

Mohawk Valley Community College
Self-Study Design

Presented to
**Middle States Commission
on Higher Education**

February 14, 2025

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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, Mohawk Valley Community College 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:

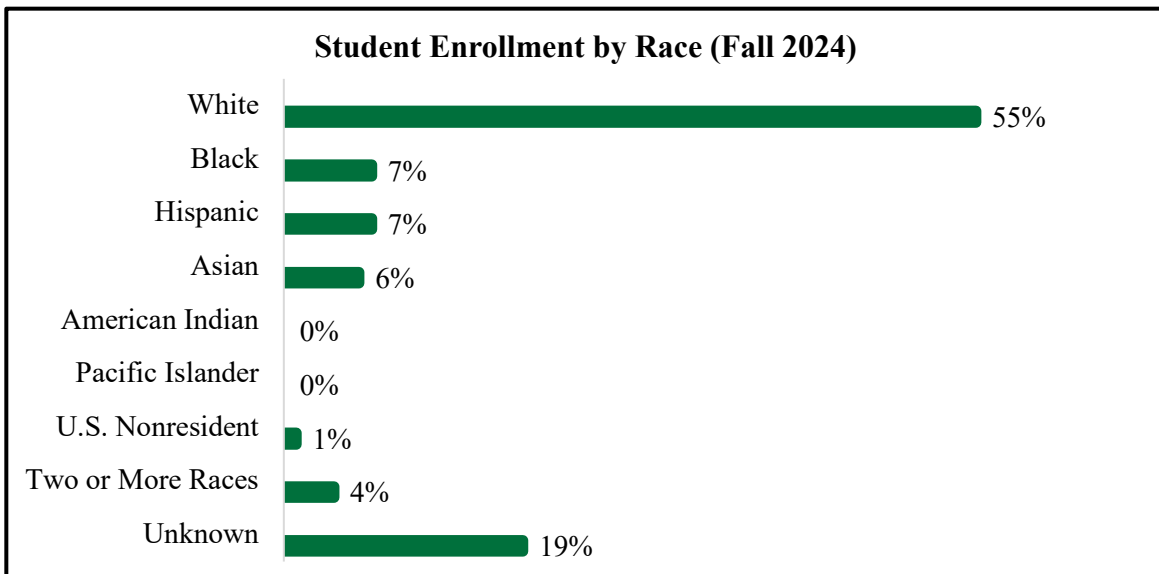
1. Be the best version of their self every day and assist anyone who needs help.
2. Listen to others and respond with truth and tactful candor.
3. Communicate effectively and give others the benefit of the doubt.
4. Foster an environment of shared responsibility by holding themselves and others accountable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

Institutional Profile

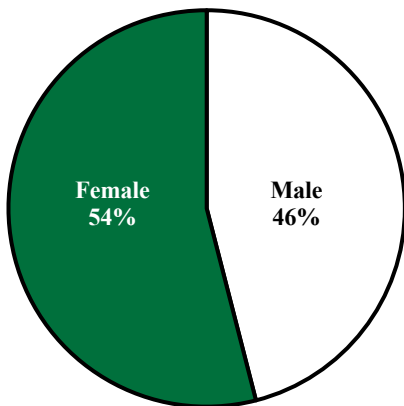
MVCC's academic programs, along with a comprehensive array of business and student support services, are delivered by an employee base comprising both full- and part-time faculty and staff. MVCC has five collective bargaining unit contracts. Teaching faculty and some professional staff sectors are represented 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 contribution, 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.

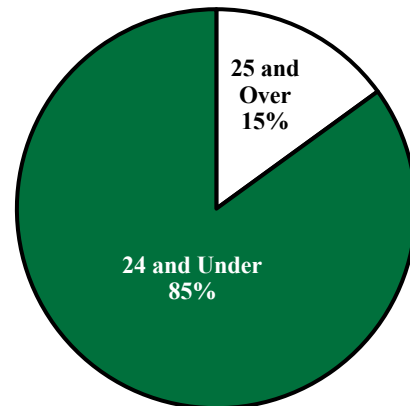
Mohawk Valley Community College serves a diverse student population. As of fall 2024, 81% of the student body at MVCC was eligible to receive a Pell Grant to help finance their college education. Despite the high number of Pell-eligible students, MVCC maintains the highest three- and four-year graduation 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.



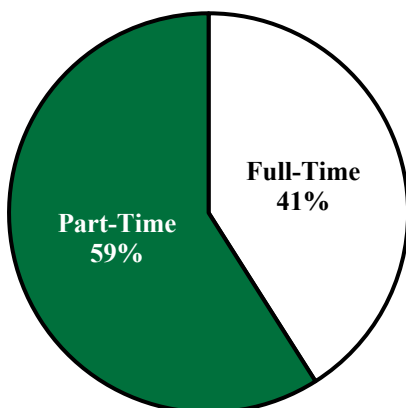
Student Enrollment by Gender (Fall 2024)



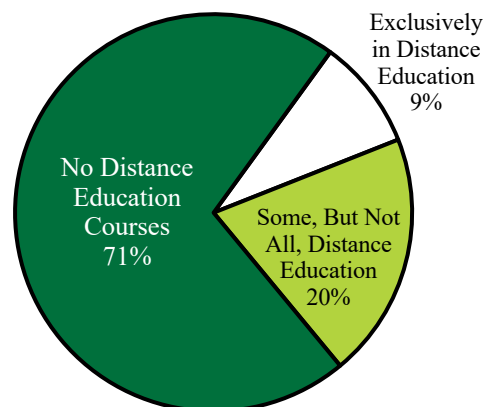
Student Enrollment by Age (Fall 2024)



Student Enrollment by Status (Fall 2024)



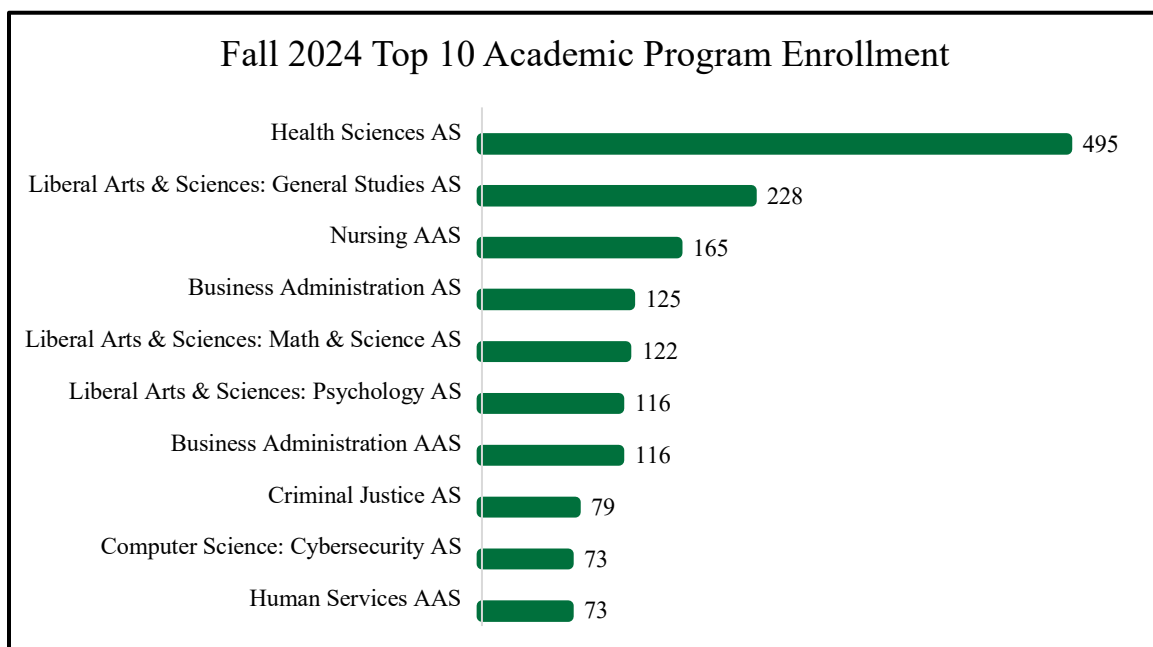
Student Enrollment by Course Modality (Fall 2024)



The following chart includes a snapshot of the populations the College has served over the last 10 years. 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 Unduplicated Headcount	FY14	FY23	FY24	% Change (FY23-FY24)
Total Credit	10,061	9,203	9,869	7.2%
Credit Campus/Online	7,819	5,379	5,837	8.5%
Dual Credit in HS	2,242	3,824	4,032	5.4%
Total Noncredit/Other	6,659	9,829	9,342	-5.0%
CCED Community	4,762	4,435	3,846	-13.3%
CCED Workforce	1,104	2,940	3,156	7.3%
SBDC/thINC/YEA!	-	817	890	7.0%
CLE/MVILR	-	626	397	-36.6%
Pre-College Pipeline	793	1,011	1,053	4.1%
Total Annual Headcount	16,720	19,032	19,211	0.9%

Mohawk Valley Community College 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 along 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.

Mohawk Valley Community College 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, which 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."

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.

Based on a series of community focus groups that called for the College to disrupt itself to better reach underserved adult populations, the Free FastTrack (FFT) workforce development model at MVCC addresses 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 2,500 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.

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. 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. In 2022, MVCC and MVILR received a multi-year funding award from the Community Foundation of Herkimer and Oneida Counties to develop the partnership between the organizations, including a focus on growing and diversifying the membership of MVILR and developing the board leadership of both institutions. In 2023-24, 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.

The Center for Leadership Excellence (CLE) was launched in 2018 as a partnership between Leadership Mohawk Valley (LMV) and MVCC. This joint effort blends expertise, programs, and resources into an innovative and high-impact center to address the region's need for effective, equipped, and engaged community leaders. By uniting discrete community efforts into a unified Center for Leadership Excellence, this transformative project increases the impact of each partner organization's programs from isolated cohorts to a robust, multi-strand powerhouse of leadership trainings that serves a diverse group of constituents – women, minorities, small business managers, and more – annually. Each year, CLE works

with over 150 participants in its adult leadership program initiatives including Leadership Mohawk Valley, Leadership Academy, Supervisors Institute, Neighborhoods Rising, and Board Leadership.

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 military prior to seeking formal post-secondary education at a reduced cost.

Mohawk Valley Community College 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 a MVCC Electrical Service Technician AOS degree 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.

thINCubator (The Home for Innovative New Companies) at Mohawk Valley Community College is part of a broader initiative to foster entrepreneurship and innovation in the Mohawk Valley. It serves 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. 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* Tech robotics. 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.

The Young Entrepreneurs Academy (YEA!) is an innovative program that empowers local middle and high school students to become confident, real-world entrepreneurs. For the past 12 years, MVCC has proudly partnered with YEA!, providing over 160 local students in grades 6-12 with the opportunity to launch their own businesses and gain invaluable insights into entrepreneurship and personal growth.

STEP (Science and Technology Entry Programs) 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 Mohawk Valley Community College 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.

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	<u>Priority 1:</u> Increase Student Completion	<u>Priority 2:</u> Strengthen the Educational Pipeline	<u>Priority 3:</u> Advance Diversity and Inclusiveness	<u>Priority 4:</u> Develop the Workforce and Community	<u>Priority 5:</u> 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	<u>Priority 1:</u> Increase Student Completion	<u>Priority 2:</u> Strengthen the Educational Pipeline	<u>Priority 3:</u> Advance Diversity and Inclusiveness	<u>Priority 4:</u> Develop the Workforce and Community	<u>Priority 5:</u> 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 meets and exceeds the revised MSCHE Standards for Accreditation and Requirements of Affiliation and verify MVCC compliance with Accreditation-Relevant Federal Regulations;
2. Identify, through an evaluative analysis, areas of institutional strength, and areas for institutional improvement, to enable the College to better meet and exceed the five strategic goals;
3. 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; and
4. Provide opportunities for College stakeholders to participate in the self-study process – making it as inclusive and transparent as possible so that stakeholders gain an enhanced understanding of the College and are better equipped to contribute to the College initiatives in meeting the strategic goals.

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 <i>Executive Director of Organizational Culture and Wellness</i>	
Self-Study Co-Chairs	Anne Nolan <i>Director of Compliance</i>	Ross Wittenberg <i>Assistant Professor, School of Business and Hospitality</i>
Co-Chairs for Working Groups		
I. Mission and Goals	Holly Doty <i>Director of Student Records & Registrar</i>	Sean Davis <i>Associate Professor, School of STEM Transfer</i>
II. Ethics and Integrity	Ashleigh Frank <i>Secretary to the President</i>	Jennifer DeWeerth <i>Dean of the Rome Campus and Community Outreach</i>
III. Design and Delivery of the Student Learning Experience	Brandon Horender <i>Coordinator, Center for Accelerated Pathways</i>	Claire Ehrlich <i>Librarian & Assistant Professor, Library</i>
IV. Support of the Student Experience	Ibrahim Rosic <i>Assistant Dean of the School of STEM and Director of the Learning Commons</i>	Grace Costello <i>Student Support Advisor, School of Business and Hospitality</i>
V. Educational Effectiveness Assessment	Erica Brindisi <i>Associate Professor, School of STEM Transfer</i>	Venancio Fuentes <i>Instructor, School of STEM Career</i>
VI. Planning, Resources, and Institutional Improvement	Cory Albrecht <i>Director of Advanced Institute for Manufacturing</i>	Christine Van Namee <i>Associate Professor, School of Business and Hospitality</i>
VII. Governance, Leadership, and Administration	Sam McManus <i>Assistant Professor, School of Humanities</i>	Gloria Karol <i>Assistant to the President and Secretary to the Board of Trustees</i>

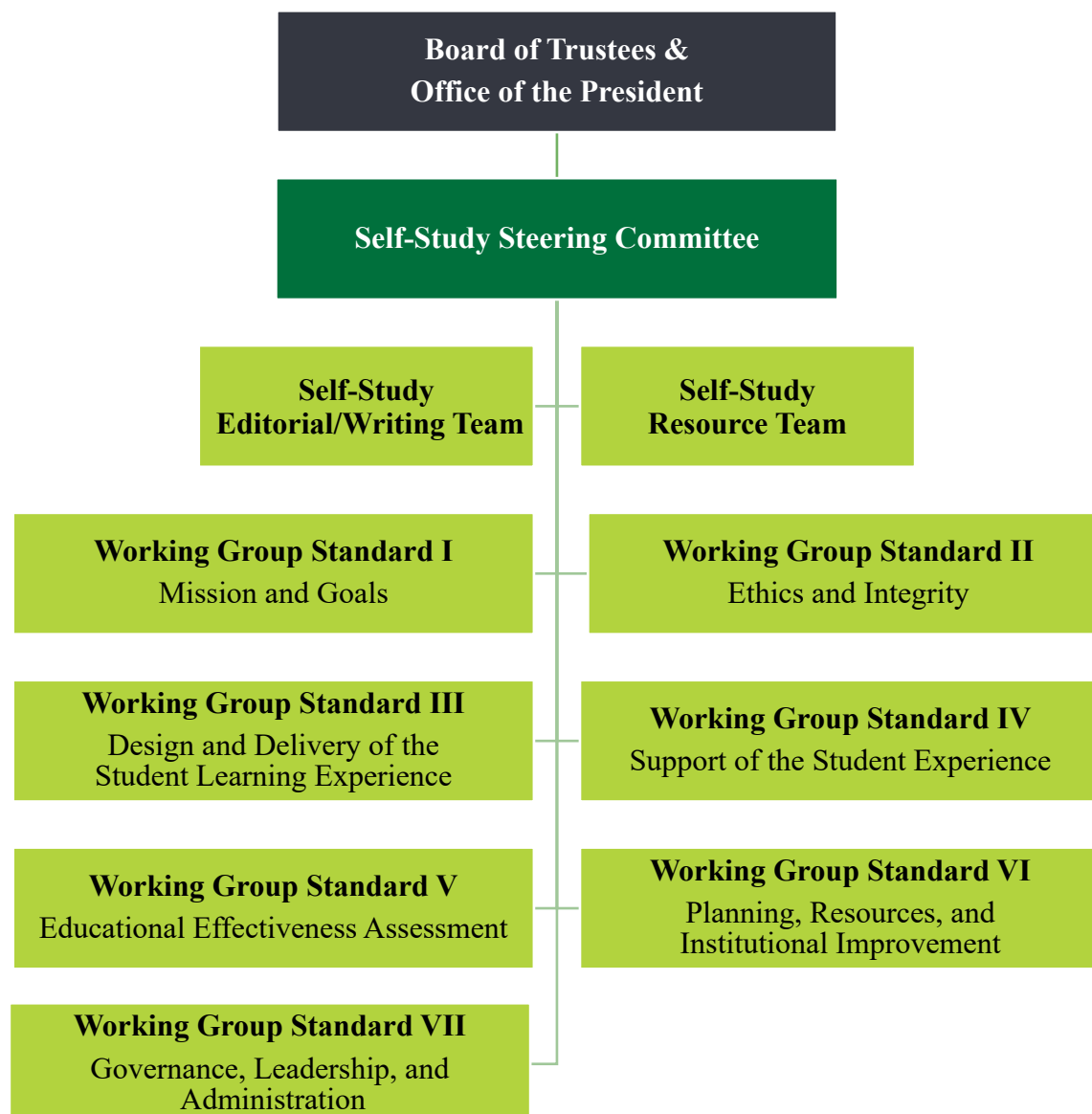
Self-Study Resource Team

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

Self-Study Writing/Editorial Team

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

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 status reports 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 and areas for potential improvement and innovation.

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 your Working Group
- Participate in orientation and ongoing meetings beginning Spring 2025
- Document all meetings and store minutes in designated Microsoft Teams channels and/or shared network drive
- Identify, collect and analyze evidence, and draft reports for the Steering Committee in adherence to the self-study timeline
- Address specific 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 areas for improvement and develop actionable recommendations
- Submit a final report 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
Brandon Walcutt	Assistant Professor, School of Business and Hospitality
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:

- How are the College's mission and goals developed, and who is involved in this process?
- How do various governing bodies contribute to supporting and upholding the mission and goals?
- How often are the mission and goals evaluated, and what factors influence changes or updates? Who is involved in this process?
- What is the process for measuring and assessing the College's mission and goals?
- In what ways do the mission and goals support student success, institutional improvement, and the College's core values?
- How are the mission and goals reinforced across the organizational culture and embedded in institutional practices?
- How do the mission and goals reflect the College's identity 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 does the College communicate and engage the public? How does the College ensure ethical standards and integrity in public communications, advertisements, recruiting materials, and internal communications?
- How accessible are institutional policies and procedures to the campus community and the public? To what extent are these policies adhered to, and how is adherence monitored? How are they assessed with respect to ethics and integrity?
- What policies and processes exist to support academic freedom, intellectual freedom, freedom of expression, and intellectual property rights? Are these policies adequate and effective? How are these policies communicated?
- How does the College promote diversity, equity, and inclusion and foster a culture of respect for its employees, students, and community stakeholders across different roles and backgrounds?
- What policies and processes exist to support grievances by faculty, staff, and students? Are these policies adequate and effective? How are these policies communicated?
- What policies and processes exist related to conflict of interest? Are these policies adequate and effective? How are these policies communicated?
- What processes are in place to ensure that hiring, evaluation, promotion, disciplinary, and separation practices are fair and impartial? Are these processes consistently applied?
- 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?
- How does the College maintain compliance with external reporting requirements?

Working Group Standard III: Design and Delivery of the Student 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
Brandon Horender (co-chair)	Coordinator, Center for Accelerated Pathways
Claire Ehrlich (co-chair)	Librarian & Assistant Professor, Library

Alisia Pooley	Associate Professor, School of Health Sciences
Jessica Norris	Financial Aid Advisor
Dina Radeljas	Associate Professor, School of Public and Human Services
James Roberts	Associate Professor, School of Humanities
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:

- How do the College's academic programs demonstrate appropriate content and rigor to foster a coherent learning experience? Are the processes for program design and delivery sufficient to meet institutional goals?
- How accessible and appropriate are student learning outcomes for all academic programs? Are career programs designed to meet the needs of local employers? Are transfer programs designed to seamlessly transfer to four-year institutions?
- How does the College ensure that qualified and appropriately credentialed faculty design, deliver, and assess academic programs and student learning outcomes?
- Does the College have a sufficient number of instructional faculty to deliver academic programs effectively? What professional development opportunities are available to support faculty in their teaching? What resources are available to support adjunct instructors?
- What processes are in place to ensure faculty are reviewed regularly, equitably, and apprised of expectations for reappointment, promotion, and tenure? Are these processes sufficient?
- Are the programs of study clearly and accurately described in official publications of the College in a way that students are able to understand?
- What learning opportunities and resources are available to support academic programs, major requirements, and student academic progress? How does the College communicate these resources? Are these resources effective in meeting student needs across all modalities and instructional sites?
- How is the general education program structured, and does it allow for exploration while emphasizing local and global cultural awareness, and advanced thinking skills? Are there key

learning outcomes such as oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy?

- What processes are in place to assess student achievement of general education outcomes and ensure continuous program improvement?
- Do career programs reflect the needs of local employers? Do transfer programs transfer seamlessly, and if so, where?

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:

- What are the student support services in place at the College? What processes are used to assess the effectiveness of student support services in enhancing the student experience?
- Does the College have a sufficient number of support staff to meet the needs of the student population?

- What are the policies and processes that the College uses to recruit, admit, and retain students whose interests, abilities, and goals align with the institution? Are these policies and processes communicated clearly and executed ethically?
- How comprehensive and accurate is the information provided to students about expenses, financial aid, scholarships, grants, loans, repayment, and refunds?
- How are students with academic or non-educational needs (e.g., at-risk students) identified and supported in achieving their educational goals?
- How do orientation, advisement, and counseling programs contribute to student retention and success?
- What processes are in place to enhance student achievement, including program completion, transfer to other institutions, and post-completion placement?
- What policies and procedures exist to evaluate transfer credits, experiential learning, prior non-academic learning, or alternative learning approaches?
- What policies and procedures are in place to ensure that student information is maintained securely and released appropriately?
- How are athletics, student life, and other extracurricular activities managed? Do all programs adhere to the same academic, fiscal, and administrative principles and procedures?
- How is data used to inform and implement strategies that improve outcomes for all student populations?

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:

- Are student learning outcomes aligned at the institutional, program, and course levels? How do these alignments reflect and support the College's mission?
- How does the College assess student learning outcomes?
 - Who conducts assessments?
 - What processes are involved in the assessments?
 - What is the frequency of assessments?
 - Do these assessments evaluate program goals and overall student success?
 - How are assessment results communicated to stakeholders?
- How do faculty and administration ensure that assessment results feed into decision-making processes and lead to meaningful changes? How are assessment results used to:
 - Improve student learning, pedagogy, and curriculum?
 - Review and revise academic programs and services?
 - Plan and conduct professional development activities?
 - Inform planning and budgeting for academic programs?
 - Enhance overall student success (e.g., retention, completion, transfer, and placement)?
- How are the College's assessment processes evaluated for effectiveness and subjected to continuous improvement?

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
Lorin Williams	Assistant Professor, School of Public and Human Services
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:

- Are the institutional and unit goals across the College:
 - Clearly stated and communicated?
 - Appropriately assessed using the College's key performance indicators?
 - In alignment with the College's overall mission and strategic framework?
 - Evaluated based on assessment findings?
 - Used for budgeting, planning, and resource allocation?
- How are planning and improvement processes documented and communicated to various stakeholders to foster participation in those processes? How are the planning and improvement processes assessed?
- How do planning processes:
 - Integrate goals for institutional effectiveness and improvement?
 - Focus on student success and learning outcomes?
 - Utilize results of institutional assessments that lead to overall improvement?
 - Incorporate diversity, equity, and inclusion?
 - Consider future trends?
- How are the College's financial planning and budgeting processes aligned with the College's mission, goals, and strategic framework, as well as with individual unit goals? Are these processes evidence-based?
- Are fiscal, human, physical infrastructure, and technical infrastructure resources adequate to support the College's operations? Are these resources documented and measured to assess efficiency of utilization? Are the infrastructure resources sustainable?
- How does the College assign responsibility and accountability in decision-making processes?
- How is compliance with Title IV and/or other federal and state laws monitored and documented?

- What is the process for conducting annual audits, and how does the College address concerns raised in these audits?
- What is entailed and who is involved in the annual budgeting process?

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:

- Is the College's governance structure clearly articulated, transparent, and inclusive of all relevant constituencies? How does the governance structure define roles, responsibilities, and accountability for decision-making?
- What are the roles and responsibilities of the College's Board of Trustees (BOT)?
 - Does the BOT have sufficient diversity, independence, and expertise?
 - Is there a conflict-of-interest policy in place to maintain the integrity of the BOT? What is the process?
- What are the roles and responsibilities of the College President?

- How does the President establish procedures to assess institutional efficiency and effectiveness?
- How is the President selected and appointed, and how does the College ensure the President has appropriate credentials?
- How does the Board of Trustees evaluate the performance of the President?
- Does the President have the assistance of a sufficient number of qualified administrators?
- What are the roles and responsibilities of the College's Administration?
 - Is the organizational structure documented with clear reporting relationships?
 - Does the Administration have sufficient diversity, expertise, and credentials?
 - What are the processes used for evaluating administrative units?
- What methods are used to periodically assess the effectiveness of governance structures and leadership roles?

V. GUIDELINES FOR REPORTING

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

Task	Due Date
Working Groups submit detailed outline to Steering Committee	December 1, 2025
Working Groups submit Mid-Progress Report to Steering Committee	January 15, 2026
Working Groups develop final drafts	April 1, 2026
Writing Team submits first draft of Self-Study Report to Steering Committee for review	July 1 – July 15, 2026
Self-Study Report draft shared with College stakeholders for review	July 15 – August 31, 2026
Writing Team & Self-Study Co-Chairs refine Self-Study Report	September 1 – September 30, 2026
College submits Self-Study Report draft to MSCHE Evaluation Team Chair	October 1, 2026
Preliminary MSCHE Evaluation Team Chair visit and feedback	When Received – November 30, 2026
Editorial Team formats and lays out Self-Study Report	December 1 – December 31, 2026
President and BOT complete final review and approval of Self-Study Report	January 1 – January 15, 2027
Self-Study Co-Chairs & ALO upload final Self-Study Report to MSCHE	January 15, 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 resultant final draft will be subject to extensive feedback from the Steering Committee and the Self-Study Co-Chairs. The Steering Committee has the final responsibility for the content of the Self-Study Report. 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. It will then be sent to the layout/formatting editor for final publication.

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 recommendations and plans 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 Recommendations, and the Conclusion.

The Executive Summary section will provide a brief (1-5 pages) summary of the major findings and recommendations 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 and Recommendations section will include the following information for each accreditation standard:

- Heading indicating the standard under consideration
- Cross-references to relevant materials in other parts of the Self-Study Report
- Analytical discussion of the data reviewed, and the inquiry undertaken
- Conclusions including strengths and challenges, with references to appropriate criteria and supporting data
- Any assertions must be supported by data
- Recommendations for ongoing institutional improvement based on data analysis
- References to sources of data tracked through the Document Roadmap

In the final Self-Study Report, there will be a chapter for each Working Group report which should adhere to the following template:

- Overview: Provide an overview of the Working Group's charge as it relates to the assigned accreditation standard and identified linkages with institutional priorities.
- Connection with Other Groups: Discuss how the Working Group's work is connected to that of other groups and describe the collaboration that occurred with other groups.
- Analysis of Information Reviewed: Present and discuss the Working Group's major findings in relation to the assigned accreditation standard and identified linkages with MVCC's institutional priorities, describing identified strengths and challenges.
- Recommendations for Ongoing Improvement: Present recommendations based on the identified strengths and challenges for improving MVCC's achievement of its Mission and Strategic Goals in relation to the assigned accreditation standard and identified linkages with the College's

institutional priorities. Where appropriate, also include recommendations for measures of program sustainability (e.g., cost, revenue generation, impact, quality of program outcomes, contribution to institution's reputation or mission, etc.) that should be included in a common, MVCC-wide framework for ongoing program evaluation. Recommendations and improvements identified by the Working Groups will be vetted through a collaborative review process involving the ALO, Self-Study Co-Chairs, representatives from relevant departments, and senior administration. Final approval will be granted by senior administration and/or the Board of Trustees to ensure alignment with institutional goals and strategic priorities.

The Conclusion section will provide a summary of the major conclusions reached and MVCC's recommendations for self-improvement.

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 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 Co-Chairs 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. The Working Groups are encouraged to submit their materials in a concise fashion to enable the one-voice writer to easily combine the seven Working Group documents. To ensure that each section is concise and will fit well with the Self-Study Report as a whole, each Working Group will assign one person as the primary writer for its standard and will use the following specifications:

- Microsoft Word for text with embedded tables
- 12-point Times New Roman font
- Fully justified and single spaced with 1.15 spacing for bullets and numbering
- Moderate margins (1.0" top and 0.75" left, right, and bottom margins)
- Present tense with active voice, written in third person
- NLM format for citations with supporting documents in an appendix with appropriate numbering
- Main headings in bold and in capital letters, left justified, all headers in 12-point font
- Subheadings in italics and in upper and lower case, left justified, all headers in 12-point font
- Page numbers listed on bottom/middle of page
- Tables will be numbered and titled
- Attachments/evidence should be numbered

VII. SELF-STUDY TIMELINE

Fall 2024	Spring 2025	Summer 2025
<ul style="list-style-type: none"> Self-Study Co-Chairs identified MSCHE Training (Self-Study Institute) MSCHE Annual Conference Call for Standards Working Groups volunteers Present update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> Select and charge Steering Committee members Finalize and communicate Working Groups membership Steering Committee sets meeting dates for the process Prepare and submit Self-Study Design by February 14 Self-Study Design Preparation Visit on April 7 Self-Study Co-Chairs present status update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> Self-Study Design document revised and submitted to MSCHE Self-Study Design approval from MSCHE VP for Field Relations Steering Committee retreat
Fall 2025	Spring 2026	Summer 2026
<ul style="list-style-type: none"> Working Groups begin inquiry and meet weekly to move forward in process Steering Committee meets biweekly to identify potential issues and provide support to Working Groups Working Groups analyze data and evidence MSCHE Annual Conference Annotated outlines due from Working Groups Self-Study Co-Chairs present status update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> Selection of Evaluation Team Chair First and second drafts due from Working Groups Writing/Editorial Team begins review of draft documents Self-Study Co-Chairs present update to College community at Data Summit and appropriate Institute intervals Self-Study Co-Chairs present status update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> Writing/Editorial Team prepares Self-Study Report Steering Committee Retreat
Fall 2026	Spring 2027	Summer 2027
<ul style="list-style-type: none"> Final roster of Evaluation Team members Provide opportunities for campus feedback on Self-Study Report 	<ul style="list-style-type: none"> Self-Study Report sent for formatting and final editing Self-Study Co-Chairs present status update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> Commission Meeting: final accreditation action taken

<ul style="list-style-type: none"> • Second draft prepared • Self-Study Report submitted to Team Chair by October 1 • Evaluation Team Chair preliminary visit • MSCHE Annual Conference • Further/final revisions to Self-Study Report • Arrangements for hosting Evaluation Team visit • Self-Study Co-Chairs present status update to College Senate and Board of Trustees 	<ul style="list-style-type: none"> • Final Self-Study Report sent to all Evaluation Team members • Facilitate required Core Workshop for all College employees • Site Team visit • Submission of MVCC response to Evaluation Team findings • Campus Celebration for Completion of Self-Study Process Event 	
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VIII. COMMUNICATION PLAN

The previous timeline contains the tactical communications plan. The communications strategic overview is included in the following table:

Purpose	Audience	Methods	Timing
To share data, documents, and research results, and communicate in a secure, transparent, and meaningful manner.	Steering Committee members, Self-Study Working Group members, faculty, staff, and students	<ul style="list-style-type: none"> • MVCC Middle States Self-Study (micro) website • MVCC shared network drive • Periodic meetings • Periodic emails • Governance meetings updates 	Fall 2024 through Spring 2027
To update campus audiences about the self-study process.	Students	<ul style="list-style-type: none"> • MVCC Middle States Self-Study (micro) website • Student Congress • Institution-wide communications • Social media updates 	Fall 2025 through Spring 2027
	Alumni and community members	<ul style="list-style-type: none"> • MVCC Middle States Self-Study (micro) website • Institutional Advancement communications • Alumni Newsletter • Social media updates 	Fall 2025 through Spring 2027

	Faculty, staff, and administration	<ul style="list-style-type: none"> • MVCC Middle States Self-Study (micro) website • Governance meetings updates • Institution-wide communications • Institutes and Core Workshop (annual training) 	Fall 2024 through Spring 2027
	Board of Trustees and governance bodies	<ul style="list-style-type: none"> • MVCC Middle States Self-Study (micro) website • Periodic meeting attendance and updates 	Fall 2024 through Spring 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:

- Cybersecurity
- Airframe & Powerplant Technology
- Engineering and Trades
- Health Professions (Nursing, Respiratory Care, Radiology Technology, Surgical Technology)
- Visual Arts

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, Accreditation Liaison Officer (ALO), Director of Compliance, and Executive Director of Equity and Inclusion, has systematically identified and curated relevant resource documents. This work will be shared with the Steering Committee and subsequent 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. The chart below includes possible examples of evidence that the Working Groups will utilize in their research:

MSCHE Standard	Examples of Evidence
I. Mission and Goals	<ul style="list-style-type: none"> • College Mission, Goals, and Values • Diversity, Equity & Inclusion Statements • Annual Plan & Strategic Framework • Key Performance Indicators (KPIs) • Student Headcount Data • Human Resources Data (Faculty/Staff Headcount Data) • Student Success Data
II. Ethics and Integrity	<ul style="list-style-type: none"> • Policies and Procedures for Academic and Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property Rights • Diversity, Equity & Inclusion Statements • Student Headcount Data • Human Resources Data (Faculty/Staff Headcount Data) • Campus Climate Survey Results • Grievance and Academic Complaint Policies and Procedures • Title IV Policies • Conflict of Interest Policy and Procedures • HR Personnel Policies and Procedures • Collective Bargaining Agreements • Sample Marketing and Recruitment Materials • Verification of Compliance Documents • FERPA Policies
III. Design and Delivery of the Student Learning Experience	<ul style="list-style-type: none"> • College Catalog • Academic Program Roadmaps • Policies and Procedures Related to Faculty Qualifications • MVCC Website & HR Webpage • Enrollment Data • Faculty Evaluation Guidelines • Promotion and Continuing Appointment Guidelines • College Institutes, New Faculty Experience (NFE), Center for Inclusive Teaching Excellence (CITE), and Other College Professional Development • Program and Student Learning Outcomes • Sample Syllabi and Course Outlines • Library and Learning Commons Data • Assessment of Academic Policies • Distance Education Policies and Procedures • Student Course Surveys • College-Wide Curriculum Committee and General Education Committee Minutes • Brightspace and Educational Technologies Resources • POARs and APRs
IV. Support of the Student Experience	<ul style="list-style-type: none"> • Admissions and Recruitment Policies • College Catalog

	<ul style="list-style-type: none"> • Sample Enrollment Agreements • Sample Marketing Agreements • Student Handbook • Enrollment Data and Projections • Retention and Graduation Rates • Financial Aid Profile (Tuition and Fees Schedule, Net Price Calculator, Student Loan Data and Default Rates, Pell Grants, Refund Policy) • Placement Testing Policies, Procedures, and Data • Student Orientation/Convocation • Student Advising Policies and Procedures (including Software Used) • Student Counseling Policies and Procedures • OAR Policies, Procedures, and Data • Student Success Data • Student Enrollment Profiles (including International Student Data) • Transfer of Credit and Prior Learning Assessment Policies and Procedures • Articulation Agreements (including Dual Credit) • FERPA and Information Technology Policies and Procedures • Athletics Policies, Procedures, Data, and Compliance • Title IX Compliance • Student Survey Data
V. Educational Effectiveness Assessment	<ul style="list-style-type: none"> • POARs and APRs • Academic Program Roadmaps • Student Completion and Achievement Data • College Catalog • External Accreditation Reports (Nursing, Respiratory Care, Surgical Technology, etc.) • Institutional Effectiveness Committee Minutes • College-Wide Curriculum Committee Minutes
VI. Planning, Resources, and Institutional Improvement	<ul style="list-style-type: none"> • Organizational Charts • Committee Membership • Annual Planning Council Minutes • College Mission, Vision, and Goals • Annual Plan and Strategic Framework • Budget Planning Documents • Institutional Financial Data and Ratios • Key Performance Indicators (KPIs) • DEI Planning, Initiatives, and Data • Institutional Effectiveness Committee Plan • SUNY Fund Balance Policy • Human Resource Data (Employee Headcount, etc.) • Infrastructure and Capital Projects Data

	<ul style="list-style-type: none"> • Annual Audit Procedures and Documentation • Financial Statement and Management Letter • Board of Trustees, College Senate, Cabinet, and Student Congress Meeting Minutes • Facilities Plan • Program Participation Agreement • Statement of Assessment Status • Eligibility and Certification Approval Report
VII. Governance, Leadership, and Administration	<ul style="list-style-type: none"> • Organizational Charts and Governance Structure • Governing Documents (Bylaws, Articles of Incorporation, etc.) • Board of Trustees and Subcommittee Meeting Minutes • Board of Trustees Conflict of Interest Policies and Procedures • Board of Trustees Membership • Board of Trustees Evaluations • Policies and Procedures to Search for College President (including Job Description and Qualifications) • College President Evaluations • Administration Qualifications • Human Resource Data (Administration Headcount) • Administration Promotion and Evaluation Policies and Procedures • Administration Membership • Faculty Council of Community Colleges Reports

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

The branch campus in Rome and 30% 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 Team Visit to the College.