administrative Assistant, Facilities and Operations
Karen Dean	Senior Administrative Assistant, Office Services

Lines of Inquiry:

- To what extent is the College's governance structure clearly defined, transparent, inclusive, and effective in supporting institutional decision-making and accountability?
- How effective is the Board of Trustees in fulfilling its fiduciary responsibilities, maintaining independence, and upholding integrity through policies such as its conflict of interest policy?
- To what extent does the College President provide effective leadership in advancing institutional mission, assessing operations, and ensuring administrative structures are appropriately staffed and qualified?
- How effective are the processes used to evaluate the performance and effectiveness of governance, leadership, and administrative functions in promoting institutional integrity and continuous improvement?

V. GUIDELINES FOR REPORTING

The Working Groups and Writing/Editorial Team have the following key deliverables and projected timeline:

Task	Date
Working Groups submit Deliverable #1 (Criteria Narratives & Evidence Analysis)	October 31, 2025
Working Groups submit Deliverable #2 (Commendations & Commitments)	November 26, 2025
Working Groups submit Deliverable #3 (First Report Draft)	December 19, 2025
Working Groups begin peer review and revisions	February 2026
Working Groups submit Deliverable #4 (Final Report Draft)	April 30, 2026
Writing/Editorial Team submits first draft of Self-Study Report for review	July 15, 2026
Self-Study Report draft shared with College stakeholders for review	August 2026
Writing/Editorial Team & Steering Committee refine Self-Study Report	September 2026
College submits Self-Study Report draft to MSCHE Evaluation Team Chair	October 1, 2026
Preliminary MSCHE Evaluation Team Chair visit and feedback	November 2026
Writing/Editorial Team & Steering Committee prepare final Self-Study Report	December 2026
President's Cabinet and BOT complete final review and approval of Self-Study Report	January 2027
Self-Study Co-Chairs & ALO upload final Self-Study Report to MSCHE	February 2027

The Working Group reports are a vital part of the Self-Study Report process. However, they are not the final Self-Study Report. The final Self-Study Report is created through collaboration among the Working Groups, the Steering Committee, and the Self-Study Co-Chairs. The Working Group reports will be combined into one document by the Writing/Editorial Team to ensure consistent style, voice, and format. The resulting final draft will be subject to extensive feedback from College stakeholders. Once the final Self-Study Report is approved by the Steering Committee, it will be reviewed and approved by the President's Cabinet before being forwarded to the MVCC Board of Trustees for consideration and approval. Once approved, it will be uploaded to the MSCHE Self-Study Portal.

VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The final Self-Study Report will reflect MVCC's institutional perspective and focus on self-analysis that determines not only how the standards are met but also provides future commitments to support and guide the institutional priorities reflected in MVCC's Strategic Plan. The Self-Study will consist of four major sections: Executive Summary, Introduction, Individual Standard Analyses, and the Conclusion.

The Executive Summary section will provide a brief (1-5 pages) summary of the major findings and commitments of the Self-Study.

The Introduction section will provide a brief overview of the College and description of the Self-Study process.

The Individual Standard Analyses section will be separated by chapter for each accreditation standard and will include the following information:

- Introduction to Standard: Provide an overview of the Working Group's charge as it relates to the assigned accreditation standard and identified links with institutional priorities and the College's mission and goals.
- Criteria Narratives and Evidence Analysis: Discuss the Working Group's major findings for each criterion within the assigned accreditation standard and identify links with MVCC's institutional priorities and the College's mission and goals.
- Commendations and Commitments: Identify commendations and commitments based on areas of institutional strength and areas for ongoing institutional improvement for the assigned accreditation standard. Commendations and commitments identified by the Working Groups will be vetted through a collaborative review process involving the Steering Committee, President's Cabinet, and Board of Trustees to ensure alignment with institutional goals and strategic priorities.

The Conclusion section will provide a summary of the commendations and commitments for all accreditation standards.

Editorial Style and Format

The following guidelines are provided to facilitate consistency of style across all documents (i.e. Working Group drafts, supporting documentation, and the final Self-Study Report). While the writing and editing of the Self-Study Report is an ongoing process that will include input and feedback from the entire MVCC community, final editorial changes will be made by the Steering Committee and the Writing/Editorial Team.

Though the Steering Committee will be responsible for the final Self-Study Report, each Working Group will be responsible for writing a draft report for its assigned standard. To ensure that each section is concise and will fit well within the Self-Study Report as a whole, a Self-Study Report Writing Guidelines document will be provided to each Working Group. A summary of the specifications outlined in the writing guidelines is as follows:

- For Headings: Bold, align left, 11-point Calibri font, 6-point line break before text begins
- For Text: Justify alignment with no paragraph indentations, 11-point Calibri font, single line spacing, full line break between paragraphs, single space between sentences
- Use 1.0" page margins on all sides of the document.
- Write in an active voice, using third person.
- Avoid the use of flowery language.
- Do not use contractions.
- Bold, italicized, and underlined text formatting should not be used to represent emphasis.
- Label standards with roman numerals and label criteria with numbers.
- For numbers representing quantity (e.g., number of students, number of programs, etc.), use numerals if the number is greater than or equal to 10, and spell out the numerical value if the number is less than 10.
- Only use the full name "Mohawk Valley Community College" once when writing the introduction to each standard, otherwise use "MVCC" or "the College."
- Refer to positions or titles rather than individuals' names.
- Use lower case for discipline areas, except for English and foreign languages. Use uppercase for course titles and capitalize course codes with no space between the subject and course number.
- Capitalize names of departments, offices, schools, and degrees, but only capitalize the words "department," "office," "school," and "degree" if it is in the official name.
- Spell out acronyms on the first occurrence in a section, followed by the acronym in parentheses. Then use the acronym for all further occurrences in that section.
- Use lower case for seasons, even when referring to specific semesters.
- When referring to the Self-Study (report, process, etc.), it should always be capitalized and hyphenated.
- The final draft for a standard (all criteria combined) should be between 10-15 pages.
- In-text citations must be used when referencing evidence. In-text citations should be labeled with the standard number, criteria number, and a number representing the order of evidence presented within each criterion.
- Most evidence (e.g., policies, procedures, etc.) should be referenced within the report, not displayed in its entirety within narratives. However, tables summarizing data may be included within narratives for clarity.
- Only utilize data for academic years 2021-22, 2022-23, 2023-24, and 2024-25 (a four-year span) when referencing data trends as evidence.

VII. SELF-STUDY TIMELINE

Semester	Event	Date
Fall 2024	Identify Self-Study Co-Chairs	August 2024
	Begin work on Self-Study Design	September 2024
	MSCHE Self-Study Institute	September - November 2024
	Call for Working Groups volunteers	October 2024
	Attend MSCHE Annual Conference	December 2024
Spring 2025	Select membership of Working Groups	January 2025
	Charge Steering Committee	February 2025
	Submit Self-Study Design to MSCHE VP Liaison	February 14, 2025
	Kick-off meetings with Working Groups	March - May 2025
	Self-Study Prep Visit	April 7, 2025
	Submit revised Self-Study Design to MSCHE VP Liaison	May 31, 2025
Summer 2025	Receive Self-Study Design approval from MSCHE VP Liaison	When received
	Begin evidence collection for Working Groups	June 2025
Fall 2025	Working Groups begin evidence analysis and report writing	August 2025
	Monthly Steering Committee meetings begin	September 2025
	Working Groups Deliverable #1 (Criteria Narratives & Evidence Analysis) Due	October 31, 2025
	Working Groups Deliverable #2 (Commendations & Commitments) Due	November 28, 2025
	Working Groups Deliverable #3 (First Report Draft) Due	December 19, 2025
	Attend MSCHE Annual Conference	December 2025
Spring 2026	Selection of Evaluation Team Chair	When notified
	Steering Committee begin review of drafts	January 2026
	Working Groups begin peer review and revisions	February 2026
	Working Groups Deliverable #4 (Final Report Draft) Due	April 30, 2026
	Co-Chairs and Writing/Editorial Team begin review of report drafts	May 2026
Summer 2026	Writing/Editorial Team begins preparation of Self-Study Report	June 2026
Fall 2026	Self-Study Report presented to campus community to solicit feedback	August 2026
	Final roster of Evaluation Team members determined	When notified
	Co-Chairs and Writing/Editorial Team make revisions from feedback	September 2026
	Submit Self-Study Report to Evaluation Team Chair	October 1, 2026
	Evaluation Team Chair Preliminary Visit	November 2026
	Attend MSCHE Annual Conference	December 2026
	Prepare revisions to Self-Study Report based on Team Chair feedback	December 2026
	Coordinate arrangements for hosting Evaluation Team visit	December 2026
Spring 2027	Formatting and final editing of Self-Study Report	January 2027
	Facilitate required Data Summit for all College employees	January 2027
	Upload final Self-Study Report and evidence to MSCHE Portal	February 2027
	Site Evaluation Team Visit	April 2027
	Submission of MVCC response to Evaluation Team findings	May 2027
Summer 2027	Commission Meeting: Final Accreditation action taken	June 2027
	Campus Celebration for Completion of Self-Study Process Event	June 2027

VIII. COMMUNICATION PLAN

Communication Item	Responsible Party	Audience	Date
Accreditation presentation during August Institute	ALO	Full-time employees	August 2024
President College Update email introducing Self-Study process and announcing Co-Chairs	President	Full-time employees	August 2024
Email call for Self-Study Working Group volunteers	Co-Chairs	Full-time employees	October 2024
Second email call for Self-Study Working Group volunteers	Co-Chairs	Full-time employees	November 2024
President College Update email reminders about Working Group volunteers	President	Full-time employees	November 2024
Fall 2024 shared governance presentations on Self-Study updates	Co-Chairs	College Senate, Faculty Caucus	December 2024
Fall 2024 presentation to Board of Trustees	Co-Chairs	Board of Trustees (BOT)	December 2024
Invitations to serve as Working Group Co-Chairs communicated	President	Working Group Co-Chairs	January 2025
Email invitations to serve as members on Working Groups	Co-Chairs	Working Group members	January 2025
Spring 2025 shared governance presentations on Self-Study updates	Co-Chairs	Administrators, BOT, Institutional Effectiveness Committee (IEC)	March 2025
President College Update email about Self-Study Prep Visit	President	Full-time employees	March 2025
Email invitation to all employees for the Self-Study Prep Visit Open Forum	Co-Chairs	All employees	March 2025
Email invitation to students for the Self-Study Prep Visit Open Forum	VP for Student Affairs	All students	March 2025
Marcom Monday email announcement about Self-Study Prep Visit Open Forum	Marketing Department	All employees	March 2025
Spring 2025 shared governance presentations on Self-Study updates	Co-Chairs	Faculty Caucus, IEC	April 2025
President College Update email about MSCHE responses to Executive Orders	President	Full-time employees	April 2025
Email announcing launch of MVCC Middle States Self-Study (micro) website	Co-Chairs	All employees	May 2025
Email to students about MVCC Middle States Self-Study (micro) website	VP for Student Affairs	All students	August 2025
Fall 2025 monthly presentation to IEC	Co-Chairs	IEC	September - December 2025
Fall 2025 President College Update email about Self-Study status	President	Full-time employees	October 2025
Fall 2025 Marcom Monday email and social media updates about Self-Study process	Marketing Department	All employees and community members	October 2025
Fall 2025 shared governance presentations on Self-Study updates	Co-Chairs	College Senate, Faculty Caucus, Student Congress	November 2025
Fall 2025 presentation to Board of Trustees	Co-Chairs	Board of Trustees	December 2025
Fall 2025 article on MSCHE Self-Study Process published in Institutional Advancement's Year-End Newsletter	Co-Chairs	Community members and alumni	December 2025
Spring 2026 monthly presentation to IEC	Co-Chairs	IEC	February - May 2026

Communication Item	Responsible Party	Audience	Date
Spring 2026 President College Update email about Self-Study status	President	Full-time employees	February 2026
Spring 2026 Marcom Monday email and social media updates about Self-Study process	Marketing Department	All employees and community members	February 2026
Spring 2026 shared governance presentations on Self-Study updates	Co-Chairs	College Senate, Faculty Caucus, Student Congress	April 2026
Spring 2026 presentation to Board of Trustees	Co-Chairs	Board of Trustees	May 2026
Publish Self-Study Report draft to MVCC Middle States Self-Study (micro) website	Marketing Department	All employees, students, and community members	August 2026
Fall Opening Presentation about Self-Study Report	Co-Chairs	All employees	August 2026
Fall 2026 monthly presentation to IEC	Co-Chairs	IEC	September - December 2026
Email announcing Evaluation Team Chair Visit	Co-Chairs	All employees	October 2026
President College Update email about Evaluation Team Chair Visit	President	All employees	October 2026
Email to students about Evaluation Team Chair Visit	VP for Student Affairs	All students	October 2026
Fall 2026 Marcom Monday email and social media updates about Self-Study process	Marketing Department	All employees and community members	October 2026
Fall 2026 shared governance presentations on Self-Study updates	Co-Chairs	College Senate, Faculty Caucus, Student Congress	November 2026
Fall 2026 presentation to Board of Trustees	Co-Chairs	Board of Trustees	December 2026
Fall 2026 article on MSCHE Self-Study Process published in Institutional Advancement's Year-End Newsletter	Co-Chairs	Community members/Alumni	December 2026
President email inviting employees to Data Summit	President	Full-time employees	December 2026
Data Summit Presentation preparing for Self-Study Evaluation Team Visit	Co-Chairs	Full-time employees	January 2027
Readiness Rallies preparing students for Self-Study Evaluation Team Visit	Co-Chairs	All students	February - April 2027
Spring 2027 monthly presentation to IEC	Co-Chairs	IEC	February - April 2027
Spring 2027 shared governance presentations on Self-Study updates	Co-Chairs	College Senate, Faculty Caucus, Student Congress	March 2027
Spring 2027 presentation to Board of Trustees	Co-Chairs	Board of Trustees	March 2027
All-College email announcing Self-Study Evaluation Team Visit	Co-Chairs	All employees	March 2027
President email about Self-Study Evaluation Team Visit	President	All employees	April 2027
Email to students about Self-Study Evaluation Team Visit	VP for Student Affairs	All students	April 2027
Marcom Monday email and social media updates about Self-Study Evaluation Team Visit	Marketing Department	All employees and community members	April 2027
Email announcing Commission action taken and results of Self-Study Visit	President	All employees	June 2027

IX. EVALUATION TEAM PROFILE

We recommend that the Evaluation Team Chair has strong representation from the following perspectives:

- Currently in the role of President or Chief Academic Officer at a community college with a similar size enrollment to MVCC;
- Experienced site team member;
- Trained on the updated MSCHE Standards for Accreditation;
- Knowledgeable of local boards;
- Familiar with a multi-campus institution; and
- Collective bargaining expertise

Additionally, we recommend the Evaluation Team members have strong representation from the following perspectives:

- Be from community colleges with a similar size enrollment to MVCC, preferably in a multi-campus environment;
- Have experience with a diverse student population that is reflective of MVCC's student body;
- Be knowledgeable about comprehensive academic programs with both transfer and technical programs that support workforce development; and
- Have familiarity with the updated MSCHE Standards for Accreditation

We believe that the following institutions would qualify as peer institutions and are located within the Middle States region:

- Frederick Community College (MD)
- Harford Community College (MD)
- Howard Community College (MD)
- County College of Morris (NJ)
- Raritan Valley Community College (NJ)
- Luzerne Community College (PA)
- Northampton Community College (PA)
- Reading Community College (PA)

Our competitor institutions would include:

- Herkimer Community College (NY)
- Utica University (NY)
- SUNY Polytechnic Institute (NY)

Our aspirant institutions would include:

- Prince George Community College (MD)
- Passaic Community College (NJ)

- Delaware Tech Community College (DE)
- Union County Community College (NJ)

Our flagship programs are:

- Health Sciences
- Liberal Arts & Sciences: General Studies
- Nursing
- Business Administration
- Liberal Arts & Sciences: Math & Science

X. EVIDENCE INVENTORY STRATEGY

In fall 2023, the College established a dedicated workgroup with the primary objective of reviewing, analyzing, and addressing accreditation and compliance requirements related to MSCHE. A key focus of this group has been the comprehensive evaluation of the revised (July 2023) MSCHE Evidence Inventory.

The workgroup, comprising the Vice President for Learning and Academic Affairs (VPLAA) and representatives from the VPLAA Office, the Accreditation Liaison Officer (ALO), the Director of Compliance, and the Executive Director of Equity and Inclusion, has systematically identified and curated relevant resource documents. This work will be shared with the Steering Committee and Working Groups who will engage subject matter experts across various areas to ensure accurate and thorough documentation.

Working Groups will be provided with specific guidelines for reporting and saving evidence. All evidence and related documents will be saved on institutional repositories.

This collaborative approach ensures that the College is well-prepared to meet MSCHE standards while maintaining a robust and organized evidence inventory to support the self-study process. MVCC's evidence inventory strategy is outlined in Appendix A by utilizing the MSCHE Evidence Expectations by Standard chart and adding an additional column to indicate the reference (i.e., College employee, committee, document) for each criterion.

XI. STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED

The branch campus in Rome and one-third of all registered Additional Locations will be made available for potential site visits as prescribed by MSCHE. The College will identify a representative cross-section of sites within a reasonable distance from the Utica Campus. All related clearance and security protocols will be communicated to the Evaluation Team Chair in advance of the visit to comply with site requirements. Transportation will be facilitated by the appropriate campus designee and will occur during the identified MSCHE Evaluation Team Visit to the College.

APPENDIX A. MSCHE EVIDENCE EXPECTATIONS BY STANDARD

Standard I: Mission and Goals

Criteria	Evidence	Reference
1. Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; 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 curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; and f. are publicized and widely known by the institution's internal stakeholders.	• Mission statement o date of last revision o list of mission review committee members and evidence of their involvement in mission review and revision o evidence of participation and approval by governing body • Sample communications or publications of the mission statement and/or notification of changes to the mission to the institution's internal and external constituencies (select a sample from across a four-year period) • Evidence of alignment between elements of mission and institutional goals and unit-and institution-level planning, resource allocation, program and curriculum development and the definition of institutional and educational outcomes • Sample budget requests or other documentation demonstrating alignment between budget allocations and mission and institutional goals (select a sample from across a four-year period)	a. Annual Planning Council (APC), Hawk Vision b. Annual Planning Council (APC), Hawk Vision c. College Senate, MVCC Board of Trustees (BOT) d. College-Wide Curriculum Committee (CWCC), Academic Program Review (APR) Committee, Assistant Vice President of Learning and Academic Affairs (AVP) e. Center for Inclusive Teaching Excellence (CITE), Professional Development Funds, Accreditation budget for conferences, engagement with Strategic Horizon Network (SHN) f. Executive Director of Marketing and Communications
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission.	• Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal setting o Date of last update o Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)	KPI's – Institutional Research Annual Plan – Annual Planning Council
3. Goals that focus on student learning outcomes and student achievement that: a. include retention, graduation, transfer, and placement rates; b. consider diversity, equity, and inclusion principles; c. are supported by administrative, educational, and student support programs and services; and d. prioritize institutional improvement.	• Evidence that the institution has set goals that address student learning outcomes, and attainment can be measured using student achievement data including Graduation rates, Retention rates, Transfer rates, Job placement rates • Evidence and trend analysis of the institution's progress at meeting the established student achievement goals using at least four years of student achievement data – as appropriate to institutional mission and disaggregated by relevant populations: o Retention rates (Available in IPEDS and collected in the AIU)	a. KPI's – Institutional Research b. Executive Director of Equity and Inclusion c. Guided Pathways d. Annual Plan – Annual Planning Council

	○ Graduation rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) ○ Transfer Rates (Available in IPEDS and collected in the AIU) ○ Placement rates, and/or • Alternative completion measures including but not limited to: ○ Student Achievement Measure (SAM) ○ Outcomes Measures (OM) (Available in IPEDS) ○ Degrees Awarded, by credential level annually (Available in IPEDS) ○ Pass Rates on standardized examinations ○ Data on Earnings (e.g. College Scorecard) • Evidence that the institution has set goals that consider diversity, equity and inclusion principles • Evidence of alignment between mission, strategic goals, and diversity, equity, and inclusion principles • Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU) ○ Fall Enrollment ○ 12 Month Enrollment ○ Graduate enrollment if applicable • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) ○ Faculty headcount ○ Administrative and staff headcount • Evidence of budgetary support, allocation of resources, and implementation of programs to support student learning outcomes and student achievement • Expense Analysis of related expenses (four years), as applicable	
4. Periodic assessment of mission and goals to ensure they are relevant and achievable.	• Evidence of strategic plan and mission development processes • Evidence of regular evaluation of mission statement and institutional goals	KPI's – Institutional Research Annual Plan – Annual Planning Council

Standard II: Ethics and Integrity

Criteria	Evidence	Reference
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	• Policies and procedures on: o academic and intellectual freedom o freedom of expression o intellectual property rights o copyright	College-wide statements
2. A climate that fosters respect among students, faculty, staff, and administration from a variety of backgrounds, ideas, and perspectives.	• Regular and systematic campus climate assessments or surveys of a variety of stakeholder groups • Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU) o Fall Enrollment o 12 Month Enrollment o Graduate Enrollment, if applicable • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty or Instructional Staff headcount o Administrative and staff headcount • Sample communication or publication of results of campus climate assessments and surveys • Examples of assessment of campus climate, consideration of results, follow up, or changes made, including changes to mission or strategic priorities	College-wide statements, Executive Director of Equity and Inclusion, climate survey results, campaign of belonging (Executive Director of Marketing and Communications), marketing data (Executive Director of Marketing and Communications), Core workshops (all), New Employee Orientation (NEO), New Faculty Experience (NFE), Executive Director of Organizational Culture and Wellness, peer mentors
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably.	• Policies and procedures for faculty or staff complaints or grievances including the URL and any other location where faculty and staff can access these documents (*Complaints Involving Applicant and Member Institutions Policy and Procedures*) • Policies and procedures for student complaints or grievances, including the URL and any other location where students and the public can access these documents (*Verification of Compliance – Record of Student Complaints and federal regulation 34 CFR § 668.43; Complaints Involving Applicant and Member Institutions Policy and Procedures*) • Documentation including the URL for the contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint (*Verification of Compliance – Record of Student Complaints and federal regulation 34 CFR § 668.43 (b), Complaints Involving Applicant and Member Institutions and Policy and Procedures*)	Title IV, academic conduct, student conduct, academic complaint, collective bargaining agreements

	• Institutional record of student complaints and resolution, four-year time period (*Complaints Involving Applicant and Member Institutions Policy and Procedures; Verification of Compliance – Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(ix))* • Institutional record of faculty and staff complaints and resolution (*Complaints Involving Applicant and Member Institutions Policy and Procedures*)	
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	• Policies and procedures for conflicts of interest • Documentation or sample of disclosure or reporting of conflicts of interest or recusals (e.g. forms or meeting minutes), if applicable	Director of Compliance
5. Fair and impartial employment practices, including all phases of hiring, evaluation, promotion, and separation, with appropriate attention to diversity.	• Policies and procedures: o Hiring o Evaluation o Promotion o Separation • Analysis of data on hiring and promotion, disaggregated by relevant populations	Executive Director of Human Resources, Executive Director of Equity and Inclusion
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications.	• Sample marketing, admissions, and recruiting materials • Sample internal communications • Expense Analysis of related expenses (four years), as applicable o Percent of budget $ / % Marketing, advertising o $ / % Recruitment services	Executive Director of Human Resources, Director of Admissions, Executive Director of Marketing and Communications
7. As appropriate to its mission, has policies, services or programs in place to: a. promote diversity, equity and inclusion; b. promote affordability and accessibility; and c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	• Policies and procedures that support a climate of respect • Policies and procedures related to accessibility and affordability, including the URL for where students and the public can find these documents (*Verification of Compliance – Required Information for Students and federal regulation 34 CFR § 668.43(a)(1-4),* such as: o Availability of student financial assistance for those who quality and the process for disbursements, repayment, and refunds o Withdrawal policies o Student refund policies • Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data, such as: o Net price Calculator (URL) o Cohort default rate (3 year) o (%) students with loans (Institution)	a. Executive Director of Equity and Inclusion b. Executive Director of Marketing and Communications c. Director of Financial Aid

	• Average student loan indebtedness (Institution)	

8. Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:
a. required information for students and the public;
b. representation of accreditation status;
c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
d. institution's compliance with the Commission's Requirements of Affiliation;
e. verification of student identity in distance and correspondence education; and
f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion.
	• Documentation, including URL of the public disclosure of required policy and procedures (*Verification of Compliance – Required Information for the Public and federal regulation 34 CFR § 668.43, Public Disclosures Policy and Procedures*)
	• Documentation including the URL of the public disclosure of required information for students and the public (*Verification of Compliance – Required Information for Students and federal regulation 34 CFR § 668.43 and § 668.45, Public Disclosures Policy and Procedures*)
	• Documentation including the URL of accurate representation of MSCHE accreditation status (*Communication in the Accreditation Process Policy and Procedures; Public Disclosures Policy and Procedures; Verification of Compliance – Standing with State or Other Accrediting Agencies and federal regulations 34 CFR § 668.43 and § 602.23(d)*)
	• Documentation of valid degree granting authority (DGA) and licensing (*Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43*)
	  o Valid legal charter, statute, constitutional provision, or other action from an appropriate organization or agency, or documentation of any exemption, and
	  o a proper license to operate from each jurisdiction in which the institution operates
	• Documentation of standing with other accrediting agencies including a list of USDE recognized accreditors with name of the accreditor, accreditation status, programs it accredited, year of next review, reports and documentation of the accreditor's most recent accreditation action including relevant correspondence (*Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43)*
	• Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses (*Verification of Compliance – Verification of Student Identity and federal regulation 34 CFR § 602.17(g)*)
	• Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses (*Verification of Compliance – Verification of*
		Director of Compliance

	Student Identity and federal regulation 34 CFR § 602.17(h))
	
	• Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus (*Verification of Compliance – Verification of Student Identity and federal regulation 34 CFR § 602.17(h)*)
	
	• Documentation including the URL where the institution publicly discloses its scope of accreditation (credential levels, locations) and substantive changes (*Public Disclosure Policy and Procedures*)
	  o Statement of Accreditation Status (SAS) (PDF format)
	  o Eligibility and Certification Approval Report (ECAR) (to verify scope of accreditation with Title IV certification) if applicable
	
	• Student headcount data at each branch campus, additional location, and other instructional site
	
	• For all additional locations and branch campuses, evidence that student learning, student support and academic services are comparable to those at other sites	

9. Periodic assessment of ethics and integrity as evidence in institutional policies, processes, practices, and the manner in which these are implemented.	• Documentation of the policy development and revision process (e.g., internal control office, "policy of policies," etc.), with the evidence of periodic evaluation of institutional policies and their implementation, and revision, where warranted	Director of Compliance

Standard III: Design and Delivery of the Student Learning Experience

Criteria	Evidence	Reference
1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential: a. designed to foster a coherent student learning experience and to promote synthesis of learning; and b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student; and include sufficient course content and program length appropriate to the objectives of the degree or other credential.	• Policy, procedures, and/or methodologies employed for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, and modalities. (*Credit Hour Policy and Procedures*) • Course or program review procedures and sample approval documentation (including but not limited to syllabi or course content), as they relate to the credit hour • Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements • Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs, course locations, regardless of delivery mode or teaching/learning format • Documentation including the URL and any other source of information where students and the public can access the policy and procedures with evidence that such information is regularly evaluated to ensure accuracy (*Verification of Compliance – Assignment of Credit Hours and federal regulation 34 CFR 668.8(k) and (l)*	a. Assistant Vice President of Learning and Academic Affairs (AVP), Coordinator of Academic Program Development, College-Wide Curriculum Committee (CWCC) chair b. Assistant Vice President of Learning and Academic Affairs (AVP), Coordinator of Academic Program Development, College-Wide Curriculum Committee chair
2. Student learning experiences that are designed, delivered, and assessed by faculty (full- time or part-time) and/or other appropriate professionals who are: a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number with a core of faculty (full- 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; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; and	• Faculty/Staff Handbook(s) • Policies and procedures related to faculty qualifications • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty or Instructional Staff headcount o Administrative and staff headcount • Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: o Titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter, and in hours per week) of full-time instructional staff o Percentage of faculty with terminal degrees o Other • Data related to faculty/instructor workload such as: o Enrollment data by class/class size o Average academic credit hours taught by faculty member o Other • Student to staff ratio	a. Vice President for Learning and Academic Affairs (VPLAA) Office, Executive Director of Human Resources b. Vice President for Learning and Academic Affairs (VPLAA) Office, Executive Director of Human Resources c. Vice President for Learning and Academic Affairs (VPLAA) Office, Executive Director of Human Resources d. Vice President for Learning and Academic Affairs (VPLAA) Office, Executive Director of Human Resources, Executive Director of Organizational Culture and Wellness e. Vice President for Learning and Academic Affairs (VPLAA) Office, Executive Director of Human Resources

e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.	• Student to faculty ratio
	
	• Policies and procedures for evaluating the teaching of students
	
	• Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings
	
	• Sample instrument(s) for course evaluations, teaching observations, etc. and four-year trend analysis of collected data
	
	• Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the four-year timeframe)
	  o Specialized accreditation reports
	  o Annual reports and other approaches
	  o Analysis of results and follow-up on any findings
	
	• Evidence Analysis of related expenses (four-years), as applicable
	  o $ / % core expenditure for instruction
	  o $ / % core expenditure for research
	  o $ / % core expenditure for public service
	
	• Instructional expense per student FTE
	
	• Promotion and tenure guidelines
	
	• Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment	

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.	• Academic catalog including URL with description of degree requirements and expected time to completion
	
	• List of all educational programs with enrollments (enrollment is greater than twenty students), undergraduate or graduate
	
	• Trend analysis of data on the academic progress of all student populations, by credential level at both institution and program levels, such as:
	  o Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester)
	  o Average number of credits per program
	  o Average credits upon graduation (all credits completed or credits toward degree)
	  o Other
		Assistant Vice President of Learning and Academic Affairs (AVP), Director of Student Records/Registrar

	• Description of other educational offerings and trend analysis of data on participation, disaggregated by relevant populations as applicable o Dual Enrollment o Prison Education Programs (PEP) o Career and Technical Education o Non-credit programs o English as a Second Language (ESL) programs o Other	
4. Sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations.	• Advising or degree program sheets for all programs • Sample syllabi • Master syllabus • Description of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats • Total library FTE staff (Available in IPEDS) • Data on Library Holdings o Total physical library collections (Available in IPEDS-Academic Libraries Survey) o Total electronic library collections • Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty • Evidence of regular assessment of the implementation of policies and procedures, with consideration of results and appropriate follow-up • Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources • Copies of formal agreements with other institutions for the use of their information resources and/or reference services • Distance Education - Policies and Procedures related to: o Faculty qualification requirements for teaching distance education courses or programs o Ensuring student identify verification in distance or correspondence education courses o Ensuring quality in online programs	Vice President for Learning and Academic Affairs (VPLAA), Director of College Libraries, Director of the Learning Commons, Manager of Educational Technologies

	o Ensuring comparability of distance education programs to programs in other modalities o Ensuring student access to faculty and regular and substantive interaction between instructional staff and students o Ensuring student access to academic and technology support services • Distance Education - Faculty Qualifications o Number and percentage of faculty qualified to teach online o Number of instructional design staff • Distance Education – Student Headcount (Available in IPEDS) o Number of distance education courses and programs o Number and % students enrolled in distance education courses • Distance Education – Description of Support Services o Description of courses and programs offered online o Description of delivery of programs or courses (Learning Management System, etc.) o Description of support services that are being provided for students, including academic and technology support o Description about how students will access educational resources • Distance Education – Data on Support Services Provided to Students • Distance Education - Evidence of the assessment of effectiveness of instructional design and information technology support • Expense Analysis of related expensed (four-years), as applicable: o $ / % core expenditure, instruction o $ / % core expenditure, research o $ / % core expenditure, public service	
5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;	• Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes • Documentation of the evaluation of institution or general education student learning outcomes with evidence of appropriate levels of rigor and coherence and the regular consideration of results and follow-up on any findings • Description of the process for assigning educational experiences to the general education curriculum	SUNY Gen Ed Committee

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.	• Description and date of last revision of general education program • List of new courses taught within the general education program during the most recent four-year period	

6. In institutions that offer graduate 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.	• If applicable, graduate-level student learning outcomes relating to research/scholarship/creative activity and independent thinking
	
	• Policy and procedures related to independent research, thesis, master's paper, dissertation, fieldwork or internship
	  o Policies and procedures on Graduate Assistantships
	
	• Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as:
	  o (%) faculty with terminal degrees, appropriate to discipline (for faculty teaching graduate courses)
	
	• Expense Analysis of related expenses (four-years), as applicable
	  o $ / % core expenditures in research
		n/a

7. Adequate and appropriate institutional review and approval of any student learning opportunities designed, delivered, or assessed by third-party providers.	• Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. • Complete list of current third-party providers delivering education-related services and/or a portion of an educational program, including name of program, percent of program, and list of services offered by the third-party, as applicable (*Substantive Change Policy and Procedures and federal regulation 34 CFR § 602.22(a)(3)(J)*) • Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services and/or portions of an educational program, as applicable (*Contracts by Accredited and Candidate Institutions for Education-related Services: Third-Party Providers Guidelines*)	Vice President of Learning and Academic Affairs Office, Executive Dean of Community and Workforce Development

	• Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable (*Public Disclosures Policy and Procedures and federal regulation 34 CFR § 668.43 (a)(12)(i-iv)*) • Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted	
8. Periodic assessment of the effectiveness of student learning experiences for all student populations.	• Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the consideration of results, and follow-up when warranted	Academic Program Review (APR) Committee, Coordinator of Assessment and Academic Programming

Standard IV: Support of the Student Experience

Criteria	Evidence	Reference
1. Clearly stated, ethical policies, practices, and processes to recruit, 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:	• Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practice • Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and new enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission o Admissions and Test Scores survey (Available in IPEDS) • Policies and procedures which ensure ethical recruiting practices • Policies and procedures which ensure ethical marketing practices • Evidence of regular evaluation of admission practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted • Sample enrollment agreements, as applicable • Sample marketing materials • Student Handbook • Enrollment projections including clear parameters and assumptions on which they are based • Retention rates (Available in IPEDS and collected in the AIU) • Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)	Director of Admissions, Dean of Institutional Research and Organizational Performance, Dean of Student Enrollment and Development, Executive Director of Marketing and Communications, Vice President for Learning and Academic Affairs (VPLAA), Vice President for Student Affairs (VPSA), Recruitment Team

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	• Financial Aid Profile
	  o Undergraduate (Available in IPEDS Student Financial Aid survey)
	  o Graduate students, as applicable
	• Brochures and other publications on financial aid (Public *Disclosures Policy and Procedures*)
	• Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as:
	  o Cost of attendance, including tuition, fees, and expenses
	  o Net price
	  o Net price Calculator (URL)
		Director of Financial Aid, Institutional Advancement Office

	○ (%) students with loans (undergraduate) ○ Discount rate ○ Other • Data on debt and repayment such as: ○ Student loan cohort default rates, 3 year (e.g. College Scorecard) ○ Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)) ○ Average student loan indebtedness (undergraduate) ○ Students with Pell grants (Available in IPEDS – Student Financial Aid survey) ○ Average Pell grant (Available in IPEDS – Student Financial Aid survey) • Trend analysis of attendance and completion of financial aid counseling sessions or other services designated to educate students	
b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;	• Policies and procedures for placement for incoming or current students into: ○ Preparation programs or courses ○ Basic Skills ○ Developmental Education ○ Other • Basic Skills/ Developmental Education Data, as applicable, including the following: ○ (%) of first-time students enrolled in DevEd during the Fall ○ (%) Basic skills placement ○ (%) Basic skills mathematics and writing course pass rates; ○ (%) first-year retention for students placed in one or more basic skills courses	Dean of Institutional Research and Organizational Performance, Director of Holistic Student Support, Student Support Advisors (SSAs)
c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	• Policies and procedures for orientation, advisement, and counseling programs and services • Trend analysis of data on attendance, participation, and completion of orientation and/or other services • Expenses analysis of related expenses (four years), as applicable ○ $ / % Core expenditures, student support ○ $ / % Core expenditures, academic support ○ $ / % Core expenditures, institutional support	Vice President for Student Affairs (VPSA), Dean of Student Enrollment and Development, Dean of School of Humanities, Coordinator of Student Engagement
d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement; and	• Evidence of processes, programs, and services designed to enhance student achievement • Completions by program when enrollment is over ten students (to protect student identity) ○ (Available in IPEDS – Completions Survey)	Dean of Institutional Research and Organizational Performance, Dean of Student Enrollment and Development, Directors of Holistic Student Support, PTK and Honors Program, SPIRE

e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations.	• Current Student Enrollment Profile, disaggregated by relevant populations • International Student Enrollment Data, disaggregated by relevant populations, as applicable o Number of foreign/international students enrolled in degree programs o Number of foreign/international students enrolled in non-degree programs • Trend analysis of student achievement data – as appropriate to institutional mission and disaggregated by relevant populations, such as the following: o Retention Rates (Available in IPEDS and collected in the AIU) o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) o Transfer Rates (Available in IPEDS and collected in the AIU) o Post-Completion Placement rates, as applicable and/or • Alternative completion measures including but not limited to: o Student Achievement Measure (SAM) o Outcomes Measures (OM) (Available in IPEDS) o Degrees Awarded, by credential level annually (Available in IPEDS) o Pass Rates on standardized examinations o Data on Earnings (e.g. College Scorecard for some institutions) o Other	Dean of Institutional Research and Organizational Performance, Executive Director of Equity and Inclusion
2. Fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.	• Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) (*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR § 602.24(e) and 668.43(a)(11)*) • Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches • Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures (*Verification of Compliance-Transfer of Credit Policies and Articulation Agreements and federal regulation § 602.24(e)*) • Transfer data (Available in IPEDS) • Documentation of public disclosure including URL and other public locations of the list of institutions	Dean of Student Enrollment and Development, Director of Student Records/Registrar, Academic Deans, Director of Compliance, Dean of Institutional Research and Organizational Performance, Dean of Curriculum and Academic Scheduling, Student Support Advisors (SSAs)

	with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates (*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR 668.43(a)(11((ii)*) • Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures*)	
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	• Policies and procedures for the maintenance and retention of student records • Policies and procedures regarding the protection of privacy for students (i.e. FERPA; data privacy; data security) (*Verification of Compliance-Student Identity Verification in Distance and Correspondence Education*)	Director of Student Records/Registrar
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.	• Policies and Procedures for athletics, such as: o Mission Statement o Guiding Principles o Statement of Purpose o Branding and Marketing o Academic Standards o Sportsmanship and Ethical Content o Other • Student-Athlete Handbook • Student Headcount by sport or activity, disaggregated by relevant populations • Data on student-athlete scholarships • Average GPA of students by sport or activity	Dean of Athletics and Recreation
5. If applicable, adequate and appropriate institutional review and approval student support services designed, delivered, or assessed by third-party providers.	• Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. • Complete list of current third-party providers delivering student support services (*Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines*) • Sample of current agreements and/or contracts with third party providers of student support services, where appropriate. (*Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)*	Director of Admissions

	• Analysis of Services offered by Online Program Managers (OPMs)
	  ○ List of educational programs delivered by OPM(s)
	  ○ (%) of educational program offered by OPM(s)
	  ○ Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts
	  ○ Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training/qualifications/compensation, instructional design)
	
	• Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted	

6. Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.	• Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted	Dean of the Rome Campus and Community Outreach, Coordinator of Assessment and Academic Programming

Standard V: Educational Effectiveness Assessment

Criteria	Evidence	Reference
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.	• Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other • Documentation of curriculum maps by degree/program levels	Dean of Institutional Research and Organizational Performance, Coordinator of Assessment and Academic Programming
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals; and c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders.	• Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels • Documentation of institutional and programmatic student learning goals and objectives • Data on student completion of educational goals • Documentation of communication of results of assessment to stakeholders.	Dean of Institutional Research and Organizational Performance, Coordinator of Assessment and Academic Programming
3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness.	• Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity • List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples) • Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries • Where applicable, post-completion job placement rates, disaggregated by program	Dean of Institutional Research and Organizational Performance, Coordinator of Assessment and Academic Programming
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.	• Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning	Dean of Institutional Research and Organizational Performance, Coordinator of Assessment and Academic Programming

	• List of agreements and/or contracts with third-party providers offering assessment services, as applicable • Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (*Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)* • Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers	
5. Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.	• Evidence of periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted	Dean of Institutional Research and Organizational Performance, Coordinator of Assessment and Academic Programming

Standard VI: Planning, Resources, and Institutional Improvement

Criteria	Evidence	Reference
1. Institutional and unit goals 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.	• Organizational charts for institution and all divisions and units • Organizational charts for senate, councils, and committees • Division/unit goals and objectives • Summaries or cross-walks of division/unit goals and objectives with key assessment results • Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation	Coordinator of Assessment and Academic Programming, Annual Plan, POAR templates, Annual Planning Council (APC) chair, Vice President for Administrative Services (VPAS), budget planning documents
2. Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation.	• Documentation of planning and assessment processes used to make improvements • Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels	Annual Plan
3. Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments.	• Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning • Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution's strategic plan and resource allocation • Evidence of regular reporting on institutional performance on key performance indicators (KPIs) • Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning • Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations	Annual Plan, Academic Plan, Institutional Effectiveness Committee (IEC) chair, Vice President for Learning and Academic Affairs (VPLAA), Annual Planning Council (APC), Hawk Vision chair, BOT meeting minutes showing KPI updates and analysis, Data Summit, College Senate President reports, Secretary to the Board of Trustees (BOT)
4. Planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement.	• Evidence of application of diversity, equity, and inclusion principles in the development and implementation of the institution's strategic plan and resource allocation • Student Headcount Data, disaggregated by relevant populations	Executive Director of Equity and Inclusion, Dean of Institutional Research and Organizational Performance, budget planning documents

	○ Fall Enrollment (Available in IPEDS and collected in the AIU) ○ 12 Month Enrollment (Available in IPEDS and collected in the AIU) ○ Graduate enrollment • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) ○ Faculty headcount ○ Administrative and staff headcount	
5. 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.	• Evidence that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan: ○ Current fiscal year institutional budget or other comparable documentation ○ Unit mission statements, as applicable ○ Unit budgets, as applicable ○ Budgeting policies and procedures ○ Budget projections, including clear parameters and assumptions on which they are based • Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan: ○ Enrollment projections, including clear parameters and assumptions on which they are based ○ [Strategic] enrollment management plan, as applicable ○ Analysis of enrollment trends • Evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors: ○ Financial planning policies and procedures ○ Long-term financial plans, three-five year, as applicable ○ Underlying assumptions of the financial plan and evidence of the viability of those assumptions • If applicable, a clear, well-founded plan to reduce any deficits to yield a balance or surplus in a timely fashion	Vice President for Administrative Services (VPAS), SUNY fund balance policy, Dean of Institutional Research and Organizational Performance
6. Fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.	• Human Resources Data, disaggregated by relevant populations (Available in IPEDS) ○ Faculty headcount ○ Administrative and staff headcount • Evidence of adequate resourcing at all branch campuses and additional locations • Expenses Analysis of related expenses (four-years), as applicable ○ $ / % core expenditures, instruction	Dean of Institutional Research and Organizational Performance, Executive Dean of Human Resources, Vice President for Administrative Services, Assistant Vice President of Learning and Academic Affairs (AVP)

	○ $ / % core expenditures, public service ○ $ / % core expenditures, research ○ $ / % core expenditures, academic support ○ $ / % core expenditures, student support	
7. Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability.	• Financial ratio analysis appropriate to institutional type: ○ Primary reserve ratio (expendable net assets / total expenses) ○ Net Operating Revenue Ratio (net operating income / total operating revenue) ○ Return on Net Assets Ratio (change in net assets / total net assets) ○ Viability Ratio (expendable net assets / long-term debt) • Composite Financial Index (-4 to 10) • Capitalization Ratio • ($) Debt service, last four years • Tuition discount rate • Instructional expense per credit hour • Where possible, SEC 10K filings or Form 990 • Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity • Analysis of state and local appropriations, as applicable • Bond Ratings, as available	Vice President for Administrative Services (VPAS)
8. A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter.	• Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU) • Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration • Evidence of follow-up on any findings or material weaknesses, where warranted	Vice President for Administrative Services (VPAS)
9. Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness.	• Organizational charts for the institution, including divisions and units • Sample of agenda and decision-making meeting minutes • Expense Analysis of related expenses (four years), as applicable	College Senate chair, Faculty Caucus chair, Student Congress President, Cabinet, Secretary to the Board of Trustees (BOT)

	○ $ / & core expenditures, institutional support	
10. 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.	• Comprehensive plans for facilities, equipment, and supplies ○ Description of physical facilities, including space for instruction, library, student support services, and administrative services ○ Capital facilities master plan ○ Information technology master plan • Facilities condition analyses • Deferred maintenance costs and plans • Space utilization studies • Capital budget and expenditures • IT expenditure and replacement cycle documentation • Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts) • Copies of insurance policies currently in force (fire, casualty, and liability) • Sample of agreements and/or contracts with third party providers for key business functions • Analysis of level of outsourcing key business functions	Vice President for Administrative Services (VPAS), Executive Director of Information Technology, Director of Facilities and Operations
11. Compliance with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations.	• Program participation agreement (PPA), most recent • Statement of Accreditation Status (SAS) (PDF Format) (dated) • Eligibility and Certification Approval Report (ECAR), most recent • Heightened Cash Monitoring (HCM) Status, if applicable • Title IV Responsibilities (*Verification of Compliance – Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x)*) ○ Three-year official cohort default rate (College Scorecard or Institution) ○ Financial responsibility composite score / composite score index ○ Most recent Program Review Determination Letter (Final Program Review Determination Letter of Expedited -Determination Letter; correspondence)	Director of Compliance, Director of Financial Aid

	○ Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F: Uniform Guidance) ○ USDE Correspondence and institutional response related to limited, suspended, terminated eligibility to participate in Title IV ○ For Profit Institutions - 90/10 Rule – percentage of revenue from federal funds	
12. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	• Evidence of resource planning and analysis of resource utilization • Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	Vice President for Administrative Services (VPAS), POAR templates, budget planning documents, Assistant Vice President of Learning and Academic Affairs (AVP), Executive Dean of Community and Workforce Development
13. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	• Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation • Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions • Consultant and taskforce reports, as applicable	Cabinet, Senate Advisory, Senate subcommittees, annual plan, academic plan, budget planning templates, Institutional Effectiveness Plan

Standard VII: Governance, Leadership, and Administration

Criteria	Evidence	Reference
1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities.	• Organizational charts for institution and all divisions and units, as applicable • Description of the legally constituted governance structure, including a diagram that clearly conveys the governance structure of the institution and clearly identifies any related entities and all levels of ownership that are legally responsible for the institution • Information on all related entities, as applicable (*Related Entities Policy and Procedures*) o A listing of the legal name, jurisdiction, form or organization of every entity that is part of the legal constituted governance structure (including related entities) o The bylaws, founding or governance documents must be provided for all related entities o Related Entities Required Disclosures Certification Statement • Governing Documents including bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other founding documents	Secretary to the Board of Trustees (BOT), Vice President for Administrative Services (VPAS), Director of Compliance
2. A legally constituted governing body that: a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution; b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor its individual members	• Documentation of the structure, authority, and autonomy of governing body including any related entities • Policies and procedures manuals or compendium • Board committee procedures • Description of how the governing board regularly reviews policies and bylaws • Sample of board and committee meeting minutes o Documenting board review and approval of policy o Documenting review of annual financial statements o Documenting board decision-making • Policy and procedures for board conflicts of interest • Documentation of regular or systematic disclosure or reporting of conflicts of interest and/or recusals (e.g. forms or meeting minutes) • List of current governing body or board members	a. Secretary to the Board of Trustees (BOT) b. Secretary to the Board of Trustees (BOT) c. Secretary of the Board of Trustees (BOT) d. Secretary to the Board of Trustees (BOT) e. Secretary of the Board of Trustees (BOT), Vice President for Administrative Services (VPAS) f. Secretary to the Board of Trustees (BOT) g. Secretary to the Board of Trustees (BOT) h. Secretary to the Board of Trustees (BOT) i. Secretary to the Board of Trustees (BOT)

interfere in the day-to-day operations of the institution; 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. is not chaired by an institutional or system representative to avoid conflict of interests; i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution; j. supports the Chief Executive Officer in maintaining the autonomy of the institution; and k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent	o Disaggregated by relevant populations o Affiliation and occupation of each member o Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees o Identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer o Board member curriculum vitae (CVs) or biographies • Documentation of regular and systematic board self-evaluation with evidence of follow-up on any concerns (available examples from a four-year period)	j. Secretary to the Board of Trustees (BOT) k. https://www.mvcc.edu/institutional-effectiveness/student-consumer-info/index.php

terms to all of its accrediting and regulatory agencies.		
3. Chief Executive Officer who: 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; and 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.	• Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO) • Policies and procedures or by-law provisions outlining evaluation of Chief Executive Officer (CEO) • Policies and procedures for continuity of leadership or succession • Qualifications of the Chief Executive Officer (CEO) o Curriculum vitae (CV) or resume for the chief executive officer including the officer's name and title o Evidence that the CEO was appointed by the governing board o The appointment date of the CEO o Evidence that CEO is evaluated regularly	a. Assistant to the President b. Assistant to the President c. Assistant to the President d. Assistant to the President
4. An administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; and	• Organization chart • Administrative Staff Qualifications o Curriculum vitae (CVs) or resumes, as applicable o Analysis of credentials and professional experience consistent with the mission of the organization and their functional roles • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount • Institutional and Unit Leadership Data, disaggregated by relevant populations o Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties o Curriculum Vitae (CVs) or resumes • Policies and procedures for the review of units, with evidence of assessment and evaluation • Evidence of regular evaluation of administration assessing if they have the skills, time, assistance,	a. Assistant to the President b. Executive Director of Human Resources c. Executive Director of Human Resources d. Executive Director of Human Resources e. Vice President for Learning and Academic Affairs (VPLAA) f. Dean of Institutional Research and Organizational Performance

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.	technology, and information systems expertise required to perform their duties
	
	• Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable
	  o Student Survey of Administration
	  o Faculty Survey of Administration Staff Survey of Administration	

5. Periodic assessment of the effectiveness of governance, leadership, and administration.	• Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration • Evidence (assessment instrument and analysis of collected data) of periodic assessment of the effectiveness of governance, leadership, and administration • Consultant and taskforce reports, as applicable	College Senate chair, Faculty Council of Community Colleges (FCCC), Assistant to the President, Coordinator of Assessment and Academic Programming, Dean of Institutional Research and Organizational Performance