



2027 Self-Study Report

Presented to:
Middle States Commission on Higher Education

Table of Contents

MVCC Overview and Self-Study Introduction	iii
Overview of Mohawk Valley Community College.....	iii
Introduction to the Self-Study Report	iv
Response to Previous Self-Study Commitments.....	vi
Response to the COVID-19 Pandemic	vii
Standard I: Mission and Goals.....	1
Standard II: Ethics and Integrity	10
Standard III: Design and Delivery of the Student Learning Experience.....	22
Standard IV: Support of the Student Experience.....	41
Standard V: Educational Effectiveness Assessment	62
Standard VI: Planning, Resources, and Institutional Improvement	72
Standard VII: Governance, Leadership, and Administration	87
Evidence Legend	Appendix A
Standard I	
Standard II	
Standard III	
Standard IV	
Standard V	
Standard VI	
Standard VII	

MVCC Overview and Self-Study Introduction

Overview of Mohawk Valley Community College

Located in Central New York, 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.

Today, MVCC is a comprehensive, publicly funded community college, sponsored by Oneida County and associated with the State University of New York (SUNY), 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 is organized into four divisions—Learning and Academic Affairs, Student Affairs, Administrative Services, and the President’s Office—that oversee its departments, offices, centers, programs, and services.

The College spans two campuses—a main campus located in the City of Utica, NY, and a branch campus located in the City of Rome, NY—and a downtown center in Utica at Bagg’s Square that houses the Small Business Development Center (SBDC), thINCubator startup accelerator, Advanced Institute for Manufacturing (AIM), and Carpentry/Masonry programs, while also providing instruction via dual credit offered in local high schools. MVCC offers more than 80 credit program options across its seven academic schools and many additional non-credit workforce training pathways offered through the Center for Corporate and Community Education (CCED). MVCC’s headcount of more than 17,000 full- and part-time students comprises roughly 4,500 students in each of the College’s “four buckets” that describe how MVCC serves the community: for-credit on campus/online, dual credit in local high schools, non-credit workforce training, and non-credit community education and pre-college programs. In addition to academics, the College has national championship programs in men’s and women’s intercollegiate athletics, active student clubs and organizations, and comprehensive professional enrichment and wellness programs for faculty and staff.

MVCC’s academic programs, along with a comprehensive array of business and student support services, are delivered by an employee base comprising about 375 full-time and 300 part-time faculty and staff annually on a budget of roughly \$60 million. MVCC has contracts with five collective bargaining units and 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.

MVCC’s mission statement, vision statement, and core values guide all the work that is done at the College:

Mission Statement: 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.

Vision Statement: Transforming lives through learning.

Core Values:

1. Embrace our community
2. Model the way
3. Inspire confidence
4. Encourage excellence

For the purpose of goal setting on the College's Annual Plan, MVCC is guided by a Strategic Framework that consists of four pillars that are based on the mission statement:

1. Increase student success
2. Strengthen the educational pipeline
3. Develop the workforce and community
4. Improve operational effectiveness

MVCC participates in a variety of national organizations and initiatives. In 2024, MVCC earned Leader College designation by the Achieving the Dream Network and was invited as one of six founding members to help launch the Jobs for the Future 75 Million Movement, an initiative that seeks to help 75 million people facing barriers to a living wage via gainful employment. In 2026, MVCC also earned Achieving the Dream's Leader College of Distinction designation. Additionally, the College has hosted and developed the programming for the Strategic Horizon Network, a self-organized learning community of nine community colleges in seven states that brings teams of faculty and staff together to explore disruptive innovation, organizational culture, and equity outside of higher education to uncover unique insights and models to adapt for their colleges.

Community is at the heart of MVCC's mission statement. The College launched numerous efforts to reach the community's underserved residents, such as the free FastTrack workforce development model, the Community-College-Connection (C3) program that addresses non-academic barriers, and thINCubator and Small Business Development Center (SBDC) that act as entrepreneurial hubs.

MVCC's community focus is also exemplified through the creation of academic programs like Dental Hygiene that meets regional workforce demand, and the expansion and revitalization of College infrastructure with the new Applied Technology Center and Mohawk Valley ON-RAMP Center that serve as regional workforce development hubs.

These are just a sample of MVCC's efforts to fulfill its mission. These initiatives, and more, will be discussed throughout the Self-Study Report.

Introduction to the Self-Study Report

In fall 2023, MVCC began preparing for its 2027 MSCHE Self-Study. The Self-Study Co-Chairs were selected by the President's Cabinet and invited to participate by MVCC President Dr. Randall VanWagoner. The Self-Study Co-Chairs are Anne Nolan, Dean of Institutional Research and Organizational Performance, and Ross Wittenberg, Assistant Professor of Accounting in the School of Business and Hospitality. The College's Accreditation Liaison Officer (ALO) is Jill Heintz, Executive Director of Organizational Culture and Wellness.

A Self-Study Planning Team was formed in fall 2023, consisting of the Vice President for Learning and Academic Affairs, the Executive Director of Organizational Culture and Wellness, the Assistant Vice

President of Learning and Academic Affairs, the Executive Director of Equity and Inclusion, the Coordinator of Assessment and Academic Programming, and the Self-Study Co-Chairs. This Planning Team and a smaller subsection named the Task Force established a timeline, created a process to capture evidence, initiated communication and training to the College about the Self-Study process, and discussed membership of the Self-Study working groups.

In preparation for the Self-Study, members of the Planning Team attended various workshops at the 2024 and 2025 MSCHE Annual Conferences to learn accreditation best practices. The Self-Study Co-Chairs and ALO also presented the conference session “Building a Strong Foundation as Accreditation Newbies” for attendees who were new to the process, sharing best practices implemented by MVCC during its Self-Study.

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 Task Force finalized membership of the working groups, focusing on broad representation across all College divisions, and established two co-chairs for each of the seven standards. MVCC also established a Writing Team, who, along with the Self-Study Co-Chairs, was responsible for taking the working group drafts and merging them into a comprehensive final Self-Study Report.

In February 2025, the Self-Study Co-Chairs met with the Steering Committee, consisting of the Self-Study Co-Chairs, the ALO, and the 14 working group co-chairs, to charge the committee and review role expectations.

Throughout the remainder of spring 2025, the Self-Study Co-Chairs met with each of the seven working groups to review the Self-Study process. The groups were charged with conducting a comprehensive review of reports, documents, institutional data, and other sources of evidence related to the assigned accreditation standards, to write a report that demonstrates compliance with MSCHE accreditation standards.

Throughout the 2025-2026 academic year, the Steering Committee met monthly and the working groups met biweekly. Steering Committee meetings offered tips and hosted small workshops for working group co-chairs, as well as shared report-outs to monitor progress from each working group. The working groups submitted a series of deliverables throughout the 2025-2026 academic year to ensure consistent progress toward the final Self-Study Report. The first set of deliverables during the fall semester included evidence collection, criteria analysis, commendation and commitment identification, and a first draft for each MSCHE standard. The Self-Study Co-Chairs and ALO reviewed each first draft and provided feedback to the working groups for content revision. Deliverables during the spring semester focused on refining the first drafts, culminating in final drafts submitted by each working group in April 2026. The Self-Study Co-Chairs and ALO reviewed and revised these drafts, combining them into a full Self-Study Report, before presenting it to the President’s Cabinet for review and ultimately to the Writing Team for final revisions. The Self-Study Report was presented to the Board of Trustees in July 2026 and the College community in August 2026 for a comment period, before final upload to the MSCHE Self-Study Portal.

Response to Previous Self-Study Commitments

MVCC received no recommendations from the MSCHE Evaluation Team following its 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 (Intro.1).

Response to the COVID-19 Pandemic

The onset of the COVID-19 pandemic presented MVCC with unprecedented challenges, prompting rapid innovation across academic programming, instructional delivery, technology, student support services, and institutional operations. These efforts sustained academic continuity and strengthened student access, engagement, and institutional resilience. Many of the strategies implemented during the pandemic have since become permanent components of the College's operations, contributing to improved student support delivery metrics and a stronger institutional culture.

During and following the pandemic, MVCC accelerated the development and modernization of its academic portfolio to address post-pandemic workforce needs. Since 2020, the College has introduced nine new academic programs, compared with one during the 2018-2019 pre-pandemic period, while also revising dozens of existing programs across health professions, engineering technologies, business, liberal arts, advanced manufacturing, hospitality, and the visual arts to maintain alignment with industry demands (Intro.2).

MVCC significantly expanded its capacity to deliver online instruction, transforming its instructional model to better meet evolving student needs. The College more than doubled its annual online course offerings from an average of 101 sections pre-pandemic (2015-2019) to 210 sections post-pandemic (2021-2026), while hybrid offerings remained stable (Intro.3). This sustained expansion reflects a major shift in instructional delivery that better aligns with student needs. To support expanded online instruction, faculty increased their use of Brightspace by maintaining course sites for both online and face-to-face classes, providing students with consistent access to course materials. Between fall 2023 and spring 2026, 58.2% of instructors (459) recorded Brightspace activity, averaging 407 logins and 369 course accesses per instructor. These data demonstrate that faculty are using the learning management system to support instruction across modalities, extending its value beyond exclusively online courses (Intro.4).

The pandemic also prompted a significant expansion of student support services through the College-Community-Connection (C3) program. Annual duplicated participation increased from 624 students in 2019-2020 to a peak of 1,776 in 2023-2024 before stabilizing at 1,643 in 2024-2025, an increase of approximately 185% over the pre-pandemic baseline. Fall semester student participation counts similarly grew from 291 students in fall 2019 to 744 students in fall 2024, demonstrating the sustained growth of C3 as a comprehensive student support initiative (Intro.5).

To address both student financial hardship and institutional operational challenges, MVCC received and expensed approximately \$14.25 million through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Strengthening Institutions Program American Rescue Plan – Higher Education (SAIHE), and Supplemental Support under the American Rescue Plan (SSARP) between 2020 and 2022 (Intro.6). Emergency assistance was awarded throughout each term to address students' immediate financial needs, including defaulted payment plans, and to support student persistence during and following the COVID-19 pandemic (Intro.7).



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.



Introduction to Standard

The intention of a mission statement is to guide an institution in defining its purpose and setting its goals. Mohawk Valley Community College (MVCC) has created a mission statement, a vision statement, and core values that reflect the nature of the institution and the purpose of its work.

Mission Statement: 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.

Vision Statement: Transforming lives through learning.

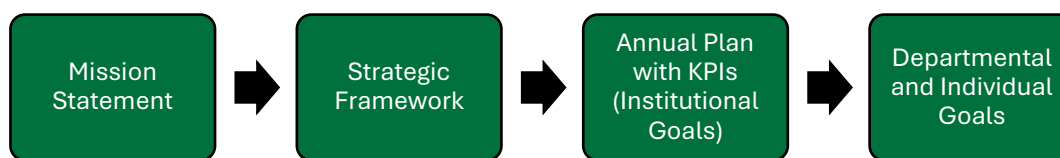
Core Values:

1. Embrace our community
2. Model the way
3. Inspire confidence
4. Encourage excellence

These statements and values are the foundation for all that happens at MVCC. Institutional goal setting is guided by the College's Strategic Framework, which consists of four pillars that are based on the mission statement:

1. Increase student success
2. Strengthen the educational pipeline
3. Develop the workforce and community
4. Improve operational effectiveness

Additionally, the College develops a comprehensive Annual Plan that is linked to the Strategic Framework pillars. The Annual Plan sets institutional objectives (goals) for the year, which frame departmental and, in turn, individual goals throughout the organization. In this sense, all goals established at each level of the College are directly tied to MVCC's mission statement.



Criterion 1a: *Clearly defined mission and goals that are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement.*

The Annual Planning Council (APC) was established in 2023 to facilitate the process for developing the College's Annual Plan, which guides department and individual planning and resource allocation. The APC is composed of representatives from administration, faculty, and staff from across the College (SI.C1a.1). The group begins each academic year by reviewing and re-affirming the College mission statement (last revised in 2015) and Strategic Framework pillars with data analysis and crosswalk to student success initiatives (SI.C1a.2-5).

During the 2024-2025 academic year, the APC recommended a change to the Strategic Framework to better align goal setting and resource allocation for all College departments, especially for areas and initiatives that do not clearly fit into the other Strategic Framework pillars. As a result, a new Strategic Framework pillar to improve operational effectiveness was adopted in 2025. This new pillar was developed, vetted, and implemented largely through the APC (SI.C1a.6), disseminated and endorsed through shared governance groups like College Senate and Faculty Caucus (SI.C1a.7), and approved by the Board of Trustees (SI.C1a.8). In 2026, a standalone pillar related to advancing diversity, equity, and inclusion was removed from the Strategic Framework and instead integrated into each pillar in the Annual Plan, recognizing that these efforts exist as overarching values upon which each Strategic Framework pillar is executed (SI.C1a.9). Additionally, wording of two Strategic Framework pillars was adjusted in 2026 to allow the College's goals to be more measurable and assessable (SI.C1a.10). The pillar previously named "increase student completion" was changed to "increase student success," and the pillar previously named "improve operational excellence" was changed to "improve operational effectiveness."

MVCC has gone through several iterations of the planning process during the current accreditation cycle, in the spirit of continuous improvement based on survey data and campus conversations (SI.C1a.11). Prior to the establishment of the APC in 2023, the College utilized a five-year planning cycle led by the Strategic Planning Council (SPC). The decision to move from a five-year planning cycle to an annual planning cycle was made to allow the College to be more agile in its responsiveness to the changing academic and regulatory landscapes post-COVID-19. As campus conversations continued throughout the implementation of the redesigned planning process, further recommendations were made in spring 2026 to enhance coherence and clarity over the planning process. The revised direction tasks the President's Cabinet to work collaboratively with their divisions to establish annual institutional priorities that directly inform the Annual Plan and budget development. With this change, the APC was dissolved, with its planning function transferred to Cabinet (SI.C1a.12). The transition of the planning function from APC (with limited membership of faculty and staff) to Cabinet (that will engage a wider audience within their divisions) acts to improve collective ownership over the planning process.

With the recent dissolution of the APC, MVCC commits to clarifying the process to periodically review and approve the mission statement by identifying ownership of the mission statement review, communicating decisions to the College community, and attaining approval from the Board of Trustees (**Commitment 1a**). Due to the number of recent changes to the planning process, MVCC commits to monitoring these changes to gauge effectiveness compared to previous iterations of the institutional planning process (**Commitment 1a**).

Criterion 1b: *Clearly defined mission and goals that address external as well as internal contexts and constituencies.*

The mission statement and Strategic Framework are written in a way that addresses both internal and external constituencies.

Strategic Framework pillars one (increase student success) and four (improve operational effectiveness) are more focused on internal contexts, such as support and success of students and employees. These internal contexts are further addressed in the mission statement components of accessible, high-quality educational opportunities to meet the diverse needs of our students, and student success through personal enrichment.

Strategic Framework pillars two (strengthen the educational pipeline) and three (develop the workforce and community) are more focused on external constituencies, such as regional employers, transfer partners, K-12 schools, and community organizations. These external contexts are further addressed in the mission statement components of being committed to student success through partnerships, transfer, and career pathways. MVCC considers itself the community's college, which is emphasized through employee initiatives like Days of Service and Team MVCC, as well as employee participation on local community boards. Days of Service provide College-led opportunities for employees to participate in community service throughout Utica and Rome during their regular work hours. Team MVCC, an effort initiated and coordinated by College employees, promotes community activities and engagement by participating in community events that help bring MVCC faculty, staff, and students together for local causes and showcase the College's commitment to its local area (SI.C1b.1).

Criterion 1c: *Clearly defined mission and goals that are approved and supported by the governing body.*

When changes to the College's mission statement and Strategic Framework are proposed, the MVCC Board of Trustees reviews and votes to approve the changes at its monthly meetings. Additionally, the Board is tasked annually with approving the proposed Annual Plan with accompanying budget (SI.C1c.1).

As recent examples, the Board approved changes to the Strategic Framework in 2025 (to add a pillar related to operational effectiveness) and in 2026 (to remove a pillar related to diversity, equity, and inclusion) (SI.C1a.8-9).

Criterion 1d: *Clearly defined mission and goals that 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.*

MVCC's mission statement and Strategic Framework provide the foundation for all decisions made at the College. Planning at all levels—institutional, departmental, and individual—are based on the Annual Plan objectives, which tie back to the mission statement and Strategic Framework (SI.C1d.1).

Resource allocation is based on budget managers' submissions, with all requests for resources connected to the Strategic Framework pillars and Annual Plan objectives (SI.C1d.2).

Program and curricular development at the College are guided by the mission statement and Strategic Framework, as new academic programs are created based on community and regional needs to develop the workforce. For example, in response to a regional workforce crisis in the dental health industry, MVCC is relaunching the Dental Hygiene academic program by establishing a training clinic on the Rome campus. The program will include a 25-seat clinical training lab with the ability to onboard 30 students per year and a ramp capacity of providing training to 60 students concurrently. The program will provide an estimated 240 to 360 hours of free dental services to community members each week. The relaunch of the program aligns with the College's mission to promote student success through career pathways and aligns with the Strategic Framework pillar to develop the workforce and community (SI.C1d.3).

Institutional and educational outcomes are defined by key performance indicators (KPIs) that are tied to each component of the mission statement. These KPIs are used to assess the College's educational outcomes (SI.C1d.4).

Criterion 1e: *Clearly defined mission and goals that include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution.*

MVCC's mission statement includes a commitment to student success through personal enrichment. This philosophy extends to the employee experience with the belief that an enriched employee positively impacts the student experience. MVCC's Office of Student Engagement provides extracurricular and creative activities for students, including academic and special interest clubs and events (SI.C1e.1). For employees, the College provides professional development and personal enrichment opportunities on campus through Institute Days and the Center for Inclusive Teaching Excellence, financial support for external professional development like the 30-Day AI Agility Challenge through humanskills.ai, and a formal sabbatical leave process (SI.C1e.2).

Criterion 1f: *Clearly defined mission and goals that are publicized and widely known by the institution's internal stakeholders.*

MVCC's mission statement, vision statement, and core values are published annually in the College Catalog (SI.C1f.1). Additionally, these statements, the Strategic Framework, and the Annual Plan are available to the wider community via the College website (SI.C1a.2, SI.C1f.2).

The College's mission and goals have been further communicated as topics for all-College presentations like Core Workshops and Data Summits (SI.C1f.3). These presentations focused on explaining how the College's mission is embedded into each role at the College, or how the mission is tied to the assessment of institutional outcomes with KPIs.

"Who Made Your Day" recognitions are connected to the core values of MVCC. Challenge coins are awarded to faculty and staff who exemplify MVCC's values, as recommended by peers (SI.C1f.4).

Criterion 1g: *Clearly defined mission and goals that are periodically evaluated.*

At each month's Board of Trustees meeting, the College President presents assessment data pertaining to the mission statement. The Office of Institutional Research and Analysis and other key stakeholders collect data related to mission-based KPIs, analyze that data, and prepare a summary report for the Board (SI.C1d.4). This provides a transparent evaluation of the College's mission and goals, assessing how well the daily work of the College contributes to the fulfillment of the Annual Plan, and, thereby, the College's overall mission. Additionally, each KPI analysis is shared with the College Senate and at College Administrators' Meetings on the same monthly schedule (SI.C1g.1).

The President's frequent communication of KPI analysis to various groups throughout the College keeps many members of the MVCC community abreast of student success and institutional health throughout the year (**Commendation 1g**).

Criterion 2: *Institutional goals that are realistic, appropriate to higher education, and consistent with mission.*

The change from a five-year planning process to an annual planning process has allowed MVCC to create goals that are realistic and responsive based upon the most current regulatory environment, regional needs, and initiatives from the State University of New York (SUNY) system. The more agile one-year goals allow the College to be flexible and react to the ever-changing landscape of higher education, assisted in part by the Hawk Vision workgroup that is responsible for longer-term, ongoing environmental scanning to ensure the planning process incorporates forward-looking trends in higher education (SI.C2.1).

Decisions regarding goals are also informed based on insight gathered from MVCC participation in networks such as the Strategic Horizon Network, Jobs for the Future, Achieving the Dream, and the Aspen Institute (SI.C2.2-4). These affiliations keep the College connected to emerging innovations and strategic priorities both within and beyond higher education.

MSCHE's Standards for Accreditation and Requirements of Affiliation, Fourteenth Edition, states, "An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves." Each of MVCC's Strategic Framework pillars relates to the purpose of an institution of higher education, as defined by MSCHE. MSCHE's pillars—a dedication to students, knowledge, values, and society—are reflected in MVCC's pillars of increasing student success, strengthening the educational pipeline, and developing the workforce and community. The final pillar of improving operational effectiveness ensures that the College has the operational capacity to meet the three other Strategic Framework pillars.

The College's institutional goals outlined in the Annual Plan are aligned to the Strategic Framework pillars, which in turn are aligned with MVCC's mission statement.

Elements of the Mission Statement	<u>Pillar 1:</u> Increase Student Success	<u>Pillar 2:</u> Strengthen the Educational Pipeline	<u>Pillar 3:</u> Develop the Workforce and Community	<u>Pillar 4:</u> Improve Operational Effectiveness
Accessible, high-quality educational opportunities to meet diverse needs	X	X	X	X
The community's college		X	X	
Student success through partnerships	X	X	X	X
Student success through transfer and career pathways	X	X	X	
Student success through personal enrichment			X	X

Criterion 3a: *Goals that focus on student learning outcomes and student achievement that include retention, graduation, transfer, and placement rates.*

MVCC's Annual Plan sets goals related to student learning outcomes and student achievement that include retention, graduation, transfer, and placement rates. These goals are included within the Strategic Framework pillars to increase student success and strengthen the educational pipeline.

Within the pillar to increase student success, the 2026-2027 Annual Plan includes goals to support the SUNY Academic Momentum Campaign, implement the MVCC/SUNY Diversity Plan, and implement the Academic Probation Intervention Action Plan. These goals will be measured with two-year and three-year graduation rates, fall-to-spring persistence and fall-to-fall retention rates, credit-hour targets in the first semester and first year, year-one gateway course completion rates, and average graduate earnings post-graduation.

Within the pillar to strengthen the educational pipeline, the 2026-2027 Annual Plan includes goals to increase enrollment market share of high school graduates in local school districts and develop and implement the Dual Credit Action Plan. These goals will be measured with six-year student success rates,

transfer and bachelor's degree completion in six years, and number of dual credit students matriculating at the College (SI.C1a.3).

Criterion 3b: *Goals that focus on student learning outcomes and student achievement that consider diversity, equity, and inclusion principles.*

This criterion has been suspended by MSCHE.

Criterion 3c: *Goals that focus on student learning outcomes and student achievement that are supported by administrative, educational, and student support programs and services.*

MVCC's Annual Plan sets goals related to student learning outcomes and student achievement that are supported by administrative, educational, and student support programs and services. These goals are included within the Strategic Framework pillar to develop the workforce and community.

Within this pillar, the 2026-2027 Annual Plan includes goals to implement the Strategic Enrollment Management Plan and implement the action plan for the One Network for Regional Advanced Manufacturing Partnerships (ON-RAMP). These goals will be measured with a qualitative summary of MVCC's most significant partnerships, the number of active student clubs and organizations, the number of participating students in clubs and organizations, and the number of individuals participating in non-credit CCED courses (SI.C1a.3).

Criterion 3d: *Goals that focus on student learning outcomes and student achievement that prioritize institutional improvement.*

MVCC's Annual Plan sets goals related to student learning outcomes and student achievement that prioritize institutional improvement. These goals are included within the Strategic Framework pillar to improve operational effectiveness.

Within this pillar, the 2026-2027 Annual Plan includes goals to maximize the Element451 Customer Relations Management (CRM) system, develop and implement a Board policy for artificial intelligence, and develop and implement an integrated compliance and data governance framework to increase evidence-based decision making. These goals will be measured with student loan default rates, tuition comparisons to SUNY community colleges, fund balance amount, budget-to-actual ratios, cost-per-FTE ratios, and employee and student satisfaction survey results (SI.C1a.3).

Criterion 4: *Periodic assessment of mission and goals to ensure they are relevant and achievable.*

The College maintains a structured, recurring process to ensure that its mission and goals remain relevant, achievable, and aligned with institutional priorities. This process is embedded in both the annual planning cycle and the Institutional Effectiveness Council (IEC), which together provide systematic review, evaluation, and continuous improvement.

The IEC is composed of representatives from College administration, faculty, staff, and shared governance leaders (SI.C4.1). It provides oversight of the College's assessment and evaluation processes, in alignment with the Annual Plan. The IEC reviews key performance indicator (KPI) results that assess progress toward institutional goals and evaluates whether the metrics used continue to accurately measure mission fulfillment.

The IEC's work includes analyzing institutional data, reviewing assessment reports, and identifying areas where goals or KPIs may need revision (SI.C4.2). The IEC ensures that results from KPI monitoring are used to inform planning, resource allocation, and program improvement. Through this process, the IEC verifies that the mission remains achievable, and that institutional goals are being met in a measurable and meaningful way.

The Annual Plan incorporates KPIs as the primary method for assessing progress toward strategic goals and evaluating mission fulfillment (SI.C1a.3). KPIs provide measurable evidence of student success, institutional performance, and program effectiveness. Results are reviewed annually by the IEC and the President's Cabinet, ensuring that the College maintains a continuous cycle of assessment, reflection, and improvement (SI.C4.3-4).

When the College President and President's Cabinet establish KPIs to integrate into the Annual Plan, they connect each KPI to a specific element of the mission statement or how the College's operations fulfill and support the mission.

Element or Support of the Mission Statement	Strategic Framework Pillar	Example Key Performance Indicator (KPI)
MVCC is committed to student success.	Increase Student Success	Graduation rates two and three year
MVCC is committed to student success through career pathways.	Increase Student Success	Average graduate earnings post-graduation
MVCC is committed to student success through transfer pathways.	Strengthen the Educational Pipeline	Overall transfer and bachelor's completion in six years
MVCC is committed to student success through partnerships.	Develop the Workforce and Community	Qualitative summary of most significant partnerships
MVCC is committed to student success through personal enrichment.	Develop the Workforce and Community	Number of participating students in clubs and organizations
MVCC provides accessible educational opportunities.	Improve Operational Effectiveness	Student loan default rates
MVCC provides high-quality educational opportunities.	Improve Operational Effectiveness	Percent student satisfaction with overall MVCC experience
MVCC has adequate resources to fulfill its mission.	Improve Operational Effectiveness	Strong fund balance
MVCC has a vibrant organizational culture to support its mission.	Improve Operational Effectiveness	Percent of employees feeling connected to the mission

After KPIs are developed, plans are put in place across the College to achieve these measures, collect data, and monitor outcomes, all contributing to the assessment of the mission and Strategic Framework. The combined efforts demonstrate MVCC's commitment to fostering student learning and achievement through intentional coordination of administrative, academic, and non-academic divisions. Evidence of this integration is reflected in institutional reports that are created and shared across the College (SI.1d.4).

MVCC puts an intentional focus on institutional planning, but the heart of the work that is done at the College is centered around student success—the emphasis of MVCC's mission statement. The College's Strategic Framework, Annual Plan, and associated KPIs are explicitly tied to its mission, demonstrating a strong connection between mission-driven priorities and measurable outcomes (**Commendation 4**).

Summary of Commendations and Commitments for Standard I

Commendations

- Criterion 1g: The President reports KPI progress at monthly meetings of the Board of Trustees, College Senate, and College administrators. This keeps many members of the College community abreast of student success and institutional health throughout the year.
- Criterion 4: MVCC ensures alignment between its mission statement and institutional goals. The College's Strategic Framework, Annual Plan, and associated KPIs are explicitly tied to its mission, demonstrating a strong connection between mission-driven priorities and measurable outcomes.

Commitments

- Criterion 1a: MVCC commits to monitoring recent changes to the planning process to gauge effectiveness.
- Criterion 1a: MVCC commits to formalizing the process to periodically review and approve the mission statement. With the recent dissolution of the Annual Planning Council, the process should be refined to identify ownership of the mission statement review, while including input from the College community and approval of the Board of Trustees.



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.



Introduction to Standard

Mohawk Valley Community College (MVCC) demonstrates a commitment to ethics and integrity through clearly articulated policies, shared governance structures, transparent decision making, and continuous assessment practices that align with its mission statement and Strategic Framework. These structures support institutional priorities related to student success, educational access, workforce and community development, and operational effectiveness. Collectively, College policies and practices related to academic freedom, campus climate, grievances, employment, truthful communications, accessibility, affordability, student financial decision making, regulatory compliance, and policy review reflect a culture grounded in accountability, respect, and continuous improvement.

Criterion 1: *A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.*

MVCC maintains a clear and well-documented commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. Board-approved policies, collective bargaining agreements, and governance documents define faculty authority over curriculum, learning outcomes, instructional materials, and assessment (SII.C1.1-4). These policies are reinforced through shared governance processes, including the Academic Policies and Standards Committee (APSC) that is primarily composed of faculty from each academic school and is tasked to review and advise on matters pertaining to academic policies (SII.C1.5). Survey results from a 2026 faculty assessment survey showed that 94.8% of MVCC faculty agreed or strongly agreed that the College adheres to its published statement on academic freedom (SII.C1.6).

The College also maintains policies and statements addressing grading, ethical research practices, and responsible use of emerging technologies, including generative artificial intelligence (SII.C1.7). Intellectual property rights are defined through Board policy and contractual agreements, clarifying ownership and appropriate use of instructional materials, including online course content (SII.C1.2, SII.C1.4). Referenced policies are maintained and communicated through the College website and the President's Office, supporting transparency and accessibility. Together, these structures support an environment in which academic inquiry, expression, and intellectual property rights are protected and responsibly exercised.

Criterion 2: *A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.*

The College actively cultivates a climate of respect through systematic assessment, intentional programming, and leadership accountability. MVCC regularly conducts student and employee climate surveys, including instruments administered by the State University of New York (SUNY) and internally developed pulse surveys, to assess perceptions of belonging, satisfaction, respect, and organizational culture (SII.C2.1-10). Survey results are reviewed by the Office of Institutional Research and Analysis, the Institutional Effectiveness Council (IEC), senior leadership, shared governance bodies, and the Board of Trustees through key performance indicator (KPI) reporting (SII.C2.11-13).

The Office of Institutional Research and Analysis administers employee pulse surveys every semester. The fall survey measures employee satisfaction and engagement, while the spring survey measures leadership and teamwork across the College, with each survey containing both unique and shared questions. Survey results indicating agreement with certain statements demonstrate that employees feel personally accepted and respected at the College, with strong feelings of connection to the College mission.

	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025
My work is connected to the overall mission of the College.		97.2%		97.0%		95.6%
I feel accepted here at the College.	79.9%	92.0%	83.9%	95.6%	81.7%	89.9%
I feel personally respected.		88.3%		90.4%		88.5%
I feel the culture or atmosphere in the workplace is positive.	70.8%		77.4%		71.6%	

Survey findings inform targeted interventions, including supervisor development, professional enrichment programming, and focused discussions on workplace culture. The establishment of the Executive Director of Organizational Culture and Wellness position in 2019 further reinforced institutional accountability for fostering belonging and engagement (SII.C2.14). Employees are welcomed into the College culture through New Employee Orientation (NEO), New Faculty Experience (NFE), and meetings with the President during the first few months of employment (SII.C2.15). Leadership academies, employee resource groups, and recurring professional development workshops, including the PEAKS leadership program, support respectful interactions and shared understanding across employee groups (SII.C2.16).

The Employee Recognition Council and related efforts also contribute to a positive climate. Formal annual recognition programs, such as the MVCC Excellence Awards, and recurring informal recognition efforts, such as “Who Made Your Day?” and Hawk Feathers, provide opportunities for employees and students to recognize faculty and staff who contribute meaningfully to the College community (SII.C2.17).

MVCC also utilizes the Gallup CliftonStrengths Assessment as an onboarding tool to help new employees identify their individual strengths and perspectives and apply them to the workplace for success. Nearly 85% of full-time MVCC employees have taken the CliftonStrengths Assessment, with results available in a searchable database on the College website (SII.C2.18).

Annual Core Workshops designed and facilitated by a workgroup of MVCC faculty, staff, and administrators aim to unite the College community to share information and reaffirm its collective commitment to ideas and values that are important to the College. Core Workshop topics are approved by the President’s Cabinet and change each year. They are attended by the majority of College employees (SII.C2.19).

Academic Year	Core Workshop Name	Attended
2025-2026	Living the Mission: Our Impact, Our Community	349
2023-2024	The Multigenerational Workplace	357
2022-2023	Power of Community Service	317
2021-2022	Bandwidth Recovery	355
2020-2021	The Psychology of Difficult Conversations	326
2019-2020	Our Lenses of the World	305

Through these diverse programmatic opportunities, and as evidenced by survey results, MVCC fosters a culture of employee wellness and belonging through recognition and enrichment initiatives (**Commendation 2**).

For students, climate data and feedback guide initiatives related to safety, inclusion, and engagement. The Student Handbook includes the Student Code of Conduct and expectations for civility in the learning environment (SII.C2.20-21).

Historically, the State University of New York SUNY system administered its Student Satisfaction Survey (SSS) to all SUNY institutions on a three-year cycle. In 2026, SUNY changed this cadence to a two-year cycle. In 2025, MVCC launched the Student Pulse Survey (SPS), a short-form survey comprising 15 key questions from the SSS, to capture timely student feedback between SUNY's biennial survey. The SPS provides more frequent insights into the student experience, allowing the College to monitor trends and respond proactively. Selected questions from these surveys are used when developing MVCC's KPIs for the Annual Plan. Student survey results indicate that the College is responsive to student needs and that perceptions of belonging and acceptance of individual differences are monitored over time (SII.C2.1-10).

	2021 SSS	2024 SSS	2025 SPS
Satisfaction with overall MVCC experience (satisfied and very satisfied)	78.4%	85.6%	87.8%
If you could start over, would you choose to attend MVCC again (probably yes and definitely yes)	78.6%	79.8%	86.6%
Sense of belonging at MVCC (satisfied and very satisfied)	71.2%	69.8%	72.1%
Individual differences are accepted at MVCC (satisfied and very satisfied)	83.1%	83.1%	-

In 2025, the College participated in a SUNY diversity, equity, and inclusion climate survey of employees and students (SII.C2.22). Results provided additional benchmarks related to student satisfaction, sense of welcome, and College services. These practices demonstrate that the College not only collects climate data but uses feedback to inform action and strengthen institutional culture.

Though MVCC has a strong commitment to assessment through surveys, student response rates have historically been lower than desired. As a result, MVCC commits to developing initiatives to increase student participation in surveys to strengthen assessment of campus culture and support continuous improvement (**Commitment 2**).

Criterion 3: *A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably.*

MVCC maintains multiple clearly documented grievance procedures that are accessible, fair, and consistently applied across constituencies. Student grievance processes, including academic complaints, academic integrity appeals, academic dismissal appeals, disability-related concerns, Title VI complaints, and Title IX grievance procedures, are published in the Student Handbook and on the College website (SII.C3.1). In 2025, the College created a new webpage called "Report It!" as a hub for students who want to share a concern or report an incident related to Title IX, Title VI, bias or microaggression, and hazing (SII.C3.2). The webpage also includes descriptions for each type of concern, as well as the option "Not Sure What to Submit," which acts as a triage for general student concerns. This webpage was created in response to student feedback to provide clarity and easier access to reporting concerns.

Most employees at the College are members of a collective bargaining unit. Employees excluded from a collective bargaining unit include administrative assistants for College vice presidents, direct reports to the College President, and management-confidential administrators (e.g., Executive Director of Public Safety and Emergency Management). There are five separate collective bargaining units at MVCC:

- Association of Mohawk Valley Administrators (AMVA), comprising MVCC administrators who are not part of the President's Cabinet or not considered management-confidential.
- MVCC Professional Association (PA), comprising full-time faculty and professional staff.
- United Public Service Employees Union (UPSEU) – White Collar, comprising employees of the county holding a budgeted, regular, full-time position in a title reflected in white-collar-included titles (e.g., account clerks).
- UPSEU – Blue Collar, comprising employees of the county holding a budgeted, regular, full-time position in a title reflected in blue-collar-included titles (e.g., custodians).
- MVCC Adjunct and Part-Time Association (APA), comprising adjunct faculty and part-time professional staff.

Employee grievance processes are governed by applicable collective bargaining agreements and institutional procedures, providing clear pathways for representation, review, and appeal (SII.C3.3-7).

The College has demonstrated responsiveness to regulatory change. MVCC complied with federal Title IX regulatory changes following the 2020 Final Rule, adopted revised procedures in response to subsequent regulatory updates, and updated Title IX and non-Title IX sexual harassment policies for employees and students as part of legal and compliance review. Grievance procedures provide informal and formal resolution options, outline timelines, and support impartial investigation and appeal processes (SII.C3.8-9).

The College regularly reviews and refines grievance procedures in response to legal guidance, case outcomes, and identified gaps (SII.C3.10). Training, awareness campaigns, mandatory reporting expectations, and accessible reporting mechanisms support timely and appropriate resolution of grievances (SII.C3.11). These practices demonstrate that MVCC addresses grievances through documented, fair, and evolving processes.

Criterion 4: *The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.*

MVCC established a comprehensive framework to prevent conflicts of interest through Board policy, annual disclosure requirements, and oversight processes. Trustees, senior administrators, and designated employees submit annual disclosures to identify actual or perceived conflicts, ensuring transparency and accountability. In addition, the Board of Trustees begins each of its meetings with a call for Board member conflicts of interest with respect to any agenda items requiring a vote (SII.C4.1).

The College recently reviewed and refined Board Policy 2004 Conflict of Interest to strengthen clarity and alignment with institutional expectations. Supervisory review and standardized disclosure practices ensure that potential or perceived conflicts are identified, reviewed, and addressed when necessary. These layered practices promote ethical decision making and reinforce public trust in institutional operations (SII.C4.2).

Criterion 5: Fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation.

Led by the Office of Human Resources (HR), the College has developed and refined practices intended to mitigate bias, promote equity, and uphold due process across the employee lifespan. Recruitment practices begin with review of job descriptions by HR, hiring supervisors, and, when applicable, the relevant bargaining unit. This review considers whether required qualifications can be reframed as preferred, whether equivalent combinations of education and experience are appropriate, and whether stated requirements are essential to job function (SII.C5.1).

Recruitment practices that support fair and impartial hiring include cross-posting openings across a variety of platforms, using LinkedIn Recruiter and LinkedIn tools to proactively identify qualified candidates and communicate institutional culture, and sourcing candidates through HigherEdJobs, including military-affiliated outreach and inclusive workplace distributions. To reach candidates outside traditional higher education pipelines, HR posts selected positions on industry-specific job boards and maintains partnerships with regional workforce and community organizations (SII.C5.2-3).

Screening committees for positions are formed with attention to role expertise and, when possible, diversity of perspective. All hiring supervisors and committee members complete annual training on structured interviews, implicit bias, and prevention of microaggressions based on information from the Executive Director of Equity and Inclusion (SII.C5.4). HR also leads charge meetings that orient committee members to process requirements, equitable hiring practices, confidentiality, restrictions on external candidate research, consistent questioning, and evaluation requirements (SII.C5.5). Role-based rubrics, independent scoring protocols, and documented dispositions help reduce bias and support hiring decisions based on job-related criteria (SII.C5.6).

The College has pursued feedback to strengthen recruitment and hiring practices through open forums, surveys, and Cabinet-level discussion. This feedback informed action items such as ongoing development of a comprehensive hiring guide, additional guidance for internal applicants, conflict of interest clarification, expanded recruitment tools, additional bias training, screening committee service limits, and search planning resources (SII.C5.7). MVCC commits to continuing to seek employee feedback on these initiatives to further improve the hiring and screening committee processes (**Commitment 5**).

After hiring, processes defined by the bargaining unit and HR guide probationary, continuing, and career appointments for PA and AMVA members (SII.C5.8-9). Full-time faculty and non-teaching professional staff complete annual goal-planning and assessment reports aligned with departmental and institutional goals and strategic objectives, triennial narrative reviews, and, for those who teach, classroom observations. Excluded employees and administrators follow distinct annual, goal-based reporting processes, while UPSEU members are evaluated through standardized forms (SII.C5.10-11). HR is responsible for documenting, tracking, and maintaining evaluations for full-time employees through personnel files and the Perform online platform. Formalized adjunct observation and evaluative processes are in place, while equivalent tracking for some part-time professional roles is less consistently documented (SII.C5.12).

Promotion processes vary by employee group. Documentation and committee review requirements differ across bargaining units, and excluded members are not eligible for promotion in the same way as bargaining unit employees (SII.C5.13-14). These differences present an opportunity for continued review of alignment, consistency, and equity in evaluation and promotion practices. Disciplinary processes are primarily governed by collective bargaining agreements and institutional procedures, which provide

baseline protections such as representation, written notice of charges, and access to grievance procedures (SII.C5.15).

Separation practices include confidential exit surveys and optional interviews intended to gather feedback on workplace culture, supervision, compensation, advancement, and institutional practices (SII.C5.16). The College is evaluating how exit feedback is collected, retained, and used to strengthen continuous improvement.

Though the College has processes in place related to employee evaluation, promotion, discipline, and separation in alignment with collective bargaining agreements, MVCC has identified that certain practices can be streamlined or restructured. MVCC commits to continue working with collective bargaining units to further review these practices across employee groups (**Commitment 5**).

Criterion 6: *Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.*

The College adheres to established marketing and communications practices that require accuracy, transparency, and regular review of public-facing information. Marketing, admissions, financial aid, human resources, and institutional communications are subject to fact-checking, approval processes, and compliance with applicable regulations (SII.C6.1-4). Primary marketing outreach to students is updated by the Office of Marketing and Communications (MarCom) as close to release as printing and production timelines allow, supporting accuracy in recruitment and public information.

MarCom updates the College social media accounts multiple times per week, and posts are proofread and fact-checked before release. MVCC also provides news releases to local newspapers and TV and radio stations to publicize events, achievements, and important notices for the broader community (SII.C6.5). Student consumer information, institutional performance data, and outcomes measures are published and maintained to ensure public access to accurate information (SII.C6.6). Internal communications related to hiring, student services, and institutional performance balance transparency with confidentiality and equity. These practices collectively support honest representation of the College and informed decision making by students, employees, and the public.

Criterion 7a: *As appropriate to its mission, it has policies, services, or programs in place to promote diversity, equity, and inclusion.*

This criterion has been suspended by MSCHE.

Criterion 7b: *As appropriate to its mission, it has policies, services, or programs in place to promote affordability and accessibility.*

MVCC demonstrates its commitment to affordability and accessibility through policies, programs, and services that remove barriers to enrollment, persistence, and completion. Board Policies 3002 Financial Aid and 3003 Accessibility Resources establish expectations for equity and access (SII.C7b.1-3).

The Office of Accessibility Resources (OAR), Educational Opportunity Program (EOP), Upward Bound Program, and College-Community-Connection (C3) address academic and non-academic barriers to access (SII.C7b.4-7). OAR provides individualized accommodations and faculty support, while EOP and Upward Bound support first-generation, low-income, and academically eligible students through advising,

mentoring, tutoring, and financial assistance. C3 addresses basic needs insecurity, including food, housing, transportation, and emergency needs, and reports strong participation and completion outcomes.

Affordability is central to MVCC's mission. The Board of Trustees determines tuition and fees annually, balancing affordability with institutional sustainability (SII.C7b.8). The tuition for MVCC is lower than most other SUNY community colleges while serving a high proportion of Pell-eligible students (SII.C7b.9).

Academic Year	Annual Tuition	Rank within SUNY Community Colleges
2022-23	\$4,870	6 th lowest out of 30
2023-24	\$5,162	10 th lowest out of 30
2024-25	\$5,266	10 th lowest out of 30
2025-26	\$5,372	11 th lowest out of 30

Student access to financial resources is further supported through financial aid assistance, more than 100 institutional scholarships offered through the Office of Institutional Advancement, and affordable instructional materials.

Affordability and Accessibility Indicator	Evidence Summary
Financial aid participation	In the most recent academic year, 74% of MVCC students receive financial aid, including 54% who receive Pell grants (SII.C7b.10).
Office of Institutional Advancement scholarships	Over the past four years, scholarships funded by the College, MVCC alumni, and community partners and donors supported an average of 198 students through more than 375 awards totaling nearly \$397,000 (SII.C7b.11-12) (Commendation 7b).
Instructional material affordability and accessibility	The Academic Advantage Pack supports access to course materials by reducing textbook costs and ensuring materials are accessible to all students by the first day of class (SII.C7b.13).

Corporate and Community Education (CCED) expands access through affordable workforce and enrichment programs, while Ellucian Advise referral and early alert systems support timely intervention and cross-departmental collaboration for students at risk (SII.C7b.14-15). Climate survey results and equity data provide additional feedback for evaluating student experience and program effectiveness (SII.C7b.16). Together, these coordinated efforts demonstrate that MVCC promotes affordability and accessibility through policy, financial support, student services, and assessment-informed improvement.

Criterion 7c: *As appropriate to its mission, it has policies, services, or programs in place to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.*

The MVCC Financial Aid Office supports students, parents, high school counselors, and community partners in understanding funding sources, educational costs, and the long-term implications of debt. In accordance with Board Policy 3002 Financial Aid, the department provides webinars, individualized counseling, high school visits, presentations in CF100 College Foundations Seminar, Open House participation, EOP events, and college fair outreach throughout the year (SII.C7c.1).

Financial aid handouts and policies help students understand grants, scholarships, loans, borrowing limits, cost of attendance, and alternatives to loans (SII.C6.3). Students seeking voluntary withdrawal are directed to meet with a Student Support Advisor (SSA) and complete appropriate withdrawal processes, which support understanding of academic standing, billing, financial aid, and possible refunds.

Board Policy 3014 College Withdrawal addresses administrative withdrawal in circumstances such as disciplinary issues or program policy violations (SII.C7c.2). Refunds are processed according to Board Policy 4006 Refund Policy, and the disbursement calendar and refund schedules are published in the College Catalog (SII.C7c.3-4). These practices help students make informed decisions about incurring debt, continuing enrollment, withdrawing, and understanding the value received for cost.

Although MVCC provides financial aid counseling and outreach, continued development of a communication plan and tracking of student interactions would strengthen assessment of effectiveness. This commitment aligns with the College's broader goal of ensuring that students have clear, timely, and accessible information to make responsible financial decisions (**Commitment 7c**).

Criterion 8a: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to required information for students and the public.*

MVCC demonstrates compliance with applicable federal and state laws, as well as Commission policies, through a structured approach to publishing required student and public information. The College maintains a centralized Consumer Information link on its website, which provides access to disclosures related to student achievement, financial aid, institutional policies, and regulatory requirements (SII.C8a.1-3).

As an example, MVCC has taken intentional efforts to comply with recent changes to Title II regulations related to digital content accessibility. A variety of training sessions and resources were developed and offered to groups of content creators across the College during the 2025-2026 academic year (SII.C8a.4). While the deadline for Title II compliance has been extended, MVCC has taken a proactive approach to ensure adherence.

The College Catalog serves as the authoritative source for academic policies, program requirements, and student rights, supporting transparency and regulatory alignment (SII.C8a.5). The Student Handbook and policy pages provide comprehensive guidance on institutional procedures, including financial aid policies, student conduct, and academic regulations (SII.C2.20). MVCC further demonstrates compliance through adherence to state financial aid regulations, including New York State Tuition Assistance Program (TAP) and Part-Time TAP certification requirements. These coordinated structures ensure that required information is accessible, regularly maintained, and aligned with federal and state expectations.

Criterion 8b: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to representation of accreditation status.*

The College accurately represents its accreditation status and publishes required disclosures in accordance with applicable federal regulations and Commission expectations. Accreditation information is presented on the MVCC website and supported by the Consumer Information landing page, which enhances transparency and public accountability. The College also provides access to required policies and procedures and accurately represents institutional and programmatic accreditation information (SII.C8b.1).

Public representation of accreditation status is reviewed and maintained to ensure consistency, accuracy, and compliance. These practices support informed decision making by students, employees, external partners, and the public.

Criterion 8c: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates.*

MVCC maintains a strong culture of transparency and continuous improvement by systematically collecting, analyzing, and publicly disseminating institution-wide assessment data. The Office of Institutional Research and Analysis, in coordination with College leadership, publishes key indicators such as student learning assessment outcomes, retention and graduation rates, enrollment data, and professional licensure pass rates (SII.C6.6, SII.C8c.1). These data inform planning, support academic quality, and demonstrate accountability to students, accreditors, and the community.

Information about individual programmatic accreditations is included on the MVCC website (SII.C8b.1).

Together, institution-wide reporting and programmatic accreditations affirm MVCC's commitment to academic integrity, public transparency, and preparation of students for licensure-based and professional fields.

Criterion 8d: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to institution compliance with the Commission's Requirements of Affiliation.*

MVCC complies with the four Commission Requirements of Affiliation through state authorization, continuous operation, degree-granting authority, and institutional reporting.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates.

The College is authorized to function as a degree-granting institution by the SUNY Board of Trustees and the New York State Education Department (NYSED). MVCC grants associate degrees and certificates under authority provided by New York State Education Law and SUNY policies (SII.C8d.1).

2. The institution is operational, with students actively enrolled in its degree programs.

The College is fully operational and actively enrolls students in associate degree and certificate programs. Enrollment data are reported annually to SUNY, NYSED, and the Integrated Postsecondary Education Data System (IPEDS) (SII.C8d.2).

3. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

MVCC has awarded associate degrees since 1951, when the Board of Regents authorized the College to grant the Associate in Arts (AA) and Associate in Applied Sciences (AAS) degrees upon completion of approved programs lasting at least two years but fewer than four years. Since then, MVCC has awarded associate degrees annually, with conferrals recorded and reported to SUNY, NYSED, and IPEDS (SII.C8d.3).

4. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.

MVCC conducts administrative, academic, and accreditation communications in English, and all materials submitted to the Commission are prepared and presented in English. These practices confirm ongoing eligibility and institutional good standing with the Commission.

Criterion 8e: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to verification of student identity in distance and correspondence education.*

MVCC verifies student identity in distance education through a multi-layered process involving admissions verification, secure credential assignment, single sign-on, multi-factor authentication, learning management system controls, and human verification by student support offices. Students access College systems through MyMV and related technology platforms using secure login protocols and authentication tools (SII.C8e.1-3).

The College also maintains online compliance and complaint policies and participates in processes that support distance education compliance, including student identity verification, secure access, and applicable state authorization requirements (SII.C8e.4-5). These measures ensure that the student who registers is who also participates in and completes coursework, supporting integrity in distance and online education.

Criterion 8f: *Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion.*

Since the last accreditation cycle, the College has established roles and enhanced structures to facilitate timely and accurate reporting of substantive changes. In response to increased regulations related to COVID-19, the College formed a Middle States Task Force that included the Accreditation Liaison Officer, Director of Compliance, and academic affairs leadership. These individuals monitor regulatory requirements, track initiatives that may rise to the level of substantive change, and complete substantive change reporting when required.

This work is supported by internal and external systems, shared governance processes, and cross-functional workgroups, including Annual Institutional Update meetings in which programs and locations are reviewed to ensure they meet MSCHE definitional criteria. The effectiveness of these processes is demonstrated by timely and accurate classification of an additional location in 2022, reclassification of 15 high schools from additional program locations to instructional sites in 2025, and the 2026 addition of a College in Prison Program site in response to restoration of Second Chance Pell funding (SII.C8f.1-2). These practices demonstrate that MVCC has strengthened substantive change monitoring and reporting processes.

Criterion 9: *Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.*

MVCC demonstrates its commitment to assessment of ethics and integrity through structured development, review, and implementation of institutional policies. A recent example is the Board Policy 1019 Policy on Policies. Based on feedback gathered through shared governance conversations, the Office of Human Resources, Director of Compliance, and Secretary of the Board of Trustees began work to clarify processes related to policy development, structure, and approval. The Policy on Policies, which was formally approved by the Board in 2025, outlines processes for policy creation, revision, and decommissioning, ensuring alignment with the College mission, legal requirements, and shared governance principles (SII.C9.1).

Ethical standards are embedded in policies, such as Board Policy 2004 Conflict of Interest and Board Policy 2005 Whistleblower, which are periodically reviewed and updated with legal counsel involvement (SII.C9.2). Annual disclosures, governance review cycles, and documented communications provide evidence of ongoing assessment and implementation (SII.C9.3). MVCC's approach reflects a commitment to transparency, accountability, and continuous improvement.

Summary of Commendations and Commitments for Standard II

Commendations

- Criterion 2: MVCC fosters a culture of employee wellness and belonging through recognition and enrichment initiatives.
- Criterion 7b: MVCC's significant scholarship support through the Office of Institutional Advancement helps reduce financial barriers for students.

Commitments

- Criterion 2: MVCC commits to developing initiatives to increase student participation in surveys, to strengthen assessment of campus culture, and support continuous improvement by developing and communicating action plans.
- Criterion 5: MVCC commits to continuing the feedback process to improve hiring and screening committee procedures.
- Criterion 5: MVCC commits to continue working with collective bargaining units to review evaluation, promotion, and separation processes across employee groups.
- Criterion 7c: MVCC commits to developing a Financial Aid communication plan and tracking interactions with students to assess the effectiveness of trainings, workshops, and counseling.



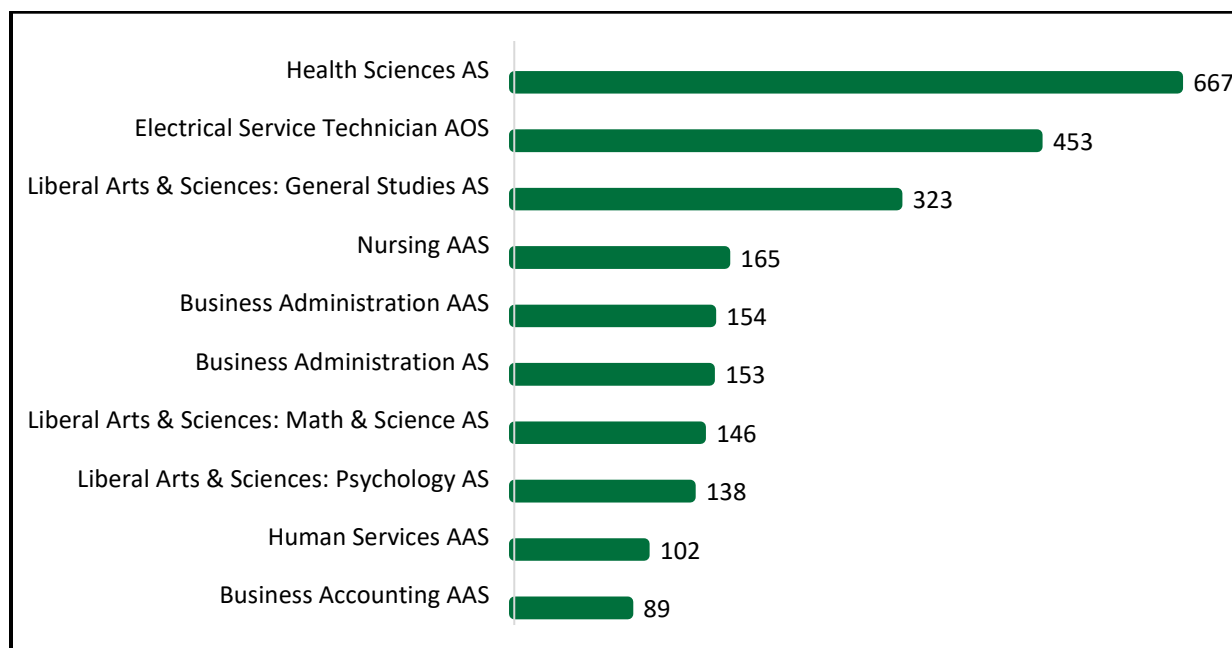
Standard III: Design and Delivery of the Student Learning Experience

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.



Introduction to Standard

Mohawk Valley Community College (MVCC) offers two-year associate degree programs designed for career and transfer opportunities, and one-year certificate programs and shorter-term microcredentials that are career-oriented. The 80-plus MVCC programs are offered via in-person, online synchronous, online asynchronous, and hybrid modalities and are organized into seven academic schools: the School of Art, the School of Business and Hospitality, the School of Health Sciences, the School of Humanities, the School of Public and Human Services, the School of Science, Technology, Engineering, and Mathematics (STEM)-Transfer, and the School of STEM-Career. Credit-bearing degree programs include Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Occupational Studies (AOS) degrees. The following chart shows a breakdown of the 10 highest-enrolled academic programs at the College as of fall 2025 (SIII.Intro.1).



MVCC also delivers specialized programs and partnerships that extend educational opportunities beyond traditional student populations, serving high school students, adult learners, and workforce development pipelines. Examples of these programs include the College in Prison Program (CIPP) and many others which are housed under MVCC's Center for Accelerated Pathways, including dual credit offerings, Proctor Magnet Bridge Program, Utica Academy of Science (UAS) Accelerated Bridge Program, Pathways in Technology Early College High School Program (P-TECH), Program for Regional Opportunities and Pathways for Enhanced Learning (PROPEL), Middle Settlement Academy at MVCC (MSA), and the International Brotherhood of Electrical Workers (IBEW) Apprenticeship Program.

In addition to credit-bearing programs, MVCC's Center for Corporate and Community Education (CCED) provides a comprehensive array of non-credit programs and courses to the community for individual growth and leadership training, workforce development, and corporate training. Initiatives like free FastTrack career programs, the Advanced Institute for Manufacturing (AIM), and the Small Business Development Center (SBDC) contribute to developing the workforce and building entrepreneurial skills in the community.

Criterion 1a: *Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential are designed to foster a coherent student learning experience and to promote synthesis of learning.*

MVCC fosters a coherent student learning experience through the intentional development, implementation, and ongoing review of course-level and program-level learning outcomes. Course learning outcomes define the skills and knowledge that students are expected to attain by the completion of an individual course, while program learning outcomes define the skills and knowledge that students are expected to attain by the completion of their academic program. Course and program learning outcomes are developed by faculty subject-matter experts, who are provided guidance by the Coordinator of Assessment and Academic Programming (CAPP) to ensure that these goals are assessable.

Additionally, MVCC's academic programs are structured around program roadmaps, which provide students with a semester-by-semester course plan (SIII.C1a.1). When faculty propose changes to existing program roadmaps or the creation of new academic programs and courses, proposals are reviewed and approved through a shared governance process. This process begins with approval by the dean and faculty of the academic school in which the course or program is housed. Proposals then advance to the College-Wide Curriculum Committee (CWCC) for final review. The CWCC, composed of faculty from each academic school and Learning and Academic Affairs staff, is responsible for evaluating all curriculum proposals (SIII.C1a.2). Approved proposals may be implemented in the following semester unless further approval is required at the SUNY level for new programs or substantial program changes, defined as cumulative changes affecting one-third or more of program credits (SIII.C1a.3). If a proposal is not approved, the CWCC provides the academic dean with rationale for the rejection, and the proposing academic school can revise and resubmit the proposal for further consideration (SIII.C1a.4). This structured process reinforces consistency and accountability across MVCC's academic programs.

The synthesis of program learning outcomes and program roadmaps is reflected in curriculum maps. Faculty within an academic program collaboratively design the curriculum maps, with assistance and training offered by the CAAP, to clearly articulate how program learning outcomes are introduced, reinforced, and emphasized across courses in the program roadmap (SIII.C1a.5-6). This process ensures that learning outcomes are scaffolded intentionally so that students experience a coherent progression of knowledge and skills throughout the program.

Curriculum maps serve as a guide for Program Outcome Assessment Reports (POARs), in which assessment data on program learning outcomes is collected (SIII.C1a.7). By examining curriculum maps, faculty can select course-level assessments designed to measure mastery of program learning outcomes. Faculty examine POAR data when writing Academic Program Reviews (APRs) to determine whether program learning outcomes are being met and whether curricular adjustments are needed, as will be discussed further in Standard V.

Within certain programs, MVCC incorporates applied learning experiences, including internships, practicums, and clinicals, to promote the synthesis of learning. Opportunities are designed to align with program learning outcomes and, where appropriate, professional and disciplinary standards. Applied learning experiences may occur on campus, in the community, or through partnerships with local organizations and employers (SIII.C1a.8).

Based on institutional reflection and stakeholder input related to the effectiveness of MVCC's applied learning opportunities, an Applied Learning Workgroup identified the need to strengthen data collection, and an online platform was developed to track student engagement and professional skill development across multiple applied learning experiences (SIII.C1a.9). This system will complement existing academic assessment mechanisms (e.g., APRs) to enhance the College's ability to evaluate impact, ensure consistency, and support continuous improvement (**Commitment 1a**).

Criterion 1b: *Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student.*

MVCC assigns credits hours for its courses in accordance with Board Policy 6002 Class Periods/Length, which states that the minimum allowed length of class periods, the definition of credit hours, and class schedules and lengths will follow SUNY policy (SIII.C1b.1). The SUNY Credit/Contact Hour Policy provides specific guidance for measuring semester credit hours for different types of instruction, based on a variant of the traditional Carnegie Unit and New York State Education Department (NYSED) guidelines (SIII.C1b.2).

Criterion 1c: *Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential include sufficient course content and program length appropriate to the objectives of the degree or other credential.*

MVCC's associate degrees, certificates, and microcredentials have a sufficient program length, in alignment with SUNY requirements. Associate degrees have a minimum of 60 credits, certificate programs have a minimum of 30 credits, and microcredentials are between 6 and 15 credits (SIII.C1c.1).

These academic programs include sufficient course content based on the program and course learning outcomes for students. Course requirements for academic programs are designed so that students meet all program learning outcomes by the completion of the degree (SIII.C1a.5). Program learning outcomes for AAS and AOS occupational degrees are designed to help students acquire specific knowledge and skills in preparation for a particular career path. Program learning outcomes for AA and AS transfer degrees have a greater focus on general education courses in preparation for transfer to a four-year institution (SIII.C1c.2). Course requirements for transfer degrees are also informed by SUNY Transfer Paths, which summarize the common lower division requirements shared by all SUNY campuses for similar majors, to ensure seamless transfer (SIII.C1c.3).

MVCC certificates and microcredentials are shorter-term academic programs that are designed to prepare students for skills-based jobs or career advancement. In addition to the focus on career-ready skills, these certificates and microcredentials are built so that they can be embedded into associate degrees. This has a dual effect for students: those starting with a certificate or microcredential can easily matriculate into an associate degree with part of their coursework already complete, and students matriculated in an associate degree program can attain a certificate or microcredential while pursuing their degree without additional coursework.

Certain academic programs at MVCC are additionally accredited through programmatic accreditation agencies. Information about these individual programmatic accreditations is included on the MVCC website. Course content and program length in these programs are further guided by those agencies' requirements (SIII.C1c.4-10).

Criterion 2a: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies.*

Courses at MVCC are designed, delivered, and assessed by qualified full-time and part-time adjunct faculty. Teaching effectiveness and rigor of MVCC faculty can be demonstrated with results from student course surveys. These surveys are administered to students for every class offered at MVCC each semester. During the 2023-2024 academic year, faculty feedback about outdated questions led to a workgroup of faculty tasked with revising the student course survey. The workgroup collaborated with the Institutional Effectiveness Council (IEC) and other shared governance bodies to seek approval and feedback with each iteration. Survey components were modified to acquire data about all course modalities and provide students with the opportunity to offer constructive, qualitative feedback.

Summary results from the updated student course survey, scored on a five-point scale based on students' agreement with each survey statement, show consistently high levels of satisfaction with instructor effectiveness (SIII.C2a.1). Although aggregate survey results are strong, response rates can be improved, and survey questions can be refined based on faculty use of data to assess their teaching effectiveness (**Commitment 2a**). Faculty can utilize course survey results, as well as POARs and APRs, to assess student learning and adjust their instruction, courses, and programs.

	Fall 2024	Spring 2025	Fall 2025	Spring 2026
The instructor clearly explained how the course assignments met the course's learning objectives.	4.49	4.52	4.45	4.48
The instructor was well prepared, and the design of the course was well organized.	4.38	4.42	4.36	4.38
The instructor encouraged me to apply new knowledge and skills to real-life situations.	4.35	4.41	4.33	4.38
The instructor graded assignments and provided feedback in a timely manner.	4.34	4.39	4.34	4.36
The instructor identified when I was having difficulty in the course and helped me overcome these difficulties.	4.22	4.30	4.20	4.26

Faculty service contributions to the College include designated seats on many shared governance committees, including College Senate and Faculty Caucus. MVCC faculty regularly receive SUNY Chancellor's Awards for Excellence, further proof of their effectiveness. The Chancellor's Awards for Excellence are SUNY System-level honors that acknowledge superior professional achievement. In the past five academic years, 20 MVCC faculty members have been nominated and awarded the Chancellor's Excellence Awards in several categories, including Faculty Service, Scholarship and Creative Activities, Teaching, and Adjunct Teaching (SIII.C2a.2).

Criterion 2b: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do.*

MVCC ensures that all full-time and part-time adjunct faculty meet minimum qualifications and competencies required of their teaching position, which are reflected on faculty job descriptions. For

faculty in most academic programs, a master's degree in an appropriate field is required. In specific technical fields, a faculty member's experience and discipline-appropriate degree may take the place of certain requirements for formal higher education (SIII.C2b.1). Part-time adjunct faculty consist of external community members, MVCC professional staff and administrators with content area expertise, and retired MVCC faculty.

During the hiring process, screening committees and hiring supervisors verify applicant qualifications and assess pedagogical knowledge. For full-time faculty positions, candidates engage in a teaching demonstration to further prove teaching effectiveness.

Dual credit programs offered in high schools are taught by high school instructors who have been vetted and approved by the appropriate academic school dean to serve as instructors for the College, ensuring they meet MVCC's academic credentialing standards. Non-credit programs offered by CCED are taught by instructors with a diverse range of educational, credential, and experiential qualifications.

Criterion 2c: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are 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.*

The majority of MVCC classes are taught by full-time faculty, demonstrating a commitment to overall instruction continuity. For the spring 2026 semester, 718 course sections (73.6%) were taught by full-time faculty and 258 (26.4%) were taught by adjunct faculty (SIII.C2c.1). Full-time faculty members are assigned to teach 15 contact hours per semester, with the option for faculty to teach additional courses at their discretion (SIII.C2c.2).

MVCC's consistent student-to-faculty ratio demonstrates that faculty are sufficient in number to deliver courses to students, with reasonable average class sizes and fill rates per class to provide individualized instruction and support to students (SIII.C2c.3-5).

	2021-22	2022-23	2023-24	2024-25	2025-26
Full-Time Faculty Headcount	116	115	111	113	109
Student-to-Faculty Ratio	17-to-1	18-to-1	18-to-1	18-to-1	18-to-1
Average Class Size	15.2	15.9	17.2	17.6	17.5
Class Enrollment Fill Rate	59.3%	62.7%	63.5%	65.6%	-

Criterion 2d: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation.*

MVCC's faculty-focused initiatives and emphasis on student success support professional growth that enhances classroom excellence. Programs like the New Faculty Experience (NFE) and the Center for Inclusive Teaching Excellence (CITE) serve as the main drivers of this impact, ensuring that instructors are not only rooted in MVCC's culture but also skilled in inclusive, evidence-based pedagogical practices.

NFE is a two-year orientation and learning community for new full-time faculty at MVCC, facilitated by experienced faculty members. The program serves as a bridge for faculty transitioning into the College's teaching and learning culture. Sessions combine pedagogical skill-building with learning about MVCC, ensuring that new faculty are never "teaching on an island." These sessions evolve into open dialogue circles where faculty explore modern teaching strategies and more effective ways to engage students (SIII.C2d.1). A hallmark component of NFE is Teaching Squares, in which faculty observe one another's classes to provide constructive feedback and identify pedagogical takeaways to incorporate into their own teaching. At the conclusion of NFE, participants create a capstone project to present to the College community. Through engagement with their NFE cohort, which represents faculty from multiple academic schools, and departments across the College, participants can develop peer relationships, master teaching strategies, and build a deeper awareness of College support systems.

NFE is assessed annually through participant feedback, which informs ongoing improvements to program content. For example, new modules on student engagement, administrative roles, and campus operations were recently introduced, and additional sessions on artificial intelligence, placement testing, and bookstore operations are planned. Survey results indicate high satisfaction with NFE, with 100% of participants reporting that they acquired new, actionable knowledge and an overall learning experience satisfaction score of 4.81 out of 5 (SIII.C2d.2).

While NFE is geared toward full-time faculty, MVCC also provides support to adjunct faculty members. At the beginning of each semester, the College offers an Adjunct Orientation where new instructors can meet colleagues and academic deans, participate in professional development workshops, and access resources related to their teaching responsibilities. These sessions are scheduled in the evening to accommodate working professionals (SIII.C2d.3).

CITE acts as a professional hub that fosters a vibrant learning culture for full-time and adjunct faculty by promoting equitable, evidence-based, and inclusive teaching practices through a variety of collaborative initiatives (SIII.C2d.4). Its offerings include Lunch & Learn sessions that highlight pedagogical innovations, Coffee & Connection events that encourage informal peer networking, and a Faculty Book Club that examines transformative texts on topics like specifications grading and artificial intelligence in education. By providing a supportive environment for instructional experimentation, CITE encourages faculty to approach teaching as a scholarly and reflective practice.

Beyond NFE and CITE, MVCC offers additional on-campus opportunities for faculty. In January, May, and August, Institutes held by the MVCC Enrichment Council offer professional development and personal enrichment sessions presented by faculty, staff, and external speakers who share their expertise. These facilitators lead workshops and training opportunities on topics relevant to the emerging educational topics, the College's work, and employee wellness (SIII.C2d.5-6).

Each of MVCC's academic schools receives an annual budget specifically for professional growth. Faculty members submit applications for external opportunities (e.g., professional conferences), which are reviewed and approved by faculty-led committees and deans in each academic school (SIII.C2d.7).

MVCC offers sabbatical leave to faculty for the purposes of professional development and the improvement of instruction and service at the College. Sabbatical leaves can be granted for planned travel, study, formal education, research, writing, or other experience of professional value that will enrich both the faculty member and the College. Applications for sabbatical leave are reviewed by the faculty-led Sabbatical Leave Committee prior to approval by the Vice President for Learning and Academic Affairs

(VPLAA), the President's Cabinet, and the Board of Trustees. These applications are judged on the merits of the sabbatical project, the project's contribution to the College, and the project's contribution to the applicant's professional development (SIII.C2d.8).

In 2026, the College administered a faculty assessment survey focused on changes made to course content, instruction, and assessment of student learning. Survey results indicated that, during the previous seven years, 93% of faculty added at least one topic to their courses, 86% made a change to their instructional approach, and 84% made a change in their assessment of student learning (SIII.C2d.9). These survey results demonstrate that MVCC's culture of continuous improvement through professional development leads to changes that support the College's mission of being committed to student success.

Together, these resources lead to students being mentored by faculty who are energized, highly skilled, and deeply dedicated to a teaching culture that emphasizes equity and academic mastery (**Commendation 2d**).

Criterion 2e: *Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.*

MVCC has an annual faculty evaluation process that supports accountability and continual growth in the three areas of Teaching Effectiveness, Collegiality, and Professional Growth (SIII.C2e.1). The Office of Human Resources (HR) maintains a schedule for the routine evaluation of full-time faculty and disseminates evaluation procedure documents. Annual evaluations exist in two forms: Form 3 ("short form") and Form 4 ("long form"). Form 4 is completed by faculty who have not yet attained continuing appointment (tenure) and every third year after attaining continuing appointment. In the off-years, faculty who have attained continuing appointment only need to complete Form 3.

Annual faculty evaluations are centered on the development of professional goals aligned with the College's Strategic Framework pillars. Form 3 requires faculty to assess progress toward the prior year's goals (Goals Assessment Report) and establish goals for the upcoming academic year (Planning Report). Faculty submit the completed form to their academic school dean, who reviews the self-assessment and provides feedback prior to approving the evaluation forms. Faculty then have an opportunity to review the dean's comments and submit a formal response, if desired. Once all parties have signed off on the evaluation, it is forwarded to the VPLAA and HR, which manages evaluation records through Perform (SIII.C2e.2).

In addition to the Goals Assessment and Planning Reports, Form 4 includes a classroom observation by the faculty member's academic dean and a detailed narrative about the faculty member's work during that year. In this narrative, faculty self-assess performance in three areas: teaching effectiveness, collegiality, and professional growth (SIII.C2e.3). Depending on the course modality, academic deans complete a written classroom observation or an online course quality review using a rubric based on SUNY guidance (SIII.C2e.4). Although adjunct faculty do not submit goal reports, academic deans are responsible for evaluating their performance (SIII.C2e.5).

Building off the annual evaluation process, the College has established procedures for faculty promotion and continuing appointment (SIII.C2e.6). Newly hired tenure-track faculty receive annual probationary appointments that must be renewed each year until they attain continuing appointment, typically within their first five years of employment at the College. Continuing appointment is based upon the faculty

member's overall performance and the recommendation of their academic dean and the VPLAA (SIII.C2e.7).

Tenure-track faculty are eligible to apply for promotion during their third year in rank, with promotion taking effect in the fourth year. Faculty ranks at MVCC progress from Instructor to Assistant Professor, Associate Professor, and Professor. HR maintains the promotion schedule and annually distributes comprehensive application instructions to faculty eligible for promotion in the upcoming academic year.

Following procedures sent by HR, faculty eligible for promotion prepare a promotion packet that includes prior evaluations and a narrative addressing the evaluation criteria of teaching effectiveness, collegiality, and professional growth. To support faculty applicants, the Promotion Review Committee for Faculty, composed of elected faculty members who have achieved the rank of Professor, conducts a workshop during the College's annual Institutes to review the promotion timeline and process. Promotion packets are evaluated by the faculty's academic dean and the Promotion Review Committee for Faculty using a rubric based on the three evaluation criteria. The academic dean and Committee submit their evaluation scores and recommendations to the VPLAA. In consultation with the faculty member's dean and the Promotion Review Committee, the VPLAA forwards a recommendation to the President and Board of Trustees.

Criterion 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.*

The College Catalog is published on the College website, along with archived versions of prior year catalogs. The catalog contains descriptions and semester-by-semester roadmaps for all academic programs, searchable by program name, to support effective planning and timely completion. Additionally, the catalog contains information for every credit-bearing course offered at MVCC, including course title, description, associated credits, and any pre-requisite or co-requisite courses (SIII.C3.1-2). The Office of Records and Registration holds ownership of updating the College Catalog annually and communicating with departments across the College to ensure accuracy prior to publication.

All catalog information on programs offered by each academic school is linked to each school webpage of the MVCC website. Information includes program description, program roadmap, program learning outcomes, and career statistics related to the field of study. Courses on the program roadmap are displayed in a semester-by-semester format that outlines a clear sequence to support effective planning and timely completion. Additional information about individual courses, including descriptions, credits, and pre-requisite or co-requisite requirements, is available within the roadmap through hyperlinks.

A limitation of the program information included in the catalog and on the website is that academic programs with defined semester start dates do not consistently identify the specific semester of entry. For example, the Nursing AAS program has a defined fall semester start for incoming students, though this is not stated in the catalog. Although the vast majority of academic programs can be started in either the fall or spring semesters, the few programs with defined semester start dates should have that information stated in the catalog (**Commitment 3**).

In addition to the more traditional academic programs offered on MVCC's campuses, the College Catalog also includes basic information about opportunities for high school students and adult learners.

High school juniors and seniors with an 80 or higher average may enroll in college courses through the MVCC Dual Credit Program. These courses cover the same content as those offered on the College campus while providing convenience and accessibility by being taught in local high schools. Dual credit courses are available to students in regional school districts surrounding MVCC. Although courses are taught by high school instructors, MVCC faculty serve as liaisons by communicating with and assessing course delivery through high school visits (SIII.C3.3).

Additional key non-traditional or collaborative educational offerings are housed under MVCC's Center for Accelerated Pathways (SIII.C3.4).

- The Proctor Magnet Bridge Program is an initiative between MVCC and the Utica City School District that provides a full-time college immersion experience for seniors from Thomas R. Proctor High School. Students complete courses at MVCC that satisfy high school graduation requirements and degree-applicable college coursework.
- The UAS Accelerated Bridge Program is a partnership between MVCC and the UAS charter school that provides an opportunity for qualified high school students to enroll in MVCC courses while simultaneously fulfilling high school requirements.
- P-TECH is a partnership with Oneida-Herkimer-Madison (OHM) BOCES that provides college-level courses in a career and technical education pathway to students enrolled in their regional P-TECH program. The goal is to attain an associate degree from MVCC by the time they complete high school or shortly thereafter.
- PROPEL is a collaborative initiative with Madison-Oneida BOCES designed to provide high school students with an integrated high school-to-college pathway focused on career and technical education, with the goal to attain an associate from MVCC.
- MSA is a collaboration with OHM-BOCES that is housed on MVCC's Utica Campus. Designed for high school students enrolled in alternative education programs, it emphasizes post-high school training, career and educational field experiences, and community engagement opportunities.
- The IBEW Electrical Apprenticeship Program is a partnership with regional IBEW locals that provides related instruction for apprentices enrolled in the union's registered training program, awarding MVCC credit for applicable classes toward a future associate degree.

MVCC offers classes at the Marcy Correctional Facility through the CIPP, which provides incarcerated individuals the opportunity to get a college education in the fields of business administration or liberal arts through MVCC while serving their prison sentence (SIII.C3.5).

MVCC partners with a number of emergency service agencies to provide students with opportunities to develop the knowledge and skills needed for immediate employment in the workforce while earning college credit. Examples include the Mohawk Valley Police Academy students earning credit towards the Criminal Justice: Law Enforcement AAS degree, the Utica Fire Academy students earning credit towards the Fire Protection Technology AAS degree, and Midstate EMS students earning credit towards the Emergency Medical Services/Paramedic AAS degree.

An expanding area of the College's educational programming is non-credit offerings through MVCC's Center for Corporate and Community Education (CCED). CCED provides a comprehensive array of programs and services that support individual growth, employee skill development, entrepreneurship, customized corporate training, and other workforce and community needs. Programs and classes are offered at MVCC's Utica and Rome campuses, online, and at client and community training locations. CCED

course offerings are included in the MVCCConnect catalog, which is distributed to the community for the fall, spring, and summer (SIII.C3.6-7).

Based on stakeholder focus groups with underserved populations, MVCC launched its free FastTrack career programs in January 2023. FastTrack courses are designed to help community members develop the skills and knowledge needed to enter high-demand fields in less than one semester. Funded through grants and other revenue sources, FastTrack allows participants to take one eligible course per semester at no cost. The program provides quick, hands-on training in fields such as advanced manufacturing, welding, teaching assistant, dental assistant, certified nursing assistant, phlebotomy, and security guard (SIII.C3.8). Due to the program's success, MVCC received a 2025 grant through the New York State Regional Economic Development Council's Workforce Competition and Mohawk Valley Empowers initiative to expand the FastTrack model in Herkimer, Fulton, Montgomery, and Otsego counties (SIII.C3.9).

Three other College initiatives that support workforce development are the Advanced Institute for Manufacturing (AIM), Small Business Development Center (SBDC), and SUNY Registered Apprenticeship Program. AIM supports small- and medium-sized manufacturers throughout the Mohawk Valley by providing training, consulting, and technology services. The SBDC at MVCC's thINCubator offers free, one-to-one business counseling, training, and research assistance to small business owners and entrepreneurs, providing support with accessing funding, launching businesses, developing business plans and budgets, and marketing. MVCC is the only community college in New York State with the Regional Innovation Hot Spot designation and one of six SUNY community colleges to host a regional SBDC (SIII.C3.10-11). MVCC is also a leader in expanding Registered Apprenticeships across New York State through partnerships with the New York State Department of Labor and the U.S. Department of Labor. Through SUNY, the College serves as the fiscal team lead for this grant in advanced manufacturing and other non-construction sectors, helping ensure funding reaches employers and apprentices statewide (SIII.C3.12).

Enrollment by Program (SIII.C3.13-15)	2021-22	2022-23	2023-24	2024-25
Dual Credit	3,842	3,961	4,253	4,459
Proctor Magnet Bridge	12	12	22	19
Utica Academy of Science	-	-	41	45
P-TECH	45	33	46	59
PROPEL	6	11	33	33
Middle Settlement Academy	-	-	49	62
IBEW	172	87	408	401
College in Prison Program	21	21	38	48
CCED Non-Credit & FastTrack	5,375	6,972	6,553	8,132

Together, these offerings strengthen the educational pipeline and develop the workforce and community (**Commendation 3**).

Criterion 4: *Sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations.*

In alignment with its mission, MVCC delivers high-quality learning experiences and resources to support its programs of study and the academic advancement of all students across all modalities in which instruction is provided.

The foundation for every course is the syllabus, which is provided to students for all in-person, distance education, and hybrid courses. Course syllabi include the course's description, learning outcomes, and major topics, as well as pertinent information to support student success that outlines course materials, grading, expectations, and support services (e.g., the Office of Accessibility Resources) (SIII.C4.1).

The delivery of online (distance education) courses is administered through the Brightspace learning management system. MVCC transitioned to this SUNY-hosted learning management system for the fall 2023 semester. When students register for classes, they are given access to Brightspace to create an account and subsequently can access the SUNY Brightspace Orientation course site (SIII.C4.2).

Completion of Brightspace Orientation is not mandatory by MVCC, though it can be assigned by any instructor teaching any modality that utilizes Brightspace for posting course materials and assignments. In addition to Brightspace Orientation, students can assess their readiness for online learning using a quiz on the College website (SIII.C4.3).

Student enrollment and class offerings in distance education courses have decreased since the COVID-19 pandemic (SIII.C4.4).

	2021-22	2022-23	2023-24	2024-25
Students exclusively enrolled in distance education courses	25.7%	12.8%	9.9%	9.0%
Students enrolled in at least one but not all distance education courses	24.6%	18.1%	19.9%	19.9%
Students enrolled in no distance education courses	49.7%	69.1%	70.2%	71.1%
Course offerings – Online 100%	30.5%	15.8%	15.2%	14.4%
Course offerings – Hybrid-Online	3.5%	2.1%	2.2%	2.1%
Course offerings – Not Online	65.9%	82.0%	82.6%	83.5%

MVCC recognizes that many faculty members have expertise teaching in the classroom but have less experience teaching online. To assist with online course design, MVCC has dedicated staff and training available. The Manager of Educational Technologies, the Coordinator of Distributed Learning, and the Instructional Design Librarian hold training sessions each semester on distance education learning topics and the utilization of Brightspace (SIII.C4.5). Prior to teaching an online course for the first time, a faculty member must undergo training, meet with the Office of Educational Technologies to review their overall course design, and complete a Structured Instructional Activity (SIA) form that illustrates how they are meeting the Carnegie hour requirements for the course in the online teaching format (SIII.C4.6). To date, 126 faculty members have taken the training to teach online.

Part of providing quality education is to maintain compliance standards, and another is to have support services available to students (SIII.C4.7-8). Students have access to faculty, and there is regular and substantive interaction between instructional staff and students. All instructors must state their office hours and contact information on the course syllabus.

MVCC maintains the same standards for online and in-person courses, including the level of support provided. For example, the Office of Holistic Student Support provides academic advising, the Career Development Center offers career counseling, and the Office of Accessibility Resources assists students

with disabilities, with all services available to both in-person and online students. For technological support, the Office of Educational Technologies and the Information Technology (IT) Department assist students experiencing issues with login credentials, Brightspace, and technology hardware through in-person assistance, email, online chat, and the help desk on the MVCC website. Data show that student technology support requests have increased over time as awareness of the College's technology support services grew following the COVID-19 pandemic.

Additional key academic support resources for students are MVCC's Libraries and the Learning Commons.

MVCC has two libraries, located on the Utica and Rome campuses, which provide students, faculty, and staff with resources and services supporting information literacy, academic success, and lifelong learning (SIII.C4.9). Policies regarding Library use, collection development, faculty and student services, and hours of operation are available on the Library website (SIII.C4.10).

Librarians provide research assistance through in-person and virtual modalities, including chat, text, phone, email, and virtual conferencing. Over the past four academic years, librarians have answered on average 2,000 reference questions each semester. While most interactions occur in person, virtual services have maintained steady use. These statistics collectively show that the Libraries remain a central and responsive component of the College's learning environment (SIII.C4.11-13).

	2021-22	2022-23	2023-24	2024-25
Total reference questions answered by librarians	4,389	3,870	3,784	4,381
In person	3,249	2,884	2,653	3,341
Online chat	562	587	653	494
Email	172	105	155	230
Phone	274	193	192	168
Zoom or Teams	40	30	34	51
Percent of questions that are research-related	28.5%	30.2%	37.7%	25.7%

The Libraries maintain collections and resources that support the campus community, with circulation numbers increasing over the past four academic years (SIII.C4.14-15). Access to resources is further expanded through interlibrary loan (ILL) agreements (SIII.C4.16). The ILL service is consistently utilized, with high numbers of materials borrowed from and lent to partner libraries.

The Library Instruction Program supports the College's mission by promoting information literacy and critical thinking skills across disciplines. Instruction is delivered through course-integrated sessions, embedded librarian support in learning management system course sites, and instructional videos. To support consistent skill development, information literacy learning outcomes are incorporated into every Humanities course (SIII.C4.17). These outcomes assess students' ability to locate, evaluate, and use information effectively and ethically, with instruction tailored to specific course assignments and learning outcomes (SIII.C4.18). While librarian-led instruction sessions declined during COVID-19, the College expanded its library of instructional videos during that period. Instructional activity is now rebounding toward pre-pandemic levels (SIII.C4.19-20).

Librarians also provide professional development for faculty and staff on topics such as artificial intelligence in the classroom, evaluating online information, equitable assignment design, censorship,

Universal Design for Learning, and research support for online learners (SIII.C4.21). These efforts strengthen information-literate teaching practices across the institution.

The Learning Commons supports student success through integrated academic support services, including tutoring, writing and research assistance, a math lab, technology support, and open computer lab access (SIII.C4.22). Services are available in person on both campuses and online via Microsoft Teams or Zoom. During the 2024-2025 academic year, the Learning Commons supported students in over 70% of all courses (SIII.C4.23). Student traffic in the Learning Commons indicates meaningful engagement in learning beyond the classroom.

Students may request tutoring for unsupported courses through an online form, and during 2024-2025, 100% of those requests were addressed within one week (SIII.C4.24). Tutoring delivery reflects student demand, with 80% of sessions conducted in person and 20% online, representing a shift back toward in-person engagement following increased online demand during the pandemic (SIII.C4.23).

Data demonstrate a strong positive relationship between tutoring and student success. Students who used tutoring services at least five times per semester had higher persistence and retention rates, and 90% of these students earned, on average, a half-letter grade higher than peers who did not use tutoring services (SIII.C4.23).

The Libraries and Learning Commons engage in ongoing assessment to evaluate effectiveness and guide improvement. Assessment methods include student and faculty surveys, usage data, and POARs (SIII.C4.23-27).

Information literacy instruction surveys consistently indicate high satisfaction with instructional clarity, relevance, and student confidence in applying research skills. Learning Commons tutoring surveys also reflect high satisfaction. Recent feedback highlighted the importance of promoting student independence, which will inform future tutoring strategies.

To assess outreach effectiveness, the Learning Commons set a goal of serving at least 1,000 individual students per semester. This goal was exceeded in fall 2024 (1,072 students) and narrowly missed in spring 2025 (971 students), prompting plans to enhance outreach and marketing efforts.

Additional evidence of effectiveness includes high satisfaction ratings for online research chat services and user experience surveys. Survey feedback led to the purchase of furniture with built-in outlets and informed plans for increased student engagement initiatives, such as a student book club. Areas for improvement, including event marketing and facility upgrades, have been identified and are being addressed.

These ongoing assessment efforts ensure that the Libraries' and Learning Commons' policies, procedures, and resource decisions remain responsive, data-informed, and aligned with institutional goals for student success and continuous improvement (**Commendation 4**).

Criterion 5a: *At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that 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.*

As a SUNY institution, MVCC is required to adhere to the minimum SUNY General Education Standards. MVCC's general education program is a multi-layered system that includes MVCC College-Wide Competencies and Supporting Outcomes, SUNY General Education Standards, and MVCC general education graduation requirements (SIII.C5a.1-3).

The College-Wide Competencies include five competency areas that all students, at a level appropriate to their degree or certificate, have demonstrated by the completion of their MVCC degree or certificate.

These competencies are:

- I. Communicate effectively with others.
- II. Organize information, evaluate alternatives, distinguish fact from opinion, and reach logical conclusions.
- III. Interact effectively within a diverse society.
- IV. Think logically and solve quantitative problems by using various computational and other mathematical techniques.
- V. Identify and locate information from a variety of sources and understand the related legal and ethical uses.

The College-Wide Competencies work in concert with SUNY's minimum general education requirements that include four knowledge and skill areas and three competencies, each with a defined set of learning outcomes that must be met. These SUNY requirements cover:

1. Communication – Written and Oral
2. Diversity: Equity, Inclusion, and Social Justice
3. Mathematics (and Quantitative Reasoning)
4. Natural Sciences (and Scientific Reasoning)
5. Critical Thinking
6. Information Literacy
7. Civic Discourse

To further enhance the general education of its students, MVCC requires additional general education coursework for various degree programs. AAS students complete at least 20 total general education credits, AS students complete at least 30 credits, and AA students complete at least 45 credits. The full list of graduation requirements and the General Education Quick Reference Guide, which maps courses to each general education area, are available in the College Catalog (SIII.C5a.4).

In addition, SUNY requires that AA and AS students complete coursework in at least three of the following six knowledge and skill areas: humanities, the arts, world languages, U.S. history and civic engagement, world history and global awareness, and social sciences. To further support breadth across disciplines, MVCC requires that AA and AS degrees include at least one course from the first three areas and at least one course from the latter three. All students must also satisfy the SUNY Critical Thinking competency to demonstrate the ability to make well-reasoned judgments within and beyond their academic field.

AOS and certificate programs are not required to include specific general education courses but are still required to cover learning outcomes from the four required SUNY knowledge and skill areas and the three required SUNY competencies, as well as MVCC's College-Wide Competencies.

SUNY general education requirements have been updated in recent years, and MVCC has revised its graduation requirements to incorporate these changes. Updates include the addition of the Diversity: Equity, Inclusion, and Social Justice area for AA and AS programs in fall 2023 and for AAS and AOS programs in fall 2024, as well as the addition of the Civic Discourse competency for all degree programs in fall 2026. MVCC's General Education Committee, composed mostly of faculty from all academic schools, ensures that all academic programs meet SUNY general education requirements based on these changes (SIII.C5a.5).

Criterion 5b: *At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that 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.*

Essential skills of oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, information literacy, and the study of values, ethics, and diverse perspectives are also addressed through the MVCC College-Wide Competencies, SUNY General Education Standards, and MVCC general education graduation requirements.

All courses designated to meet SUNY knowledge and skill areas or competencies are approved by the MVCC General Education Committee. For a course to receive general education designation, faculty members involved in teaching the course must submit an application to the Committee that includes information about course content and a complete course outline (SIII.C5b.1). Courses are expected to cover the SUNY learning outcomes for a general education area or competency. Faculty document these outcomes in course outlines or describe how an existing course learning outcome effectively addresses the general education area or competency. Also documented are examples of how these learning outcomes can be assessed (SIII.C5b.2-3). New courses are regularly reviewed and added to MVCC's general education curriculum to provide a broad scope of options across disciplines (SIII.C5b.4).

General education learning outcomes are assessed regularly through designated courses in accordance with the MVCC General Education Assessment Plan (SIII.C5b.5). Course data is collected by the CAPP and summarized for the General Education Committee. The Assessment Plan was updated in 2024 in response to changes in SUNY's general education requirements and the implementation of the College's new assessment software, Watermark. This update shifted the collection of general education assessment data for each course from a four-year cycle to an annual cycle.

Collected data are reviewed annually by the General Education Committee to assess whether a sufficient portion of students are meeting or exceeding the general education requirements. If the data show a concerning pattern, Committee representatives from each academic school share findings with appropriate faculty to discuss potential strategies for improving outcomes (SIII.C5b.6).

Overall, MVCC's general education requirements have sufficient scope across disciplines and expose students to diverse viewpoints and methodologies. Multiple pathways are available to address each

required essential skill, and these are covered in College-wide and graduation standards, as well as standards within the degree programs.

Criterion 5c: *At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.*

This criterion is not applicable to MVCC because the College is not a non-U.S. institution.

Criterion 6: *In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.*

This criterion is not applicable to MVCC because the College does not offer graduate education.

Criterion 7: *Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.*

MVCC identified several third-party providers that deliver non-credit learning opportunities through CCED. CCED maintains agreements with these providers and utilizes them to expand non-credit offerings beyond the expertise of local instructors, providing additional learning opportunities for the community (SIIL.C7.1).

MVCC has not identified any third-party providers that deliver credit-bearing learning opportunities.

Criterion 8: *Periodic assessment of the effectiveness of student learning experiences for all student populations.*

MVCC evaluates the effectiveness of student learning experiences through two major survey instruments: the student course survey conducted for every course at the end of each semester, and the campus-wide SUNY Student Satisfaction Survey (SSS), administered biennially. Together, these surveys provide comprehensive, consistent evidence that MVCC is delivering strong instructional quality, supporting diverse learners, and contributing meaningfully to student growth both within courses and across the broader educational experience.

Results from selected questions from the student course survey (scored on a 5-point Likert scale measuring agreement) assess the effectiveness of student learning experiences at the course level (SIIL.C2a.1).

	Fall 2024	Spring 2025	Fall 2025	Spring 2026
The lectures, activities, and/or assigned reading in this course prepared me for my graded course assignments.	4.40	4.43	4.37	4.41
The instructor made the course into a welcoming and inclusive environment during the semester.	4.46	4.49	4.42	4.45
This course taught me skills that I will use in my future courses and/or career.	4.37	4.42	4.34	4.38
The materials (books, online software, handouts, etc.) used in this course helped me learn.	4.34	4.41	4.33	4.38
The difficulty of the course was appropriate for the level of the course.	4.34	4.40	4.33	4.37

The student course survey evaluates experiences at the course level, and the SUNY SSS provides a broader institutional perspective on the effectiveness of MVCC’s learning environment and its contribution to student development. Students reported strong overall satisfaction with their academic experience, with a large majority indicating that their time at MVCC met or exceeded their expectations. They also expressed confidence in the quality of education at the College and described MVCC as a supportive environment where they felt able to learn, grow, and engage.

Students reported that their experiences at MVCC significantly enhanced their preparation for further academic study and future careers, as well as their ability to think critically, solve problems, work effectively with others, and remain open to diverse perspectives. These results align with the patterns found at the course level.

Students also described MVCC as a learning community where they experienced personal development and increased awareness of social, cultural, and global issues. They noted gains in understanding their own values and ethics, as well as greater sensitivity to diverse perspectives, civic issues, and sustainability. These areas of growth reflect the College’s commitment to educating students as whole individuals and fostering the broad learning outcomes expected of a comprehensive community college. Selected results from the three most recent SUNY surveys are shown below (SIII.C8.1).

	2021 SSS	2024 SSS
How often were you intellectually engaged by material covered in class (frequently and very frequently)	83.3%	83.9%
Level of satisfaction with faculty respect for students (satisfied and very satisfied)	82.3%	86.4%
College contribution to acquiring knowledge and skills for further academic study (large and very large contribution)	73.1%	77.6%
Compared to your expectations, your academic experiences at MVCC have (mostly met and completely met my expectations)	71.8%	77.4%
College contribution to acquiring knowledge and skills needed for a career (large and very large contribution)	69.1%	77.4%
What is your overall impression of the quality of education at MVCC (high and very high)	64.8%	64.1%

In addition to survey results from students, faculty play an active role in reviewing and interpreting program learning outcomes through POARs and APRs. These educational effectiveness assessments will be addressed further in Standard V.

Summary of Commendations and Commitments for Standard III

Commendations

- Criterion 2d: MVCC offers comprehensive training and professional development opportunities on campus for faculty.
- Criterion 3: MVCC’s Center for Accelerated Pathways and Center for Corporate and Community Education house numerous programs that strengthen the educational pipeline and develop the workforce and community.

- Criterion 4: MVCC's Libraries, Learning Commons, and Office of Educational Technology provide extensive support services for students learning in all modalities.

Commitments

- Criterion 1a: MVCC commits to developing a more formal system to track applied learning experiences to enhance the College's ability to evaluate those experiences' impact on learning.
- Criterion 2a: MVCC commits to improving Student Course Survey response rates, exploring appropriate student participation incentives, and evaluating relevance of survey questions for faculty assessment of effectiveness.
- Criterion 3: MVCC commits to including information on defined academic program start dates in the College Catalog and on program webpages, where necessary.



Standard IV: Support of the Student Experience

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



Introduction to Standard

Mohawk Valley Community College (MVCC) has an open-access admissions policy that reflects its commitment to equity, inclusion, and expanding educational opportunities. In alignment with its mission, the College serves a diverse student population and provides a comprehensive network of academic, administrative, and co-curricular support services that guide students from recruitment and onboarding through program completion. Among others, these services include academic tutoring through the Learning Commons, non-educational supports such as a food pantry and housing assistance through College-Community-Connection (C3), accessibility services through the Office of Accessibility Resources (OAR), and career readiness support through the Career Development Center.

To further strengthen student success, MVCC redesigned institutional practices after being selected as one of 13 community colleges to participate in the American Association of Community Colleges (AACC) Guided Pathways initiative. Through cross-functional committees and workgroups composed of faculty, academic leadership, student services professionals, advisors, and institutional research staff, the College implemented changes focused on improving student persistence and completion. Using the Guided Pathways framework, MVCC redesigned the student experience and refined institutional practices since the initial redesign in 2019-2020. This transformation includes mapping entire curriculums into structured pathways and aligning academic structures accordingly; expanding equity-minded teaching strategies; implementing case-management advising and wrap-around holistic supports; replacing traditional, multi-tier developmental education with concurrent learning opportunities in college-level English and mathematics and replacing high-stakes placement exams with multiple measures; front-loading career counseling for undecided students; using disaggregated data to inform decision making and process improvement; and strengthening collaboration among instructional and support areas to reduce barriers to student success. These efforts demonstrate MVCC's ongoing commitment to continuous improvement in student support.

Criterion 1a: *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 accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.*

MVCC accepts a wide range of applicants, including high school graduates, high school seniors, individuals with a General Equivalency Diploma (GED) or Test Assessing Secondary Completion (TASC) certificate, home-schooled students, students from unregistered high schools who can provide evidence of equivalent education as defined by New York State, and international students.

Recruitment efforts at MVCC are primarily managed by the Office of Admissions in collaboration with the Office of Marketing and Communications (MarCom). In alignment with the College's mission and vision, MarCom employs a comprehensive range of marketing strategies to reach prospective students of all ages through the Element451 Customer Relations Management (CRM) system. Marketing materials highlight academic programs, student support services, the campus community, athletics, and success stories from current students and alumni (SIV.C1a.1). Promotional content is distributed through print publications and digital platforms, including the College website and social media channels, ensuring consistent and accurate representation of MVCC's educational offerings.

The College website, managed by MarCom, serves as a comprehensive resource for prospective students. The Prospective Student webpage provides detailed information about the College, outlines the

enrollment process, and includes links to academic programs, student support services, and other resources (SIV.C1a.2).

MVCC demonstrates its commitment to community service by offering accessible, affordable education opportunities and actively engaging prospective students at the local, state, national, and international levels. The Office of Admissions leads and participates in a variety of recruitment initiatives designed to inform and connect with potential students. These efforts include high school visits, campus tours, information sessions, instant admission events, local and regional community outreach programs, group information sessions, and Open House events (SIV.C1a.3).

Each fall and spring semester, MVCC hosts Open House events to connect with prospective students and their families while showcasing academic programs, student support services, and campus life. To increase access for adult learners and prospective students with daytime work commitments, the College has expanded recruitment efforts by offering Saturday and evening information sessions. Following each event, Admissions staff engage with interested students through follow-up communication designed to strengthen connections, encourage enrollment, and support a smooth transition to college.

As a result of these recruitment strategies, MVCC has experienced steady for-credit enrollment growth over the past several years (SIV.C1a.4).

	2021-22	2022-23	2023-24	2024-25
12-Month For-Credit Enrollment	8,154	8,238	8,773	8,938

Despite this positive trend, MVCC revitalized its Strategic Enrollment Management (SEM) workgroup in 2025 to plan for sustainable growth, student success, and financial resilience. This workgroup is chaired by the Executive Director of MarCom and the Dean of Enrollment and Development and includes representatives from departments involved in student enrollment and support services. The SEM workgroup is tasked with developing enrollment strategies that integrate recruitment, retention, completion, and post-graduation outcomes while staying nimble amid a shifting higher education landscape (SIV.C1a.5).

One recent example of an SEM initiative is the implementation of the Dual Enrollment Strategic Enrollment Management Grant. This grant was awarded to MVCC by Achieving the Dream (ATD), a national nonprofit organization dedicated to helping community college students succeed. The grant supports efforts to strengthen the connection between MVCC's extensive dual credit network and postsecondary matriculation outcomes, ensuring that students not only earn college credit while in high school, but that these credit-earning experiences seamlessly transition into academic pathways that maximize credit applicability, minimize excess credits, and accelerate progress toward credential completion (SIV.C1a.6).

Prospective students may apply to MVCC by completing the free online General SUNY Application, available through the MVCC website. Applicants may apply as matriculated, non-matriculated, or international students. The Admissions webpage includes both an anti-discrimination statement and an ADA statement to promote transparency, equity, and ethical admissions practices.

All applications are reviewed and processed by the Office of Admissions (SIV.C1a.7). As an open-enrollment institution, MVCC admits all students who possess a high school diploma or equivalency credential. Certain specialized programs, such as those in Health Sciences and Engineering Science, require additional prerequisites and program-specific approvals prior to admission. The College also welcomes international

students, with international admissions managed by Admissions staff (SIV.C1a.8). The Office of Admissions demonstrates effectiveness in promoting academic programs and in receiving and reviewing applications; however, the conversion rate from application to enrollment remains a concern. Approximately one-third of applicants register for classes, with the rate declining from 37% in fall 2021 to 31.9% in fall 2024 (SIV.C1a.9). This trend highlights the need to examine potential barriers between admission and registration, including financial, advising, and communication factors.

Upon admission, each student is assigned a Student Support Advisor (SSA) based on their declared major. SSAs assist students with initial course scheduling and serve as a single point of contact throughout the student experience, addressing academic and non-academic concerns to support persistence and completion (SIV.C1a.10). In addition to meeting with an SSA, students who are undecided about their major are referred to the Career Development Center to complete the Career Coach Assessment and meet with a Career Counselor, helping align academic pathways with their interests and career goals (SIV.C1a.11). Many MVCC students also complete the Gallup CliftonStrengths Assessment during the first semester to help them understand their individual strengths and unlock their potential for academic and career success.

Following admission, students can work with the Financial Aid Office to secure funding for their educational expenses. The Financial Aid webpage contains information and links on applying for federal and state financial aid, tutorial videos, standards of academic progress, frequently asked questions, New York State financial aid programs, and the impact that withdrawing from classes may have on financial aid eligibility. The webpage also includes links to external resources for students seeking additional information about their federal student loans (SIV.C1a.12). The Business Office webpage provides a detailed breakdown of tuition and fees to help students understand the cost of attendance (SIV.C1a.13).

MVCC tracks federal student loan cohort default rates to assess the College's affordability and ensure compliance with federal guidelines. According to reports from the National Student Loan Database, MVCC's three-year federal student loan cohort default rate was 0% for fiscal years 2020 through 2022, reflecting the impact of temporary federal COVID-19 relief money. Prior to this period, the three-year cohort default rate was 7.0% for fiscal year 2019 (SIV.C1a.14).

The average amount of disbursed student loans at graduation has fluctuated but has remained between \$12,400 and \$13,400 over the past four academic years. During the same period, the number of students receiving federal student loans also remained relatively constant, fluctuating between 805 and 959 students, representing 27% to 32% of degree- or certificate-seeking students in each cohort) (SIV.C1a.15).

As of 2025, 56% of MVCC students (excluding dual credit and cross-registered students) are eligible for Pell Grants, the eighth-highest rate among SUNY community colleges (SIV.C1a.16-17).

	2021-22	2022-23	2023-24	2024-25
Average Amount of Aid Awarded - Federal Pell Grants	\$5,572	\$5,819	\$6,258	\$6,259
Number of Students Receiving Pell Grants	1,658	1,629	1,791	1,463

The Office of Institutional Advancement manages, awards, and disperses scholarships to MVCC students. Scholarships are available for incoming and continuing students, students in specific academic programs, and students who demonstrate financial need. One of the College's most prestigious awards is the Francis

A. Wilcox Memorial Full Tuition Presidential Scholarship, which is awarded to students graduating in the top 10% of their Oneida County high school class who enroll at MVCC. Scholarship recipients are recognized annually at a scholarship dinner. In addition to scholarships, the Office of Institutional Advancement administers emergency relief loans for students experiencing unexpected financial emergencies who are in good academic standing and are expecting a financial aid refund. During the past three academic years, the College granted an average of 19 emergency loans for \$18,619 each year (SIV.C1a.18). Students can search and apply for scholarships online (SIV.C1a.19). The following table shows the total amount of scholarship dollars awarded and number of award recipients by the Office of Institutional Advancement on an annual basis (SIV.C1a.20).

	2021-22	2022-23	2023-24	2024-25
Total Scholarship Dollars	\$463,568	\$315,602	\$400,746	\$459,335
Number of Award Recipients	262	193	187	208

In addition to recognizing student achievement through scholarships, MVCC also has other programs and awards that celebrate student success. Each semester, the College recognizes students who earn a grade point average (GPA) of least 3.75 with the President’s List and students who earn a GPA of at least 3.5 with the Vice President’s List (SIV.C1a.21). The SUNY Chancellor’s Award for Student Excellence, the highest honor bestowed upon students within the SUNY System, recognizes outstanding achievement in academics, leadership, campus involvement, and community service. Each year, MVCC nominates exceptional students for this award, and over the past five years, two MVCC students have received the honor (SIV.C1a.22). Faculty also recognize student achievement through the Ellucian Advise system by submitting “kudos” to acknowledge outstanding performance in class.

The SUNY Arthur O. Eve Educational Opportunity Program (EOP) provides additional financial assistance and academic support for first-time, full-time students who show promise for succeeding in college but may benefit from additional support. MVCC maintains a dedicated EOP website and office space to support participating students. Program benefits include a \$1,000 per-semester financial award, a residence hall deposit waiver, and assistance with obtaining classroom materials (SIV.C1a.23).

Pre-Employment Transition Services (Pre-ETS) is a partnership between MVCC, Oneida-Herkimer-Madison (OHM) BOCES, and Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR). Through this partnership, MVCC developed the Career Transition Program (CTP) in September 2023 to provide work readiness training, job exploration and post-secondary counseling, self-advocacy training, and work-based learning experiences for students ages 14 to 22 who require accommodations and face employment barriers (SIV.C1a.24).

The SUNY Reconnect Program is an initiative that provides no-cost education in high-demand fields for New York State residents ages 25 to 55 who have not yet earned a college degree. Through SUNY Reconnect, MVCC recruits and enrolls eligible students in degree programs within technology, education, engineering and applied technology, healthcare and allied health, trades, and advanced manufacturing. Participants receive a last-dollar scholarship covering tuition, books, fees, and supplies, along with dedicated advising and support services designed for adult learners (SIV.C1a.25).

Criterion 1b: *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 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.*

MVCC students arrive with diverse educational experiences and backgrounds, and the College is committed to meeting their individual needs as they begin their academic journey. Consistent with the AACC Guided Pathways framework, MVCC redesigned its placement and onboarding process to take a holistic, individualized approach that helps students begin on a path to success. After acceptance, students are advised into college-level, concurrent, or pre-program coursework based on the placement and onboarding process (SIV.C1b.1).

A multiple measure-based and individualized approach ensures appropriate placement based on a student's preparation without unnecessary educational barriers. Placement into courses and programs may be based on previous college credits, language proficiency assessments, math scores, reading scores, and writing scores as outlined on the Placement Testing webpage, which includes a chart describing scores and exemptions (SIV.C1b.2). When placement testing is needed, MVCC utilizes the College Board's computer-web-adaptive-testing system ACCUPLACER for reading and math proficiency assessments, along with a writing sample to assess writing proficiency. Placement testing is available throughout the year on a walk-in or appointment basis, both virtually and in-person, to maximize accessibility for new and continuing students.

In accordance with its mission as the community's college, MVCC provides educational pathways for students who have not earned a high school diploma. Applicants without a high school diploma may complete an Ability to Benefit (ATB) test. Students who successfully complete the ATB are admitted into a program that enables them to earn a high school equivalency credential through college coursework while simultaneously beginning progress toward a college degree. The student's SSA, in conjunction with the Office of Records and Registration, assists the student in applying for their high school equivalency credential through the New York State Education Department after they complete the required coursework (SIV.C1b.3).

MVCC also serves students whose primary language is not English. For these students, the placement process includes an initial placement test, the Michigan ESL test, a writing sample, and an interview with faculty from the English for Speakers of Other Languages (ESOL) certificate program. These measures determine if ESOL coursework would be beneficial for the student, and if so, the appropriate level of language coursework. During the first two weeks of each semester, ESOL faculty reassess students' ability and readiness and, when appropriate, adjust course placement to better support student progress according to the Coordinator of the ESOL program (SIV.C1b.4).

As part of the placement and onboarding process, new students participate in a New Student Welcome meeting with their SSA. During this meeting, the SSA provides individualized guidance on developing an academic plan and understanding college expectations. SSAs maintain ongoing communication with students to support persistence and degree completion. SSAs take a holistic approach by reviewing high school transcripts, college transcripts, placement test results, and information gathered through conversations with the student. During the New Student Welcome meeting, SSAs explain placement results, exemptions, transfer credits, and academic expectations, including requirements for

developmental coursework or college-level courses with integrated learning support (ILS) sections as co-requisites (SIV.C1b.5).

As part of the Guided Pathways initiative, MVCC redesigned its developmental education placement process. Previously, the College offered multiple levels of developmental coursework in mathematics and English, which in some cases slowed student progress. Through the Guided Pathways redesign, MVCC eliminated some standalone developmental courses and implemented a new model with ILS sections paired with credit-bearing college-level mathematics and English courses. The goal of this change is to support student progress, remove barriers, and improve student success. In general, more data will be needed to truly determine the effectiveness of the new model. The first few cohorts of students under the new placement testing model show an increase in success rates for students taking the credit-bearing EN101 with ILS section (SIV.C1b.6).

Criterion 1c: *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 orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.*

Within days of official acceptance to MVCC, each newly accepted student receives an email from Admissions that includes information about accessing their MVCC student email account and an invitation to complete Online Orientation (SIV.C1c.1). This email represents the handoff from Admissions to the Office of Holistic Student Support and marks the start of the student-SSA relationship.

SSAs send multiple reminders through various communication methods to encourage students to complete Online Orientation, which begins the advisement process (SIV.C1c.2). After the transition from Blackboard to Brightspace learning management system, MVCC experienced initial challenges in identifying and implementing a new orientation platform. Beginning in 2025, the College successfully launched Advantage Orientation, an engaging platform that has streamlined the student onboarding experience and strengthened orientation completion rates (SIV.C1c.3).

Upon completing Online Orientation, students are prompted to complete the New Student Survey, which collects information about their educational interests, goals, and support needs (SIV.C1c.4). Survey results are automatically added to the Student Success and Advisement Dashboard, allowing SSAs to review detailed information about each student's background and goals in preparation for the initial advising session. This intentional design allows both students and advisors to enter the first meeting prepared to build a meaningful relationship focused on academic planning, career exploration, transfer pathways, and connecting with holistic campus resources and services. Students are also introduced to DegreeWorks, MVCC's online degree audit system, which allows them to monitor progress toward completion of their program requirements.

Systemic controls—such as an advisement hold that remains in place until both Online Orientation and the New Student Survey are complete and the application of an Online Orientation Completion (OOC) code—ensure that the advisement process follows a prescribed sequence designed for student success. Once the OOC code is applied, students receive timely communications through their MVCC student email outlining next steps, including placement testing (if required) and instructions for scheduling a New Student Workshop appointment (SIV.C1c.5). Students enrolled in the General Studies program who are uncertain about their academic or career path are referred to the Career Development Center for academic and career exploration (SIV.C1c.6). Advisement appointments can be scheduled through

embedded calendar links or by contacting the Student Services Help Desk. This coordinated sequence of communication, orientation, data collection, and appointment management reflects MVCC's strong commitment to intentional, student-centered advisement. Each step is designed to provide students with a clear and supportive pathway from application to enrollment, ensuring they are well-informed, well-prepared, and confidently on track toward achieving their academic and career goals.

In addition to Online Orientation, MVCC offers supplemental orientation programs that serve as important enrollment and transition experiences. Commuter Welcome Days, held throughout the summer beginning in late June, invite accepted students to campus for an engaging, office-fair-style experience designed to connect students with campus resources (SIV.C1c.7). The College also offers Student Employment Orientation for student assistants and work-study students, as well as Educational Opportunity Program (EOP) Summer College Orientation programming to prepare students for academic expectations before the start of their first semester (SIV.C1c.8-9). These experiences introduce students to campus resources, provide opportunities to complete important enrollment steps such as obtaining a student ID, and encourage completion of any outstanding requirements. A defining feature of these events is the involvement of academic departments, with most deans and academic school representatives participating to connect directly with students. MVCC also hosts a similar experience for Residence Hall students, which includes participation from parents, guardians, or other supporters, as well as an overnight stay in the residence halls, providing a meaningful introduction to campus life and community expectations (SIV.C1c.10).

Additional transition experiences include Brightspace Orientation, program-specific orientations for Nursing and other specialized academic areas, and meetings for international students facilitated by the Admissions Specialist and Coordinator for International Recruitment.

The advisement process continues beyond enrollment as SSAs provide ongoing support designed to promote persistence and completion in their academic program. SSAs maintain regular, timely, soft-touch communications with students throughout the semester to provide support and ensure students remain connected to campus resources (SIV.C1c.11). SSAs are embedded within their assigned academic schools, developing familiarity with program requirements, course sequences, instructional practices, and faculty expectations. They also meet regularly with academic school deans to maintain alignment with academic needs and emerging student concerns.

Ellucian Advise serves as the central system for tracking student progress and coordinating services. Faculty and staff submit alerts through Advise related to academic, personal, or procedural challenges, which are then referred to SSAs or appropriate offices to coordinate holistic supports, including C3 referrals, schedule adjustments, process navigation, and connections to campus resources. MVCC assesses the effectiveness of the SSA model through student feedback surveys and uses the results to inform continuous improvement efforts. The most recent survey results show that over 98% of respondents were satisfied or very satisfied with the advising services they received (SIV.C1c.12).

Another assessment of the SSA model examined student retention data and found that students who registered for classes unassisted had a far lower completion rate than those who participated in assisted registration with an advisor, 51% versus 69%. In 2019, MVCC implemented a student case management model using a program-specific caseload approach to provide more proactive advising. By fall 2022, the percentage of students participating in assisted registration had increased from 45% to 91%, and completion rates for both unassisted and assisted registration increased to 71% and 76%, respectively (SIV.C1c.13-14).

MVCC reviews students' academic progress after each semester, and SSAs work with students who are not achieving academic standards to develop strategies for improvement. At the conclusion of each semester, students receive notification of their academic standing, which is determined by their institutional GPA and attempted credit hours.

The College defines the criteria for academic intervention and academic probation on its website and in the Student Handbook. Students are placed on academic intervention after their first semester of unsatisfactory academic progress. Those who do not earn a minimum of 1.5 GPA while on academic intervention are placed on academic probation. Students with an academic standing of intervention or probation receive additional outreach from their SSA and are encouraged to schedule regular meetings to check in each semester. Additionally, students on academic probation have a hold placed on their account that requires them to meet with their SSA before registering for future coursework (SIV.C1c.15).

In 2025, MVCC participated in the Racial Equity Leadership Academy, a multi-month institute facilitated by Achieving the Dream (ATD), which resulted in the creation of a Racial Equity Change Effort Analysis. Through this work, the College identified more than 15 variables associated with student risk, defined as placement on academic probation or intervention, as well as factors that help mitigate that risk. Based on these variables, MVCC developed an Academic Probation Action Plan to address key risk factors and strengthen protective factors associated with student success. During the first year of implementation, the College is focusing on the correlation between residence hall students and academic probation. This work includes interviews with faculty, staff, and students; additional statistical analysis of the residence hall student population across various socioeconomic and demographic factors, and a review of evidence-based practices to identify interventions that can improve academic outcomes for this population (SIV.C1c.16).

Through its adoption of the Guided Pathways framework, participation in national student success initiatives, and ongoing feedback from students and employees, MVCC has transformed its advisement model from a series of siloed processes into a holistic approach centered on the relationship between students and their SSAs (**Commendation 1c**).

In addition to advisement, the College provides a comprehensive network of supports designed to promote student well-being and strengthen retention. To support student wellness, MVCC maintains a Health and Wellness Center that integrates mental, emotional, and physical health services. The Center includes two licensed mental health counselors who assist students with short-term counseling, crisis intervention, and general mental health support. For students who require ongoing or specialized care, MVCC maintains strong relationships with external counseling agencies to support a smooth transition into longer-term services (SIV.C1c.17). The College also contracts with a physician who is on campus weekly to address student medical needs, provide clinical evaluations, and assist with care coordination.

Health and wellness programming is a key component of MVCC's student support model. Through the Healthy Lifestyles Workgroup and broader campus initiatives, the Health and Wellness Center provides regular programming focused on physical health, emotional well-being, stress management, and overall healthy living (SIV.C1c.18). These efforts help students stay engaged, supported, and focused on their academic goals.

Another example of student support on campus is the MVCC CARE Team, which helps ensure that students of concern are identified early and connected to appropriate services (SIV.C1c.19). MVCC faculty and staff

can submit referrals to the CARE Team when they observe concerning student behavior. The CARE Team is the product of extensive discussions at shared governance groups about what was previously known as BERT (Behavioral Evaluation Response Team). In 2025, BERT transitioned into the CARE Team, incorporating feedback from faculty and staff to clarify communication and expand the College's intervention framework by aligning it with nationally recognized best practice models through MVCC's membership in the National Association of Behavioral Intervention and Threat Assessment Association. Additionally, a dedicated Care and Wellbeing Coordinator position was established, and a new webpage was created for MVCC employees to submit CARE Team referrals and address common questions (SIV.C1c.20-21). Recent survey results from employees using the new CARE Team referral system demonstrate satisfaction with communication and confidence in the process (SIV.C1c.22).

Criterion 1d: *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 processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement.*

MVCC's Learning Commons serves as the College's central hub for academic support, providing students with resources that promote success across all disciplines. The Learning Commons offers a comprehensive range of both in-person and online academic support services. These include the Math Lab, Writing Lab, content tutoring, library and research assistance, and technology support, all integrated within a single, student-centered environment. Academic support is provided by professional and peer tutors on an appointment and walk-in basis. The Learning Commons is open available Monday through Saturday, including evening hours, to accommodate students with daytime work and family commitments. Staff also collaborate closely with faculty to ensure tutoring and academic support services align with course outcomes, curriculum, and faculty expectations (SIV.C1d.1).

The Learning Commons uses proactive strategies to connect students with support early and throughout their academic journey. New students are introduced to its services through CF100 College Foundations Seminar class visits, with all on-campus sections participating during the first weeks of the semester. These visits promote early awareness of resources and establish connections to support.

The Learning Commons plays a critical role in supporting student retention, persistence, and completion at MVCC. The table below shows the total tutoring hours provided over the past four academic years. Institutional data indicate that regular use of the Learning Commons is associated with higher course grades, improved term GPAs, and greater persistence. For example, students who accessed tutoring services at least five times during a semester had fall-to-spring persistence rates 10% higher and spring-to-fall retention rates 15% higher than institutional averages, and 90% of these students achieved a half-letter grade higher than their peers who did not use tutoring services (SIV.C1d.2).

	2021-22	2022-23	2023-24	2024-25
Total Tutoring Hours	6,033	6,420	7,306	6,710

Students with physical, learning, and mental health disabilities receive additional academic support through OAR. Students can request disability-related accommodations through OAR, and data show that an average of 75% of MVCC students with disabilities meet with OAR to develop an accommodation plan (SIV.C1d.3). Assessment findings indicated that students were not consistently sharing their accommodation plans with faculty. In response, OAR modified its process to allow students to authorize

the office to share their accommodation plans directly with faculty members, improving timely implementation.

Recognizing that many students face socioeconomic barriers, MVCC established the C3 program in 2016 to address non-academic needs and connect students with essential resources, including food, housing, childcare, and transportation assistance, across the Utica and Rome campuses (SIV.C1d.4). Since 2022, C3 has distributed over 150,000 pounds of food while serving more than 1,900 students. Partnerships with regional agencies, including local food pantries, Departments of Social Services, the Compassion Coalition, and Neighborhood Center, have expanded the range of resources available to students.

C3 regularly evaluates its services and adapts them to meet changing student needs. During the 2025-2026 academic year, C3 increased food pantry distributions in response to increased student need resulting from federal government funding disruptions and changes to Supplemental Nutrition Assistance Program (SNAP) requirements, demonstrating MVCC's commitment to meeting the diverse needs of students (SIV.C1d.5-6). As another example, C3 recently identified concerns with one food supplier after determining that some products lacked culturally appropriate options or had surpassed their best-by dates. Following an internal review of an alternative supplier, C3 established a new partnership with the Food Bank of Central New York. This partnership has enabled the program to accurately monitor food distribution levels and has contributed to an increase in grant funding (SIV.C1d.7).

C3 also administers emergency financial assistance funded through external grants, sponsorships, and individual donations. When possible, funds are paid directly to landlords and utility providers on behalf of students experiencing financial emergencies. Over the last three academic years, C3 awarded an average of 36 emergency grants totaling \$31,438 annually (SIV.C1d.8). C3's intentional location along with OAR within the Learning Commons creates a centralized "one-stop" support environment where students can access both academic and non-academic services. Institutional data show the effectiveness of these supports. Students who utilized C3 services achieved completion rates of 95% in fall 2024 and 97% in spring 2025 (SIV.C1d.9). This integrated approach is also reflected in the centralized location of Admissions, Financial Aid, Business Office, and Advisement on the Utica and Rome campuses.

The combination of academic and non-academic support services provided through the Learning Commons and C3 is supported by evidence of high student satisfaction and improved student achievement (**Commendation 1d**).

The Career Development Center provides a comprehensive range of services that support career exploration, skill acquisition, and employer engagement for students and alumni. To promote alignment between academic and career goals, the Center offers individualized career counseling, major exploration, career assessments, and opportunities to connect with alumni and local employers. Once students identify a career path, the Center focuses on career readiness, introducing students in CF100 College Foundations Seminar to the technical skills required in their chosen field, based on current job postings, as well as skills focused on communication, professionalism, and collaborative abilities that are valued by employers. Staff provide assistance with resume and cover letter development, networking, and interview preparation. The Career Center also serves as a bridge to the regional labor market for both students and alumni, facilitating direct employer engagement through on-campus recruiting, career fairs, company visits, and the coordination of on- and off-campus job opportunities.

The Career Development Center uses a liaison model in which each staff member partners with a specific academic school, working closely with faculty, employers, and students to align career development with

academic programs. The Center offers a variety of events, workshops, and individual appointments throughout the year. Annual events include On-Campus and Part-Time Job Fairs, Internship and Volunteer Fair, Health Career Fair, STEM Career Fair, and the Prepare for Success professional clothing event. The Center also hosts career expos where current and prospective MVCC students can connect with employers to learn about career opportunities in fields such as criminal justice, emergency preparedness, and advanced manufacturing. During the most recent academic year, more than 170 employers participated in Career Development Center events (SIV.C1d.10).

In addition to these large-scale events, the Center hosts on-campus career panels and recruiting events and job site visits. During the most recent academic year, the Center hosted 19 events and site visits, served more than 1,700 students through workshops, welcomed more than 1,200 students to career events, and provided individual appointments to 360 students (SIV.C1d.10). The Center also supports a variety of work-based and applied learning opportunities, including job shadowing, company visits, and guest speakers. These comprehensive services contributed to MVCC ranking first among SUNY's 30 community colleges for career services on the 2024 SUNY Student Satisfaction Survey (SSS) (SIV.C1d.11).

Although participation in Career Development Center programming is strong, low response rates on post-graduation surveys limit the College's ability to assess long-term employment and transfer outcomes. To strengthen post-graduation assessment, MVCC plans to implement a new survey using the Handshake career networking platform. This initiative will enhance collaboration among the Career Center, Office of Institutional Research and Analysis, and Office of Institutional Advancement to collect more meaningful data on graduate employment and transfer outcomes (**Commitment 1d**).

Internships, clinical experiences, field placements, and capstone projects are coordinated through the academic departments. Clinical experiences are required for all healthcare majors, while internships are required for Human Services and Hospitality majors. Business and Criminal Justice majors have the option to complete an internship as an elective in their academic program. Childhood and Adolescent Education students complete field study work in three courses to prepare for licensure. Students in Art programs complete capstone projects as part of their second-year coursework. The Career Development Center promotes internship and employment opportunities through the Handshake platform.

For students interested in continuing their education after earning an MVCC degree, SSAs provide individualized transfer advisement, including assistance with transfer planning, application preparation, and transcript requests. Beyond individual advising appointments, the Office of Holistic Student Support hosts transfer-focused programming throughout the semester, including transfer workshops, transfer partner events, advisor-in-residence visits, faculty and staff transfer training, and transfer fairs where students can connect directly with representatives from four-year institutions. Information about transfer events is communicated to students by the Office of Holistic Student Support.

Transfer resources are available on the MVCC website, including transfer agreements and advising guides that show how coursework from each MVCC program will transfer into bachelor's degree programs at partner institutions (SIV.C1d.12). Through the SUNY Seamless Transfer initiative, MVCC students who complete an AA or AS degree are guaranteed the opportunity to continue toward a bachelor's degree at a four-year SUNY institution, including the transfer of applicable general education requirements. MVCC further supports transfer success through partnerships with SUNY Oneonta and SUNY Polytechnic Institute, whose representatives maintain a regular on-campus presence to provide additional transfer advising and participate in transfer events. Additional transfer partnerships with Southern New Hampshire

University and Bellevue University expand opportunities for students pursuing online bachelor's degree programs.

Criterion 1e: *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 processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations.*

MVCC tracks and analyzes student achievement data, including retention, graduation, and transfer rates (SIV.C1e.1-3).

	2021-22	2022-23	2023-24	2024-25
Fall-to-Fall Retention Rate	59%	57%	58%	61%

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Graduation Rate (100%)	24%	25%	24%	27%
Graduation Rate (150%)	34%	33%	35%	38%
Graduation Rate (200%)	37%	36%	39%	43%
Transfer Rate	12%	11%	12%	11%

MVCC retention and graduation rates have improved in the past several years. While there remains room for continued improvement, the College's 100% graduation rate for the fall 2021 cohort is 5.7% higher than the SUNY community college average, and its 150% graduation rate is 5.9% higher. MVCC ranks fifth among SUNY community colleges in 150% graduation rate for the fall 2021 cohort (SIV.C1e.4). Although transfer rates have remained consistent, MVCC has implemented initiatives to strengthen transfer outcomes, particularly to partner SUNY institutions. For example, the Director of Student Records and Registrar serves as MVCC's SUNY Transfer Liaison, providing regular updates on SUNY transfer initiatives to shared governance bodies and academic deans.

Consistent with its mission to promote student success, MVCC is implementing strategies aligned with the SUNY Academic Momentum Campaign. This system-wide initiative is designed to improve student retention, academic momentum, and degree completion outcomes across SUNY institutions through evidence-based student success strategies. The campaign focuses on improving first-year full-time retention, on-time (100%) and extended (150%) graduation rates, gateway English and mathematics course completion in the first year, completion of 30 or more credits in the first year, and FAFSA completion rates. MVCC's Academic Momentum plan aligns closely with both SUNY priorities and the College's mission. The plan outlines a comprehensive cross-divisional framework that integrates Learning and Academic Affairs, Student Affairs, Institutional Research, Financial Aid, Holistic Student Support, and Information Technology into a coordinated strategy for improving student success. Strategies from the Academic Momentum Plan have been incorporated into the College's Annual Plan under its Strategic Framework pillars, demonstrating commitment to continuous improvement in student achievement (SIV.C1e.5-6).

In 2025, MVCC participated in a SUNY pilot initiative to benchmark student success using the Survey of Community College Outcomes (SCCO), led by the Federal Reserve Bank of Richmond (Richmond Fed). The SCCO collects and standardizes data from community colleges to provide a more comprehensive measure

of institutional effectiveness. Unlike traditional graduation metrics, the SCCO uses a broader definition of student success that includes degree completion, successful transfer, workforce credentials, and continued enrollment, allowing for a more complete and comparable view of student outcomes. Using this methodology, MVCC's Richmond Fed Success Rate was 56%, compared with its traditional IPEDS 100% graduation rate of 36.4% for the fall 2023 cohort. The College's success rate is among the highest of all SUNY community colleges. Unlike the IPEDS graduation rate, which measures only first-time, full-time students who complete a credential within the specified timeframe, the Richmond Fed Success Rate also recognizes students who successfully transfer before earning an MVCC credential and those who remain enrolled in good academic standing at the 100% graduation benchmark. MVCC's SCCO report also highlights the College's strengths in dual enrollment and workforce and non-credit programming, areas of institutional impact that are not reflected in traditional graduation metrics (SIV.C1e.7).

Criterion 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.*

MVCC maintains clear, consistent, and transparent policies and procedures for the evaluation and acceptance of transfer credit and prior learning. These processes are designed to provide prospective students with accurate and timely information before admission and equitable evaluation of transfer and experiential learning once enrolled. The Office of Records and Registration, in consultation with the appropriate academic deans and faculty with disciplinary expertise, administers the evaluation and acceptance of transfer and prior learning credit. This systematic approach promotes fairness and consistency in applying credits toward degree and certificate requirements (SIV.C2.1-3).

MVCC accepts relevant college-level coursework completed at accredited institutions for credit toward degree requirements in accordance with Board Policy 6009 Policy on Transfer Credit; however, transfer credit may not exceed 75% of the credits required for a degree or certificate (SIV.C2.4). In the most recent academic year, the College awarded a total of 6,237 transfer credits to 678 students (SIV.C2.5).

In addition to traditional transfer coursework, MVCC awards credit for college courses completed in high school through approved dual credit and concurrent enrollment programs, as well as for successful completion of Advanced Placement (AP) examinations.

The College also accepts credit from international institutions for both international students and refugees. To facilitate transfer credit evaluation, MVCC requires official transcripts be accompanied by a certified English translation. While the College previously required evaluations through World Education Services (WES), it now accepts translations from any licensed credential evaluation agency, reducing the financial burden on students (SIV.C1a.8).

Admitted students are required to submit official transcripts from all previously attended institutions to the Office of Admissions. Courses with established equivalencies in the MVCC Transfer Evaluation Database are applied directly toward degree requirements. Courses not previously evaluated are referred to the appropriate academic school, where faculty determine equivalency to MVCC coursework or eligibility for general education credit. Approved credits are recorded in DegreeWorks, MVCC's online degree audit system, allowing students to view in real time how transfer credits apply to their programs of study. Students are notified by email once evaluations are complete, typically within 10 business days after the College receives official transcripts.

Although the College website states that transcript evaluations are typically completed within 10 business days, actual processing times often exceed this target due to workflow steps and departmental review requirements. Over the past four academic years, MVCC has improved the percentage of transcripts processed within the 10-day timeframe from 39% in 2021-2022 to 48% in 2024-2025; however, opportunities remain to implement new technologies and process improvements to further reduce evaluation times (SIV.C2.6) (**Commitment 2**).

To support accuracy, consistency, and alignment with best practices, staff in the Office of Records and Registration regularly participate in professional development through the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the New York State Transfer and Articulation Association (NYSTAA). Engagement with these organizations helps ensure that MVCC's policies and practices remain aligned with state and national standards while promoting transparency, student mobility, and student success across higher education institutions.

MVCC maintains a range of formal articulation agreements that support seamless transfer and strengthen partnerships with SUNY institutions and private four-year colleges and universities. The College also collaborates with local BOCES Career and Technical Education programs to award college credit for secondary coursework aligned with MVCC curricula (SIV.C2.7). To qualify for articulated credit, students must complete their BOCES program with a minimum average of 85%.

Articulation agreements are reviewed and updated on a five-year cycle to ensure that course content, learning outcomes, and competencies remain current and aligned with institutional and industry standards. Academic deans are responsible for reviewing and approving new and renewed articulation agreements within their respective academic schools, while the Dean of Curriculum and Academic Scheduling serves as the central point of contact and maintains official documentation to support consistency and coordination across agreements. These agreements support MVCC's mission by providing accessible and equitable pathways to higher education.

MVCC serves a substantial population of nontraditional students whose professional, military, and life experiences may equate to college-level learning. Consistent with the College's mission and commitment to equity, access, and student success, MVCC provides multiple structured pathways for translating prior learning into academic credit. Through mechanisms such as the College-Level Examination Program (CLEP) and a comprehensive Credit for Prior Learning (CPL) framework, the College recognizes demonstrated learning and awards academic credit to support timely degree completion (SIV.C2.8-9).

MVCC awards academic credit for demonstrated mastery of college-level content through standardized examinations, including CLEP. These assessments are administered by the MVCC Testing Center in accordance with national protocols to ensure secure, equitable, and accessible testing environments. While CLEP opportunities are promoted through academic advising and the College website, participation remains limited. In the 2024-25 academic year, MVCC awarded 48 credits to three students through CLEP (SIV.C2.5). In response, the College is developing in-house challenge examinations, exploring reduced examination fees, and removing barriers for non-matriculated students seeking credit by examination to expand access and utilization.

In addition to standardized testing, MVCC evaluates college-level learning acquired outside traditional academic settings through Board Policy 6010 Credit for Life Experience. This faculty-supervised process allows students to earn credit for competencies gained through military education and training, professional experience, apprenticeships, and non-credit coursework. All credit awarded through this

process is aligned with established course learning outcomes and program-level standards to ensure academic rigor and consistency.

For veteran students, MVCC has implemented a proactive advising model that utilizes Joint Services Transcripts (JSTs) and a standardized military credit equivalency table aligned with American Council on Education (ACE) recommendations to award academic credit for military education and training. The College also evaluates professional certifications and licenses earned through workforce experience and awards credit when competencies align with program outcomes, strengthening connections between workforce experience and degree completion. Students may also earn college credit through registered apprenticeship programs coordinated by the College's Center for Corporate and Community Education (CCED) and the Advanced Institute for Manufacturing (AIM). Building on these efforts, MVCC has established Non-Credit-to-Credit Pathways through internal articulation agreements that translate workforce training and experiential learning into academic credit. A notable example is the College's first non-credit-to-credit agreement, developed in partnership with the New York Power Authority (NYPA) internship and fellowship program, which enables students to earn academic credit upon successful completion of NYPA's non-academic program.

As part of the CEL framework, students collaborate with faculty mentors to identify appropriate course equivalencies. Students receive course outlines and develop a reflective narrative explaining how their prior experiences demonstrate achievement of the identified course learning outcomes. Supporting documentation, such as employer verification letters, professional certifications, portfolios, or other evidence, is required to substantiate learning claims. Faculty mentors evaluate submitted portfolios and forward recommendations to the dean of the relevant academic school for final approval, supporting consistency and academic oversight.

Over the past several years, the College has made substantial progress in refining procedures related to the awarding of academic credit for prior learning. Recent revisions to experiential learning application processes have improved clarity, efficiency, and accessibility for students (SIV.C2.10). To further strengthen oversight, consistency, and continuous improvement, the College hired a full-time Coordinator of Experiential and Justice-Involved Learning to oversee and assist students with navigating credit-by-evaluation processes (CIV.C2.11). Data related to CPL participation and credit awards are systematically tracked through the centralized ARGOS reporting system, supporting institutional monitoring, assessment, and reporting.

As a result of these improvements, institutional data demonstrate continued growth in CPL utilization. During the 2024-2025 academic year, MVCC awarded a total of 7,782 credits to 1,384 students across all CPL categories, reflecting a 19% increase over the previous academic year (CIV.C2.5).

Criterion 3: *Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.*

MVCC has policies and procedures in place to ensure the secure maintenance and appropriate release of student information. Board Policy 5001 Information Security outlines the appropriate and secure use of College-owned technology and data, protection of personally identifiable information, and compliance with the Gramm-Leach-Bliley Act (SIV.C3.1).

All student and employee accounts are protected through single sign-on with multifactor authentication (SIV.C3.2). The Information Technology (IT) Department provides an Information Security One-Sheet and

a Written Information Security Program on the MVCC website to guide students and employees (SIV.C3.3-4). IT also maintains a strategic plan that establishes departmental goals and guides the ongoing maintenance and enhancement of network infrastructure, security, and privacy systems (SIV.C3.5).

Information regarding the Family Educational Rights and Privacy Act (FERPA) is publicly available on the College website, in the College Catalog, and in the Student Handbook (SIV.C3.6-8). College employees are required to complete FERPA compliance training through the Office of Human Resources (HR) (SIV.C3.9). In addition, MVCC follows SUNY's policy on data retention (SIV.C3.10).

The Office of Records and Registration maintains a directory information exclusion request form within the secure MyMV portal, allowing students to request that directory information not be disclosed without their consent (SIV.C3.11). Students may also authorize the release of protected information to specific individuals, such as a parent, counselor, or caseworker through the MyMV portal using the Disclosure Authorization form (SIV.C3.12). These authorizations remain valid for one academic year.

Criterion 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.*

To promote student success, well-being, and community engagement, MVCC maintains a comprehensive system of extracurricular activities. These opportunities complement the academic curriculum and advance institutional goals related to student engagement, retention, leadership development, and holistic growth. During the last academic year, MVCC supported more than 675 students participating in over 40 active student organizations representing academic disciplines, cultural and identity-based communities, service organizations, honor societies, and special-interest groups (SIV.C4.1).

Several student organizations have received institutional, local, or national recognition, including Phi Theta Kappa (PTK), SPIRE, Future Business Leaders of America (FBLA), Future Engineers Club, and Kidz and Coaches. PTK is a national honor society that recognizes scholarship among two-year college students, and MVCC's Lambda Beta Chapter has earned more than 30 state and national awards since 2019. SPIRE is a national honor society that recognizes the achievements of adult and other nontraditional students. FBLA is a national organization focused on business and leadership development, and MVCC's chapter has won individual and chapter awards at the state and national levels. The Future Engineers Club provides students interested in engineering careers with opportunities to engage with industry professionals through guest speakers, events, and travel experiences that broaden their understanding of the field. Kidz and Coaches provides students with opportunities to volunteer in the community, mentor children, and serve as positive role models.

Oversight of student organizations is provided by the Coordinator of Student Engagement, who ensures that extracurricular activities foster social connection, leadership development, and experiential learning aligned with institutional learning outcomes. Each club is required to have an advisor who meets established institutional criteria. Full-time faculty and staff are eligible to serve as advisors, while part-time employees may serve after completing at least one academic year at MVCC and meeting minimum workload requirements. Clubs also designate a delegate to represent the organization at Student Congress meetings, and delegates must maintain a minimum 2.0 GPA. Expectations, procedures, and operational guidelines for student organizations are outlined in the College's Club Handbook. Participation in all student organizations is open to the entire student body. When students express interest in forming a new club, the Student Engagement Office provides guidance and follows established procedures to support the creation and sustainability of the organization. Clubs receive funding through Student Congress, which is

supported by a portion of the Student Activity Fee. Each club receives a base budget at the start of the semester and may request additional funding as needed (SIV.C4.2).

In addition to participating in clubs and organizations, students can develop leadership skills through structured programs such as Student Congress and the Student Leadership Academy (SLA). These initiatives cultivate leadership, communication, collaboration, and civic responsibility in alignment with institutional values and student learning outcomes. Student Congress plays a key role in the College's governance structure. It oversees the allocation of the Student Activity Fee, coordinates student representation on College committees, and sponsors programs and initiatives that benefit the student body. Any student who pays the mandatory Student Activity Fee is eligible to become a member of Student Congress (SIV.C4.3). The SLA, open to all students through an application process, offers a curriculum grounded in leadership theory and practice. Participants complete an orientation, attend workshops throughout the academic year, and engage in applied learning through campus and community projects. Upon completion, participants receive a certificate, are recognized at an end-of-year celebration and earn a notation on their co-curricular transcript (SIV.C4.4).

The strength of MVCC's student life programming is reflected in the 2024 SUNY SSS, in which the College ranked first among SUNY's 30 community colleges for both College-run clubs and social activities (SIV.C1d.11). Institutional data demonstrate a strong positive relationship between student engagement in clubs and academic success. Students who were highly engaged in clubs achieved a persistence rate of 89.9%, compared with 74.9% for non-engaged students. Club members also earned stronger academic outcomes, with an average term GPA of 2.97 and cumulative GPA of 2.99, compared with 2.57 and 2.69, respectively, for the general student population. Similarly, students who participated in the SLA demonstrated significantly higher GPAs and persistence rates than the general student population (SIV.C4.5) (**Commendation 4**).

The College offers on-campus housing for up to 450 students on the Utica campus. The Residence Life Office accepts housing applications from new and returning students on a rolling basis, and students may apply financial aid, including federal student loans, toward room and board costs, supporting equitable access to residential opportunities. Residence Life maintains defined academic eligibility requirements that reinforce the College's commitment to student success (SIV.C4.6).

The Residence Life program is supported by a comprehensive staffing structure designed to foster students' academic success and personal development. Each residence hall floor is staffed by a Resident Assistant (RA), a trained MVCC student who facilitates community-building initiatives, promotes academic engagement, and provides peer support, contributing to a holistic residential experience. Residence Life also collaborates with the Office of Student Engagement to offer a variety of cultural events throughout the academic year that enrich the student experience.

The Athletics Department supports MVCC's mission by promoting student success, wellness, and community engagement through a broad array of sports that emphasize personal development and intercollegiate competition. Athletics is intentionally integrated into the overall student experience and operates within clearly defined, published, and consistently applied policies aligned with NJCAA Division III requirements (SIV.C4.7-8). The department reports to the division of Learning and Academic Affairs, reflecting the College's philosophy that student-athlete achievement extends beyond athletic performance to academic progress and personal development and is supported through intentional planning, academic advising, tutoring, and ongoing assessment of student-athlete outcomes.

MVCC offers a diverse two-year intercollegiate athletics program, with 16 competitive teams. As a member of the National Junior Athletic Association (NJCAA) Region III, Division III, MVCC maintains a program grounded in academic excellence, integrity, and equitable opportunity. Operating under Division III non-scholarship guidelines reinforces the principle that athletics complement, rather than compete with, students' academic priorities. MVCC's sustained record of conference, regional, and national achievements reflects the strength of its programs, with many student-athletes successfully transferring to four-year institutions. A recent example of athletic success is the Men's Soccer team, which won back-to-back national championships in 2024 and 2025, representing MVCC's 27th national championship across eight different sports. Most coaches are full-time members of the Athletics Department, providing consistent mentoring and holistic support that foster academic persistence, personal growth, and athletic development. The College ensures compliance with NJCAA Bylaws through mandatory annual training and continuous monitoring processes. Participation trends demonstrate overall stability across athletics, with institutional data showing growth in Men's Soccer and Men's Track & Field, as well as consistent participation in Baseball (SIV.C4.9).

Analysis of average GPA by sport between 2021-2025 shows that MVCC student-athletes consistently meet or exceed institutional expectations for academic performance. Programs such as Women's Soccer, Women's Tennis, Women's Cross Country, and Golf have maintained GPAs above 3.0, reflecting strong academic engagement and effective support structures. While year-to-year fluctuations occur, particularly in small-roster sports where an individual student performance can significantly impact averages, overall student-athlete academic achievement remains strong. However, institutional data identify areas where academic performance has declined within certain programs over time (SIV.C4.10). With the implementation of Ellucian Advise, Athletics can utilize early alerts to provide timely academic intervention for student-athletes who may be at risk (**Commitment 4**).

Student participation and academic data demonstrate that MVCC's athletic programs effectively support student learning, academic achievement, and personal development. The combination of program offerings, compliance structures, and consistent academic outcomes indicates that Athletics contributes meaningfully to the College's mission.

Criterion 5: *If applicable, adequate and appropriate, institutional review and approval of student support services designed, delivered, or assessed by third-party providers.*

MVCC offers payment plans for students through Nelnet, an electronic tuition payment service provider, during the fall and spring semesters. These plans allow students to pay tuition and fees through automatic payments from a checking account, savings account, credit card, or debit card (SIV.C5.1-2).

Criterion 6: *Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.*

MVCC employs a comprehensive and multi-layered approach to assessing the effectiveness of student support services, ensuring that programs align with institutional priorities and student success outcomes. Assessment practices are structured, data-informed, and recurring, enabling the College to measure impact, evaluate effectiveness, and promote continuous improvement across Student Affairs.

The College utilizes several core assessment tools, including the SUNY SSS, which provides longitudinal and comparative data on student satisfaction and engagement, and targeted internal surveys administered through Watermark that collect additional feedback on specific student support services. MVCC also

participates in the Community College Survey of Student Engagement (CCSSE), which provides national benchmarking for MVCC’s student experience (SIV.C6.1).

Assessment findings directly inform operational improvements. For example, onboarding and advising survey results identified student confusion regarding early registration steps, leading to a redesigned onboarding process and the consolidation of advising services under the SSA model (SIV.C6.2-3). Similarly, strong outcomes from C3 informed expanded outreach and increased enrollment targets (SIV.C1d.9).

SSS results related to student support services indicate high levels of satisfaction with MVCC offerings (SIV.C6.4).

	2021 SSS	2024 SSS
Satisfaction with non-teaching staff respect for students (satisfied and very satisfied)	84.6%	87.3%
Satisfaction with academic advising and coaching (satisfied and very satisfied)	79.2%	79.5%
Satisfaction with tutoring services/ learning support (satisfied and very satisfied)	78.5%	78.6%
Satisfaction with financial aid services (satisfied and very satisfied)	82.2%	72.0%
Satisfaction with college-run clubs and activities (satisfied and very satisfied)	59.9%	69.2%
Satisfaction with career planning services (satisfied and very satisfied)	68.4%	68.5%

Each department within Student Affairs conducts an annual assessment through the Program Outcomes Assessment Report (POAR) process. These reports integrate department-specific performance data with institutional survey findings to evaluate service delivery, establish benchmarks, and monitor progress toward defined outcomes. This process ensures alignment with the College’s mission and supports evidence-based decision making at the departmental and divisional levels. POARs are reviewed by the Coordinator of Assessment and Academic Programming (CAAP), who uses a rubric to evaluate reports and provides feedback for improvement to staff members who completed the POAR (SIV.C6.5-6).

POAR results demonstrate effectiveness across multiple student support areas. C3, which provides wraparound support to students facing non-academic barriers, served 1,578 students in the 2024-2025 academic year, exceeding its goal of 1,000. Among participants, 98.7% reported that their needs were met, with an average satisfaction rating of 4.53 out of 5 (SIV.C1d.9). Similarly, the Financial Aid Office met its goal of notifying 100% of students of award eligibility within seven days of receiving required documentation and maintained zero audit findings, demonstrating operational efficiency and compliance (SIV.C6.7).

Another example of assessment-informed improvement comes from MVCC’s services for veteran students. In response to an increase in dependents of veteran students utilizing Chapter 35 benefits (Dependents’ Educational Assistance), the College adjusted outreach and support strategies to better address their needs. As a result, veteran students receive more tailored onboarding, communication, and coordination among student service areas to improve access to appropriate resources. Survey results indicate an 89% satisfaction rate among veterans utilizing MVCC services (SIV.C1c.14, SIV.C6.3).

Beginning in the 2025-2026 academic year, Functional Area Reviews (FARs) are being conducted on a five-year cycle to provide a comprehensive review of non-academic areas. FARs are reviewed by the CAAP and the appropriate supervisor for each area, with emphasis placed on assessing student learning outcomes in the division of Student Affairs (SIV.C6.8). Feedback collected by the CAAP is shared with professional staff responsible for completing the FAR to support ongoing improvement.

Looking forward, MVCC is committed to strengthening the timeliness and coordination of assessment practices across Student Affairs. Departments will continue collaborating with the CAAP to identify meaningful performance indicators and enhance the use of real-time data collection through Watermark. Strengthening data-informed review processes will enable more timely responses to student needs and promote shared standards for assessment across all service areas. The College plans to expand assessment training opportunities for non-academic staff (**Commitment 6**).

Summary of Commendations and Commitments for Standard IV

Commendations

- Criterion 1c: By utilizing the Guided Pathways approach, participation in national student success initiatives, and feedback from students and staff, MVCC's advisement structure has transitioned from siloed processes to a holistic process defined by the student and SSA relationship.
- Criterion 1d: The combination of academic and non-academic supports through MVCC's Learning Commons and C3 evidence high levels of satisfaction and increased student achievement.
- Criterion 4: MVCC's wide array of student extracurricular clubs and activities have led to increased student achievement results.

Commitments

- Criterion 1d: MVCC commits to exploring options for a new post-graduation survey to capture more meaningful post-graduation job placement and transfer data from students within six months of graduation.
- Criterion 2: MVCC commits to improving the timeliness and efficiency of transcript evaluation by exploring new technologies and processes.
- Criterion 4: MVCC commits to utilizing early alerts for increased academic intervention for student-athletes.
- Criterion 6: MVCC commits to further utilize POARs and FARs in all non-academic departments and to integrate trainings to improve data analysis and mission alignment.



Standard V: Educational Effectiveness Assessment

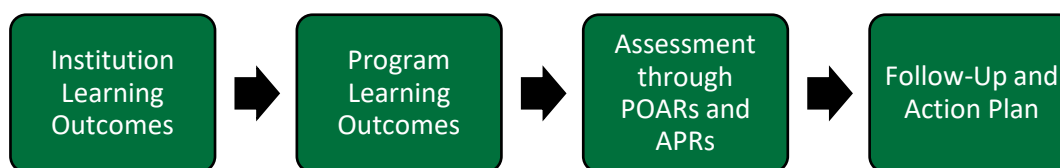
Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.



Introduction to Standard

Mohawk Valley Community College (MVCC) has a standardized process that guides academic planning, assessment, and improvement across all academic programs. This process begins with the development of student learning outcomes at the institutional, program, and course levels, and intentionally aligns student learning with the College's mission statement and Strategic Framework. The systematic collection and review of academic assessment data provide a basis for the institution to evaluate its effectiveness in meeting its educational goals and to identify areas for improvement.

MVCC's academic assessment framework is built around Program Outcomes Assessment Reports (POARs) and Academic Program Reviews (APRs). POARs initiate the annual collection of course-level data to assess individual program learning outcomes, while APRs are conducted on a five-year cycle to assess overall program effectiveness. POARs and APRs are housed in Watermark, a centralized database that provides an integrated environment for aligning institutional goals, academic program goals, and assessment results.



Criterion 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.*

MVCC has clearly stated student learning outcomes at the institution, program, and course levels, which are interrelated with one another and with the College's mission.

MVCC developed institutional learning outcomes (ILOs), known as College-Wide Competencies, in the 1990s. The College-Wide Competencies include five competency areas and supporting outcomes that all students, at a level appropriate to their degree or certificate, will have demonstrated by the completion of their MVCC program (SV.C1.1). The competencies are:

- I. Communicate effectively with others.
- II. Organize information, evaluate alternatives, distinguish fact from opinion, and reach logical conclusions.
- III. Interact effectively within a diverse society.
- IV. Think logically and solve quantitative problems by using various computational and other mathematical techniques.
- V. Identify and locate information from a variety of sources and understand the related legal and ethical uses.

Every academic program at MVCC must also establish program learning outcomes (PLOs) that define the skills and knowledge students are expected to attain by the completion of their program. These PLOs are developed by faculty based on discipline requirements and are reviewed by the Coordinator for Assessment and Academic Programming (CAAP) for measurability and academic rigor. The College-Wide Competencies and PLOs are stated in the College Catalog (SV.C1.2). Learning outcomes at all levels are also housed in Watermark (SV.C1.3).

To align PLOs and College-Wide Competencies, MVCC maintains comprehensive Program Mapping Workbooks demonstrating that each College-Wide Competency links to at least one PLO in each academic program. Interrelation between institutional and program learning outcomes also occurs within Watermark (SV.C1.4).

Curriculum maps, embedded within Program Mapping Workbooks and housed in Watermark, delineate where each PLO is introduced, reinforced, emphasized, and assessed throughout the curriculum. This intentional mapping ensures that learning is scaffolded across the program and that appropriate measures are in place to evaluate student achievement of program-level learning outcomes. Faculty in each academic program work with the CAAP and the Coordinator of Academic Program Development to build Program Mapping Workbooks, ensuring consistency and quality across the College's academic programs.

Criterion 2a: *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 define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes.*

MVCC maintains a documented, implemented, systematic, and sustained process for assessing student learning outcomes and institutional effectiveness through POARs. The POAR framework ensures that assessment is ongoing, evidence-based, integrated with institutional planning and resource allocation processes, and aligned with SUNY requirements (SV.C2a.1). PLO development is led by faculty members, who are experts in their fields and hold, at minimum, a master's degree in the relevant discipline or, for certain technical programs, relevant professional experience in lieu of an advanced degree. The CAAP supports faculty through workshops, training sessions, and New Faculty Experience (NFE) presentations focused on developing measurable learning outcomes and implementing assessment practices that promote continuous improvement in teaching and learning (SV.C2a.2).

Each academic program that is not externally accredited completes a POAR annually to document effectiveness in teaching and learning. Externally accredited programs follow the student outcomes assessment procedures defined by their accrediting agency in lieu of MVCC's POARs. The POAR process is completed on a regular cycle, ensuring that results are reviewed regularly and used to inform decision making at the program, division, and institution levels.

An academic POAR includes the following required elements for every PLO in the academic program (SV.C2a.3-4):

- Program Learning Outcome: Identifies the PLO being assessed.
- Link to Institutional Learning Outcome: Identifies the College-Wide Competencies aligned with the PLO.
- Course and Measures: Identifies the course being used to assess the PLO and describes the assessment method, including the tool or measure used to evaluate achievement of the outcome (e.g., course-embedded assessments, licensure pass rates, surveys, or performance indicators).
- Target: Identifies the benchmark or expected level of achievement for the PLO (e.g., the percentage of students successfully completing an assignment). Targets are specific, measurable, and reviewed annually to ensure continued relevance and rigor.
- Results and Analysis: Summarizes assessment results, including the percentage of students who exceeded, met, approached, or did not meet the established target, and provides an analysis of the findings.

- **Actions and Conclusions:** Documents how the academic program will use the assessment findings to improve student learning, such as revising curriculum or enhancing instructional methods, especially when targets are not met. These documented actions provide evidence of closing the assessment loop and supporting continuous improvement.

Prior to the 2024-2025 academic year, program faculty completed POARs as Word documents that were stored on the College's shared network drive. In the 2024-2025 academic year, MVCC began transitioning POARs to Watermark. The CAAP ensures that reports are properly documented within the system. Centralizing POARS in Watermark provides faculty with easier access to these reports when completing APRs during the assessment cycle.

In the past, academic assessment data has not been consistently captured in a timely manner. While faculty have completed APRs on a five-year cycle, the annual collection of data through POARs would better support timely, data-informed programmatic improvements. To strengthen this process, MVCC plans to incorporate designated opportunities for faculty to collaborate within their academic schools to facilitate data collection and discussion (**Commitment 2a**).

Criterion 2b: *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 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.*

MVCC's mission statement and Strategic Framework establish the College's commitment to preparing students for successful careers, meaningful lives, and, where appropriate, further education. By collecting and disseminating information from data warehouses and surveys, the College assesses the extent to which its educational goals are being met.

As part of its ongoing process to monitor academic program effectiveness and identify areas for improvement, MVCC collects program completion data from multiple sources, including IPEDS, the National Student Clearinghouse, and SUNY Data Warehouse Dashboards. These data are based on cohorts of first-time, full-time students who enter MVCC seeking an associate degree. For each cohort, the College tracks both completion rates and educational progression (defined as students who have completed a degree or certificate, or remain enrolled) at 100%, 150%, and 200% of the expected time to graduation. Analysis of the four most recent cohorts demonstrates incremental improvement in 100%, 150%, and 200% graduation rates across all programs combined (SV.C2b.1-4).

In addition to completion data, MVCC collects student transfer data from the National Student Clearinghouse. These data include both first-time students and students who transfer into MVCC, whether enrolled part-time or full-time. The Clearinghouse provides information on the number of students within each academic cohort who transfer to other institutions (SV.C2b.5).

For the most recent cohort (fall 2021), 349 students transferred to four-year institutions. Of these, 212 students transferred after earning an associate degree (out of 444 total associate degree completers), 134 students transferred without completing an associate degree (out of 887 non-completers), and three students transferred after earning a certificate (out of 70 certificate completers). Overall student transfer rates have remained consistent for the four most recent student cohorts (SV.C2b.6).

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Graduation Rate (100%)	24%	25%	24%	27%
Graduation Rate (150%)	34%	33%	35%	38%
Graduation Rate (200%)	37%	36%	39%	43%
Transfer Rate	12%	11%	12%	11%

MVCC collects data from the New York State Department of Labor (DOL) on job placement rates for graduates. Job placement rates were 91% for students graduating during the 2021-2022 academic year, 92% for students graduating during the 2022-2023 academic year, 88% for students graduating during the 2023-2024 academic year, and 70% for students graduating during the 2024-2025 academic year (SV.2b.7).

Although MVCC collects and analyzes these data, several limitations prevent meaningful conclusions from being drawn. The data only indicate employment status, quarterly income, and industry, but not job titles, making it difficult to determine whether a graduate's employment is related to their degree. Also, because the College does not require students to disclose their Social Security Number, DOL data are incomplete for some graduates. To improve post-graduation assessment data, MVCC has committed to implementing a new post-graduation survey that will capture more meaningful employment information from graduates within six months of completing their degree (SV.2b.8).

For the 2025-2026 academic year, MVCC utilized a key performance indicator (KPI) related to student employment in their field of study. Due to the limitations of the College's current post-graduation data, the Institutional Effectiveness Council (IEC) recommended changing this KPI to focus on graduate earnings and further education, for which more complete data are available. The table below shows median annual earnings for MVCC graduates one, five, and 10 years after graduation, as well as the percentage of graduates employed in New York State for the most recent reporting year. Together, these data demonstrate alignment with the College's mission to develop the local workforce (SV.2b.9).

	1 Year after Graduation	5 Years after Graduation	10 Years after Graduation
MVCC Overall	\$43,331	\$50,600	\$59,132
Associate Degree Graduates	\$42,962	\$50,256	\$60,399
Certificate Graduates	\$44,842	\$54,113	\$51,569
Percentage Employed in New York	84%	74%	68%

MVCC reviews student satisfaction through multiple sources. One source is the SUNY Student Satisfaction Survey (SSS), which is administered every two years. In the most recent survey, conducted in 2024, the MVCC response rate was 12.1%, which is greater than the overall SUNY response rate of 7.9%. General satisfaction with the College is a key survey indicator, with 85.6% of students reporting they were satisfied or very satisfied (SV.2b.10). Key survey metrics are summarized, compared with SUNY survey trends over time, and are reported to MVCC's Board of Trustees (SV.2b.11).

In 2025, MVCC implemented an internal Student Pulse Survey to gather satisfaction data during the years when the SSS is not administered. Students reporting satisfied or very satisfied with the College in general was slightly higher in 2025 with a rate of 87.8% (SV.2b.12). KPIs from the Pulse Survey are also reported to the Board of Trustees (SV.2b.13).

When applying for graduation, students complete a Commencement Survey that collects information about anticipated employment, transfer plans, and satisfaction with MVCC (SV.C2b.14-15). In spring 2026, the College implemented an updated Commencement Survey to better assess student goals and preparation for transfer and careers (SV.C2b.16).

Criterion 2c: *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 support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders.*

MVCC began regularly assessing student learning outcomes after its 1998 MSCHE Self-Study and has since sustained a strong institutional culture of assessment. In fall 2024, the College implemented Watermark, a collaborative, web-based outcomes assessment system to support the assessment of student learning outcomes (SV.C2c.1). This system is accessible to all College employees via single-sign-on, though access to specific assessment plans and organizational divisions is managed by the CAAP and updated as needed.

The CAAP position was created in fall 2023 to provide full-time leadership for coordinating assessment efforts across MVCC after the retirement of employees with specialized assessment expertise. The CAAP supports assessment processes by monitoring completion of timely assessments, serving as a liaison between faculty, staff, and administrators, and working with academic deans to ensure that faculty are supported (SV.C2c.2).

Expectations for assessing student learning outcomes are communicated through POAR templates and a set of instructions provided by the CAAP (SV.C2a.3-4). Additional resources, including assessment best practices and a glossary of assessment terms, are available on the MVCC Institutional Effectiveness website and the College's shared network drive (SV.C2c.3). The CAAP supports faculty and staff by answering assessment questions, offering workshops, and providing training and resources on the use of Watermark (SV.C2a.2). To further strengthen assessment capacity, the College plans to incorporate an Assessment Basics course, delivered through its Brightspace learning management system, into the MVCC New Faculty Experience (NFE) (SV.C2c.4-5) (**Commendation 2c**).

MVCC provides consistent financial support for the assessment of student learning outcomes through a dedicated budget line within the division of Learning and Academic Affairs (SV.C2c.6). The College also recognizes excellence in assessment with the annual Eye of the Hawk Award, which honors an individual or group that demonstrates excellence in establishing, maintaining, and effectively using outcomes assessment and assessment best practices. Chosen by the IEC, recipients receive \$2,500 to support institutional assessment projects during the subsequent academic year (SV.C2c.7).

The IEC maintains and coordinates the implementation of assessment processes at the College, guided by its Institutional Effectiveness Plan with the following objectives (SV.C2c.8):

1. Expand efforts to extend a culture of assessment to all faculty, staff, and students.
2. Maintain procedures for the identification, scheduling, and implementation of assessment activities and for the analysis and publication of results.
3. Link assessment data to planning, resource allocation, and improvement, not only of the institution, but also of the processes themselves.
4. Ensure proper intake and course placement of students (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 goals).

5. Ensure opportunity for the assessment of instruction and student learning at the course level.
6. Maintain and monitor assessment of student learning in off-campus and distance education courses and programs.
7. Assess student academic achievement in the areas of general education, information management, and College-Wide Competencies.
8. Ensure opportunities for the assessment of academic programs.
9. Ensure opportunities for the assessment of outcomes (including student learning outcomes as reflected in the College areas of Board of Trustees, College Senate, Student Affairs, Administrative Services, and offices reporting directly to the President).
10. Provide adequate resources in support of institutional effectiveness and assessment processes.

The Institutional Effectiveness Plan was revised in fall 2025 to reflect current MVCC practices and track progress toward each objective through Watermark. The revisions were led by the IEC, whose membership includes the Dean of Institutional Research and Organizational Performance, the Assistant Vice President of Learning and Academic Affairs, the CAPP, the Director of Student Records and Registration, and representatives from each academic school, Administrative Services, and Student Affairs (SV.C2c.9).

The synthesis of student learning outcomes assessment at MVCC is the APR. Completed on a five-year cycle, the APR provides a comprehensive review of each academic program using data collected annually through POARs. Faculty complete an APR to assess (SV.C2c.10-11):

- Alignment of the program with the College's mission
- Achievement of program learning outcomes and how program and course goals meet expectations in specific disciplines/professions
- Trends in program enrollment and attrition
- The characteristics and needs of students enrolled in the program
- The extent to which specific courses, resources, and facilities support program goals
- Program strengths and weaknesses, and how findings are used to guide and implement changes

APRs are completed via Watermark, and feedback is provided by a team of reviewers in this order (SV.C2c.12):

1. Academic Dean
2. Coordinator of Assessment and Academic Programming
3. APR Committee
4. Executive Dean of Academic Development and Innovation
5. Vice President for Learning and Academic Affairs

The APR Committee is the shared governance body that reviews the completeness of each APR and provides actionable feedback based on assessment results. The Committee is primarily composed of faculty members from each academic school, the CAAP, and a representative from the Office of Institutional Research and Analysis (SV.C2c.13). The CAAP compiles all comments from each step of the review process (SV.C2c.14). This feedback is then provided to the faculty responsible for the APR and the appropriate academic dean for follow-up. In spring 2026, the Office of Institutional Research and Analysis developed an interactive dashboard to assist faculty completing APRs. The dashboard provides self-service access to data on student populations and achievement outcomes within each academic program (SV.C2c.15).

A key component of the POAR and APR processes is the development of an action plan to address any findings of students not meeting PLOs. Two recent examples from the School of Business and Hospitality demonstrate how assessment results have informed program improvements.

A recent POAR for the Culinary Arts Management AOS program identified low success rates for the PLO focused on students' ability to identify, assess, and appropriately use authoritative sources of information. Data for this learning outcome were previously collected in IS101 Computers and Society. To ensure more relevant program-level assessment, Culinary Arts Management faculty replaced IS101 with FS260 Topics in Culinary Arts as the assessment point. The FS260 research-based project more closely aligns with the PLO and allows for a more discipline-specific evaluation of students' critical thinking, research skills, and written communication within the context of culinary arts (SV.C2c.16).

The most recent Accounting AAS APR identified two PLOs for which students were not sufficiently meeting expectations in AC127 Computerized Accounting Systems. Analysis of assessment data indicated that success rates were lowest following the transition to a fully online course modality during the COVID-19 pandemic. In response, faculty in the Accounting AAS program reformatted the AC127 learning management system course shell to improve clarity and navigation and created additional instructional videos to support students learning remotely (SV.C2c.17).

Assessment results are shared, as appropriately, with external stakeholders. Faculty completing APRs are encouraged to seek input from external reviewers from local colleges (SV.C2c.18). Several academic programs have advisory boards composed of local workforce and educational partners who periodically review assessment of program outcomes. Additional programs previously had advisory boards; however, participation declined during COVID-19, and many of these boards have lapsed. The College plans to explore opportunities to revitalize external review practices within the APR process and enhance communication of APR results among internal stakeholders (**Commitment 2c**).

Criterion 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.*

MVCC assesses student learning and achievement across all programs to support improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness through several methods. POARs enable academic program leads to review disaggregated student achievement data annually in Watermark, document improvement actions, and set benchmarks for student learning outcomes. Faculty can also integrate Watermark with the Brightspace learning management system to analyze student success metrics disaggregated by special populations (SV.2a.4).

POAR data are reviewed by academic program leads to identify areas for improvement and refine existing program measures. Based on these findings, faculty develop success measures, establish benchmarks for evaluating achievement, and document actions taken in response to POAR review. Measured results are evaluated annually (SV.C3.1). The integration of assessment data into Watermark to measure and improve student outcomes contributed to MVCC receiving the Innovation Award at the June 2025 Watermark Insights Engage Conference, where the College was one of only three institutions nationally recognized (SV.C3.2).

For dual credit programs, the Center for Accelerated Pathways completes an annual POAR to assess the effectiveness of dual credit instruction and identify areas for improvement. The most recent POAR

evaluated goals related to high school visits by MVCC faculty liaisons and dual credit staff, alignment of dual credit offerings with MVCC academic program requirements, verification of instructor qualifications, completion of instructor evaluations, completion of student course surveys, and comparison of dual credit course grades and evaluations with those of MVCC's on-campus courses (SV.C3.3).

For non-credit free FastTrack career programs, the Center for Corporate and Community Education (CCED) administers a post-completion survey to collect participant-reported completion, job placement, and wage outcomes (SV.C3.4). CCED analyzes these data to evaluate program effectiveness, identify opportunities for improvement, and inform the development of future non-credit offerings that support participant learning and employment outcomes (SV.C3.5).

MVCC evaluates graduation and retention rates for first-time, full-time students by program to assess program and institutional improvement efforts. These data are collected from IPEDS, the SUNY Data Warehouse, and National Student Clearinghouse and are disaggregated by student population (SV.C2b.1-5). The Office of Institutional Research and Analysis provides faculty with access to disaggregated graduation and retention data through an interactive spreadsheet to support analysis during the APR process (SV.C2c.15). APRs include an analysis of enrollment, retention, and completion metrics by student population to identify performance gaps and inform improvement strategies (SV.C2c.11). In fall 2024, MVCC also began disaggregating General Education learning outcomes by dual credit and non-dual credit status to compare performance and rigor between groups (SV.C3.6).

Criterion 4: *If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.*

MVCC has not identified the use of assessment services designed, delivered, or assessed by third-party providers.

MVCC has several academic programs that are accredited through external agencies. As part of these accreditation processes, these programs complete assessment and review documentation comparable to MVCC's POARs and APRs, as required by their accrediting agencies. As such, these programs are not required to complete MVCC's POARs or APRs. A list of these programs and their respective accrediting agencies is available on the College website (SV.C4.1-7).

The Self-Study reports produced by externally accredited programs are stored in Watermark. While these programs must meet the requirements of their external accrediting agencies, feedback provided through the accreditation process is reviewed by academic program leadership and shared with key stakeholders to inform continuous improvement.

Criterion 5: *Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.*

The IEC is a shared governance body responsible for maintaining and coordinating the implementation of assessment processes at MVCC. The IEC maintains the College-Wide Institutional Effectiveness Plan, which supports each division in the development and implementation of assessment plans, ensures that assessment measures are appropriate, verifies that assessment findings are linked to the Annual Plan for continuous improvement, and facilitates the communication and dissemination of assessment results. The IEC conducts monthly meetings and annual retreats to self-assess the alignment between the College's shared understanding of the IEC's role and how it goes about its work. Another key function of the IEC is evaluating the effectiveness of the College's assessment policies and processes, including institutional

survey reviews, KPI reviews, and progress on POARs and APRs. A recent example is the IEC's review of the College-wide rubric for assessing the quality of POARs, which resulted in recommendations for improvement that were implemented by the CAAP in 2025 (SV.C5.1-2).

In 2017, MVCC administered a faculty survey to assess satisfaction with a variety of institutional processes. Results indicated opportunities to improve the College's assessment practices. In response, MVCC committed to improving College-wide assessment through the adoption of Watermark and the creation of the CAAP position. The College also offered a series of workshops to introduce Watermark and reinforce assessment goals and processes. To further strengthen the assessment process, MVCC established an Academic Program Review (APR) Committee to review APRs and provide feedback throughout the process. The APR Committee also is tasked with reviewing and refining APR procedures and developing communication about APR updates across the College (SV.C2c.13, SV.C5.3). Increased completion of POARs and APRs demonstrates that these changes have resulted in improved assessment practices.

Results from the 2024-2025 POAR for Assessment and Academic Programming led to several action items, including improved coordination of POAR completion across the College and revisions to assessment procedures, including more frequent CAAP check-ins and one-on-one faculty training on POAR development. These actions were fully or partially implemented during the 2025-2026 academic year (SV.C5.4).

Summary of Commendations and Commitments for Standard V

Commendations

- Criterion 2c: Trainings and one-on-one sessions with faculty held by the Coordinator of Assessment and Academic Programming have increased the quality of POARs.

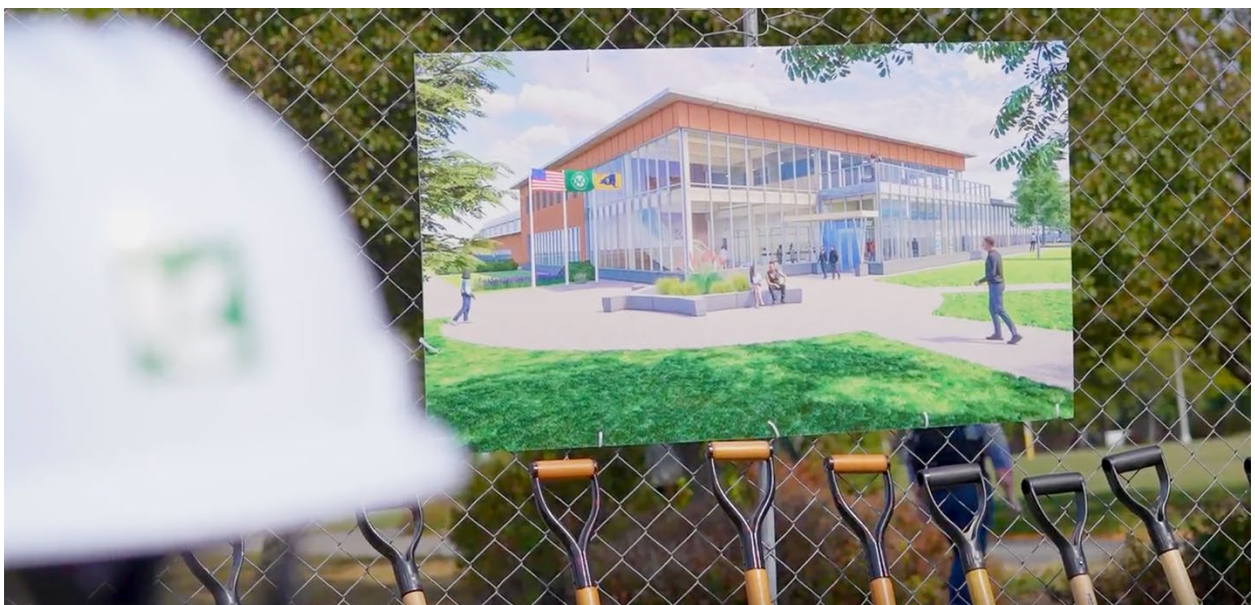
Commitments

- Criterion 2a: MVCC commits to incorporate designated opportunities for faculty to collaborate within their academic school to facilitate more timely POAR data collection and discussion.
- Criterion 2c: MVCC commits to explore opportunities to revitalize external review during the APR process and to improve communication of APR results to internal stakeholders.



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.



Introduction to Standard

At Mohawk Valley Community College (MVCC), effective planning, resource management, and institutional improvement are central to achieving the College's mission. MVCC implements a comprehensive and integrated planning framework that systematically aligns the Strategic Framework, Annual Plan, and budgeting process. Planning and resource allocation decisions are informed by evidence from assessment activities, program reviews, and institutional research. Through these processes, MVCC has made significant investments in campus facilities and infrastructure, with approximately \$75 million in construction projects underway through 2028, including a new Dental Hygiene Lab on the Rome campus and the Applied Technology Center on the Utica campus.

Through established shared governance structures, the College ensures that institutional priorities are articulated and pursued in a manner that is transparent, equitable, data-informed, and mission-centered. Assessment results and data inform continuous improvement efforts, support fiscal sustainability, and guide progress toward institutional goals. MVCC regularly evaluates and refines its planning practices to remain responsive to emerging needs and changing external conditions, affirming its ongoing commitment to institutional effectiveness and student success.

Criterion 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.*

MVCC maintains a systematic, mission-driven approach to institutional and division-level goal setting, assessment, and planning. Goal development is guided by the College's mission statement and Strategic Framework, which consists of four pillars aligned with the mission: increase student success, strengthen the educational pipeline, develop the workforce and community, and improve operational effectiveness. These pillars provide the foundation upon which College's Annual Plan is developed, which sets institutional objectives each year. Annual Plan goals are developed by the President's Cabinet and provide a framework for division goals across the College, ensuring that institutional priorities are consistently connected to MVCC's mission.

Annual Plan goals are assessed by key performance indicators (KPIs), which are directly derived from the College mission. KPIs are developed collaboratively by senior leadership and the Board of Trustees, with analytical support from the Office of Institutional Research and Analysis. The KPIs and 31 associated measures serve as the primary mechanism for evaluating institutional progress toward strategic objectives, ensuring that priorities remain aligned with MVCC's mission and long-term goals (SVI.C1.1).

KPI results are reviewed regularly and reported to the Board of Trustees through established reporting mechanisms (SVI.C1.2). This ongoing review ensures that assessment findings are used to evaluate progress toward mission-aligned goals and inform institutional planning and oversight. Through this structured approach, MVCC maintains intentional connections between assessment practices and mission-driven decision making.

Institutional and division goals are clearly stated, systematically assessed, and used to inform planning and resource allocation, reflecting a well-established culture of evidence-based decision making. Each of the four College divisions—the President's Office, Learning and Academic Affairs, Administrative Services, and Student Affairs—maintains clearly defined goals that are aligned with the College mission (SVI.C1.3). Each division follows an annual assessment process centered on a Program Outcomes and Assessment Report (POAR), which provides a structured mechanism for departments to assess progress toward division-level

goals, document results, and identify evidence-based actions to inform planning and resource allocation. This process creates a documented link between assessment findings, planning decisions, and funding priorities. Assessment results are reviewed and used to inform planning priorities and budget development, ensuring that findings extend beyond documentation and directly support decision making (SVI.C1.4). POARs are completed using standardized templates, ensuring consistency across divisions (SVI.C1.5).

The College further closes the assessment loop by reassessing outcomes in subsequent cycles to evaluate the effectiveness of implemented changes. Annual and ongoing goals are reviewed using established measures to determine whether actions resulted in improvement, met desired benchmarks, or require further refinement (SVI.C1.6). Follow-up assessment results are collected and analyzed to inform future planning, budget requests, and resource allocation decisions, reinforcing a continuous improvement cycle in which assessment findings shape institutional decision making (**Commendation 1**).

Criterion 2: *Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation.*

MVCC demonstrates a clear commitment to documented, inclusive, and transparent planning and improvement processes. Governance and planning structures are designed to engage multiple constituencies, including faculty, staff, administrators, and Board members, through well-defined and clearly communicated mechanisms that support participation, information sharing, and accountability across the institution (SVI.C2.1-2).

Institutional planning begins with the development of the Annual Plan (SVI.C1.1), which is coordinated through the President's Cabinet and reviewed by governance bodies, including the Board of Trustees and the College Senate. As the College's overarching shared governance body, the College Senate serves as a representative voice for institutional constituencies and helps shape the College decision-making processes. This multi-tiered structure contributes to a planning process that is clearly documented, communicated, and supported by multiple opportunities for constituent input and review. Assessment of data and KPIs are shared through these governance structures and referred to appropriate divisions for consideration and follow-up, supporting a documented cycle of review and improvement (SVI.C2.3).

MVCC's governance structure includes both councils and committees, each with clearly defined roles and sponsorship, as outlined in their respective charters. These governance bodies review issues, evaluate policies and practices, and make recommendations that inform institutional decision making. Inclusive participation in planning and improvement processes is further reinforced through the formal membership structures of shared governance bodies. The College Senate operates under established bylaws that define its role as a representative body for faculty, staff, and students and outline committee structures, membership expectations, and communication requirements designed to encourage broad constituent representation across academic schools and College divisions. These governing documents stipulate expectations for the regular review of committee charges and compositions, support transparent reporting through posted minutes and written reports, and provide clear mechanisms for campus-wide communication (SVI.C2.4).

Transparency and accessibility are further supported through the work of the Institutional Effectiveness Council (IEC), which reviews survey instruments, validates assessment practices, and promotes the appropriate interpretation of data prior to dissemination. The IEC provides a formal forum for discussing

assessment results and communicating findings to campus leadership groups, promoting consistency, clarity, and shared understanding of institutional data (SVI.C2.5-6).

Institution-wide events such as the Data Summit further support transparent communication and a shared understanding of institutional data. The Data Summit is an annual convening held at the start of the spring semester each January, bringing together all full-time employees to engage in a deeper understanding of institutional effectiveness and assessment data. These sessions provide faculty, staff, administrators, and trustees with access to institutional data and analysis, supported by publicly available agendas and presentations on the College website (SVI.C2.7).

The consistency of assessment processes has been further strengthened through the implementation of Watermark, the College's planning and assessment platform. Watermark has standardized documentation and improved visibility into goals, assessment activities, and follow-up actions across departments. This platform supports consistent communication of planning expectations and provides a common framework for documenting division-level planning and improvement activities.

Together, these practices demonstrate a culture of documented, participatory, and transparent planning and communication. The institution's systems for governance, documentation, and information sharing ensure that planning and improvement processes are clearly articulated, widely understood, and accessible to multiple constituencies.

Criterion 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.*

MVCC integrates goals for institutional effectiveness and improvement through its Annual Plan, which emphasizes student achievement, educational outcomes, and overall institutional improvement. These priorities are guided by the College's mission and Strategic Framework pillars, ensuring alignment between institutional planning and mission-driven goals.

Strategic Framework Pillar	Student Achievement	Educational Outcomes	Institutional Improvement
Increase Student Success	X	X	
Strengthen the Educational Pipeline	X	X	
Develop the Workforce and Community	X		X
Improve Operational Effectiveness		X	X

MVCC's focus on the results of institutional assessments is driven by KPIs, which measure mission-centered goals identified in the Annual Plan. KPI data are collected and analyzed using multiple sources, including IPEDS and internal College assessments. Because MVCC's mission, Strategic Framework pillars, and Annual Plan are closely aligned, the KPIs collectively measure progress in student achievement, educational outcomes, and institutional improvement. Examples from the most recent Annual Plan include (SVI.C1.1-2):

- Student Achievement: Graduation rates (100% and 150%), persistence momentum rates, and gateway course momentum.
- Educational Outcomes: Overall six-year student success rate, six-year transfer and bachelor's degree completion, and dual credit student matriculation.

- Overall Institutional Improvement: Fund balance trends, budget-to-actual trends, cost per FTE (full-time equivalent).

Assessment findings are reviewed through established shared governance structures, including institutional councils and regular reporting to the Board of Trustees. These processes ensure that assessment results are shared, discussed, and used to inform institutional decision making and continuous improvement.

Criterion 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.*

This criterion has been suspended by MSCHE.

Criterion 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.*

MVCC's budgeting process is intentionally aligned with the College's mission, Strategic Framework pillars, and institutional and division goals. The College employs a bottom-up annual budgeting process in which department supervisors (budget managers) develop and submit budget requests based on operational needs. As part of this process, budget managers establish departmental goals aligned with the College's Strategic Framework pillars and Annual Plan objectives (SVI.C1.4). For example, after identifying a goal to increase training for departmental supervisors, the College established a new budget line to support internal professional development for supervisors (SVI.C5.1).

Starting each January, budget managers submit their proposed departmental budgets to their respective President's Cabinet member for review before sending them to the Executive Director of Budget and Finance/Chief Financial Officer (CFO). In February, the CFO and Controller meet with each budget manager to review requests. The CFO then consolidates department-level budgets (e.g., for the Office of Institutional Research and Analysis) into division-level budgets (e.g., for Administrative Services) for Cabinet consideration. Throughout February and March, Cabinet meets biweekly to review division-level budgets and develop the institution-level budget, communicating any revisions back to budget managers. Cabinet also provides regular updates to the Board of Trustees Finance Committee, ensuring that financial planning remains sustainable and aligned with MVCC's mission and goals. To promote transparency, the President and CFO hold a budget workshop with the Board of Trustees and host Budget Conversation sessions for College employees, providing updates on the institution's financial condition (SVI.C5.2). Cabinet continues to refine the budget throughout the spring, while monitoring developments in the New York State budget and its potential impact on College finances. In May, the President presents the projected budget to the Oneida County Board of Legislators, and the Board of Trustees approves the College's final budget before it is submitted to the Oneida County Executive and Legislature for final approval in July (SVI.C5.3).

After the completion of each fiscal year, budgeted amounts are compared with actual expenditures. This analysis informs future budget development, supports efficient resource allocation, and assesses progress toward institution and division goals (SVI.C5.4).

Criterion 6: *Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.*

MVCC regularly reviews its resources and infrastructure to verify that they are adequate to support the College's mission. The Facilities and Operations Department monitors and maintains all College buildings and facilities to ensure they are operational and to support preventative maintenance and long-term planning. The Environmental Health and Safety Officer oversees compliance with New York State health and safety regulations, including requirements related to campus signage and waste disposal.

In addition to the main Utica campus, MVCC provides resources and infrastructure to support its Rome Campus and other instructional sites. The College has made significant efforts to enhance the Rome campus, including the construction of a multimillion-dollar dental hygiene lab. To assess the adequacy of the facility, two external reviewers evaluated the proposed dental hygiene program and approved the design, equipment, and layout (SVI.C6.1). Over the last four years, MVCC also has enhanced the College in Prison Program (CIPP) at Marcy Correctional Facility, using fiscal resources to ensure that instructional facilities and technical infrastructure meet the standards of MVCC classrooms (SVI.C6.2).

The College's Information Technology (IT) Department maintains a lifecycle replacement plan for classroom technology and faculty laptops, replacing equipment every four to seven years based on the expected operating life of the technology. A formal replacement schedule identifies classrooms requiring upgrades and guides resource allocation for replacing older technology. Since the 2022-2023 academic year, the College has upgraded 428 classroom desktops and workstations in all buildings where classes are taught across the Utica and Rome campuses (SVI.C6.3). The three-year Information Technology Strategic Plan outlines goals and expected budget for ongoing maintenance to network infrastructure, administrative technologies, and security and privacy systems (SVI.C6.4).

MVCC conducts an Employee Pulse Survey on Satisfaction and Engagement every fall semester to assess employee satisfaction. As part of the survey, employees are asked if they have the materials and equipment needed to perform their job responsibilities. Over the last three years, an average of 87.4% of employees agreed that they have the necessary materials and equipment to effectively perform their job duties (SVI.C6.5-8).

MVCC students participate in a SUNY (State University of New York) Student Satisfaction Survey (SSS) every two years (previously three years). The survey assesses satisfaction with various aspects of the College using a standard 5-point Likert scale. Results from the most recent SSS in 2024 indicate that student satisfaction with the College's computing equipment and information technology services increased from 4.20 to 4.39 (SVI.C6.9).

While student satisfaction with technological infrastructure showed strong results, satisfaction with College facilities was lower, with classroom facilities rated 3.88 and the general condition of buildings and grounds rated 3.97 (SVI.C6.9). The results informed initiatives to renovate and expand campus facilities (SVI.C6.10).

MVCC's most recent initiative to enhance its physical and technical infrastructure in support of its mission is the construction of a \$50 million, 63,760-square-foot Applied Technology Center with advanced laboratories, classrooms, and collaboration spaces to support student learning and workforce preparation. Sixteen specialized labs will provide enhanced learning environments for students in the Mechatronics,

Welding, HVAC, Chemistry, and Engineering programs. Construction began in fall 2025, with completion expected by the end of 2027 (SVI.C6.11).

The College also plans to revitalize the existing Science & Technology Building (S&T) into the Mohawk Valley ON-RAMP Center. ON-RAMP (One Network for Regional Advanced Manufacturing Partnerships) is an initiative to address skill gaps in advanced manufacturing across Central New York. ON-RAMP demonstrates MVCC's commitment to maintaining the fiscal, physical, and technical infrastructure necessary to support its mission and strategic priorities. Located on the Utica campus, the Center will serve as a regional workforce development hub focused on expanding access to advanced manufacturing training pathways. Through strategic investments and partnerships, ON-RAMP will strengthen MVCC's ability to support student success through career pathways while advancing the College's Strategic Framework pillar of developing the workforce and community by preparing individuals for in-demand careers (SVI.C6.12).

The College assesses the adequacy of its human resources through an institution-wide Staffing Plan managed by the Office of Human Resources (HR). The Staffing Plan includes all full-time employees, departments, and vacancies, allowing Cabinet and departmental supervisors to assess their staffing needs (SVI.C6.13). The President's Cabinet regularly reviews enrollment figures and trends to inform faculty staffing decisions for high-enrollment programs. The College also uses assessment data when determining proper staffing. For example, on the 2024 SSS, students rated their satisfaction with mental health and counseling services 3.59. In response, the College established a new budget line for counseling personnel in the 2025-2026 fiscal year (SVI.C6.14).

MVCC's commitment to student success includes maintaining appropriate faculty resources to support small class sizes and accessible instruction. The College currently maintains an 18:1 student-to-faculty ratio, supporting its ability to meet the diverse needs of its students. This ratio is comparable to those of community colleges in neighboring counties. MVCC's student-to-faculty ratio is slightly higher than the two four-year institutions in Oneida County—SUNY Polytechnic Institute and Utica University—however, MVCC is the only community college in or adjacent to Oneida County with significantly higher overall enrollment than nearby institutions (SVI.C6.15).

Criterion 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.*

MVCC maintains a diversified financial foundation that supports the College mission of providing accessible, high-quality educational opportunities. The College's fiscal sustainability is supported by a balanced mix of public and private funding sources, which provides stability and resilience amid fluctuations in enrollment and state funding. Primary revenue sources include SUNY operating aid, Oneida County sponsorship, and student tuition and fees, supplemented by federal, state, and private grants that support academic programs, workforce initiatives, salaries, and student services. SUNY community college operating aid from New York State is determined through a formula based on full-time equivalent (FTE) enrollment and includes a funding floor, typically set at 100% of the prior year's funding. Annual funding levels, along with support for capital projects and special initiatives, are established through the New York State Executive Budget process and approved by the Legislature. Additional resources are generated through affiliated organizations, including the Auxiliary Services Corporation (ASC) and Dormitory Corporation, as well as private philanthropy through the MVCC Foundation, a separate, independently audited 501(c)(3) organization. This diversified portfolio allows MVCC to sustain operations, invest in

innovation, and pursue capital and programmatic priorities while reducing dependence on any single funding source.

The following table summarizes MVCC's revenue sources by fiscal year (SVI.C7.1).

Fiscal Year	SUNY Aid	Tuition & Fees	County Sponsor	Grants	Other
2021	\$12,512,565	\$21,483,867	\$8,317,121	\$5,724,812	\$9,127,837
2022	\$12,696,766	\$19,491,480	\$8,317,121	\$6,648,234	\$10,691,947
2023	\$12,679,069	\$23,813,203	\$8,566,635	\$6,683,068	\$7,652,916
2024	\$12,679,878	\$27,797,712	\$8,823,634	\$9,470,802	\$5,180,290
2025	\$12,669,705	\$29,107,552	\$9,000,107	\$7,337,803	\$5,325,378

Affiliated entities contribute to MVCC's financial sustainability and support the College mission. The MVCC Foundation, with an endowment exceeding \$12 million, provides resources for scholarships, annual campaigns, and donor partnerships. The Dormitory Corporation and ASC generate and reinvest auxiliary revenue to enhance student life and facilities (**Commendation 7**). Each affiliated entity is governed by its own board of directors, which provides oversight, reviews fiscal decisions, and ensures responsible stewardship consistent with organizational missions (SVI.C7.2-10). All College fiscal decisions are reviewed by the Board of Trustees and its Finance Committee to support accountability, transparency, and compliance with applicable policies and regulations.

ASC, a not-for-profit organization, provides essential services that enhance campus operations and support the College mission. ASC oversees key auxiliary functions, including dining services, the campus bookstore, meal plans, vending services, and financial support for student organizations, athletics, and residence life. Through contractual partnerships with Barnes & Noble College and American Dining Creations, ASC provides students with access to textbooks, course materials, dining options, and other resources that support student success (SVI.C7.11-12). These partnerships allow the College to provide necessary services while maintaining the fiscal and operational infrastructure to support students, employees, and campus activities.

MVCC's financial management system is effective, sustainable, and mission-aligned. The College has maintained complex budgets, stable reserves, and clean audits over multiple years while funding operational needs. The combination of SUNY aid, county support, tuition, grants, and private philanthropy helps the College mitigate financial risks associated with enrollment and funding fluctuations while supporting infrastructure upgrades and capital projects. The College has identified opportunities to strengthen financial forecasting by incorporating additional scenario planning models for enrollment volatility, inflation, and shifts in funding (**Commitment 7**). Financial planning is directly linked to institutional assessment and the College's Strategic Framework (SVI.C7.13). The MVCC Foundation's growing endowment, scholarship expansion, and successful fundraising campaigns demonstrate sustained donor confidence and engagement, while regular financial reviews by the Board of Trustees, Oneida County, and internal stakeholders reinforce transparency and trust (SVI.C7.14-15).

Criterion 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.*

MVCC demonstrates a longstanding record of responsible fiscal management built on sound budgeting, comprehensive planning, and transparent oversight. The College upholds financial integrity and sustainability through its annual budgeting process, independent audits, system of internal financial controls, and maintenance of an unappropriated operating fund balance within SUNY's recommended 5% to 15% range (SVI.C8.1-2). In fiscal year 2025, the College's fund balance was approximately 9%, supporting financial stability and institutional resilience. Guided by MVCC's Strategic Framework, SUNY fiscal policies, and MVCC Board of Trustees oversight, financial decisions are aligned with the College mission to provide accessible, high-quality educational opportunities while advancing institutional goals and strengthening the communities it serves. The chart below summarizes the College's fund balance trends over time as an indicator of its historical financial position (SVI.C8.3) (**Commendation 8**).

Fiscal Year	Actual Ending Unreserved Fund Balance	Actual Ending Fund Balance as a % of Budget	Budgeted Fund Balance Appropriated for Next Year	Planned Unappropriated Balance for Next Year	Planned Unappropriated Balance as a % of Operating Budget
2021	\$8,604,223	16.4%	\$1,000,000	\$7,604,223	14.5%
2022	\$9,275,111	17.6%	\$6,810,031	\$2,465,080	4.7%
2023	\$9,244,261	17.1%	\$1,240,000	\$8,004,261	14.8%
2024	\$9,808,616	16.8%	\$1,240,000	\$8,568,616	14.7%
2025	\$7,292,301	11.8%	\$1,700,000	\$5,592,301	9.0%

The CFO oversees fiscal operations, serves as Treasurer of the College, and is a member of the ASC, Dormitory Corporation, and MVCC Foundation Boards. Working closely with the President's Cabinet, Controller, budget managers, and the Board of Trustees Finance Committee, the CFO ensures that all financial planning, reporting, and controls comply with SUNY and state regulations, promoting accountability, transparency, and fiscal discipline across the institution (SVI.C8.4).

MVCC employs a comprehensive financial planning model that projects revenues, expenditures, and funding needs based on enrollment trends, state aid, county sponsorship, tuition revenue, and contractual obligations. The annual budgeting process begins with departmental budget development and progresses through multiple levels of review by Cabinet, the Chief Financial Officer, and the Board of Trustees to ensure alignment with the College's strategic priorities and financial sustainability. The budget is refined throughout the spring based on institutional needs and state funding projections before receiving final approval from the Board of Trustees and Oneida County (SVI.C8.5-6).

Fiscal responsibility is validated annually through an independent audit conducted by D'Arcangelo & Co., LLP, which reviews the College's financial statements, compliance, and internal controls. MVCC consistently receives unmodified ("clean") audit opinions, demonstrating adherence to generally accepted accounting principles, strong internal controls, and sound financial management practices (SVI.C8.7-10). The MVCC Foundation, ASC, and Dormitory Corporation are also independently audited each year by D'Arcangelo & Co., LLP, and consistently receive unmodified opinions (SVI.C8.11-22). Audit results and management letters are presented to the Board's Finance Committee and incorporated into the College's

continuous improvement process. Recommendations identified through management letters are reviewed by leadership and the Board's Finance Committee and are addressed through documented corrective actions to strengthen internal controls and financial practices. These practices demonstrate MVCC's commitment to transparency, accountability, and ongoing improvement in its fiscal operations.

One example of this continuous improvement process resulted from the 2022 audit, which identified an opportunity to strengthen the College's documentation of internal control policies and procedures related to federal funding requirements under updated Uniform Guidance. In response, the College adopted a policies and procedures manual for federal funding, which continues to guide institutional practices and has been validated through audit reviews (SVI.C8.23).

In addition to improving procedures, MVCC maintains strong internal financial controls to ensure accuracy, accountability, and protection of institutional assets. These controls include segregation of duties within finance, payroll, and purchasing; adherence to a formal policy aligned with SUNY and state regulations; and routine account reconciliations. The Business Office conducts monthly expenditure reviews, ensures compliance with approved budgets and authorization protocols, and reports findings to budget managers and the CFO to support timely corrective action when necessary (SVI.C8.24).

Criterion 9: *Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness.*

MVCC maintains well-defined, inclusive decision-making processes that support institutional and division effectiveness while ensuring clear lines of responsibility and accountability. The College's organizational structure is outlined in a single institution-wide organizational chart. Under the authority of the Board of Trustees and the President, the College is organized into four divisions: Learning and Academic Affairs, Student Affairs, Administrative Services, and the President's Office. Each division is led by a senior administrator on the President's Cabinet who is responsible for decision making within their functional area, including the development of annual goals, oversight of budgets, supervision of staff, and implementation of institutional priorities (SVI.C2.2). The Cabinet is ultimately responsible for establishing and achieving institutional-level goals.

Accountability for institutional and division-level effectiveness is reinforced through the College's POAR process. Department goals, outcomes, and assessment results are documented and tracked through Watermark, allowing results to be compiled for institutional review and aligned with the Strategic Framework, Annual Plan, and budget development process (SVI.C9.1). Annual evaluations of budget managers also incorporate progress toward their department's goals.

Shared governance provides structured opportunities for faculty, staff, and students to contribute to institutional planning. College Senate and Faculty Caucus provide faculty and staff perspectives, offer recommendations, and can endorse major institutional initiatives. For example, these shared governance bodies were instrumental in supporting the College's transition to a Guided Pathways model (SVI.C9.2-3). Similarly, during a 2025 College Senate meeting, staff identified increased student demand for loaner laptops. In response, the Office of Institutional Advancement established a new donor designation as part of a fundraising campaign, raising over \$8,000 to expand the College's supply of loaner laptops (SVI.C9.4-5).

Student Congress is also an integral component of MVCC's shared governance structure and ensures that student perspectives are incorporated into institutional planning and decision making. A Student Congress

representative attends College Senate meetings to receive updates on KPIs and budget considerations. Student Congress also provides reports on student initiatives, recommends proposals for institutional consideration, and presents updates to the Board of Trustees at its monthly meetings (SVI.C9.6-7). While these governance bodies provide input and recommendations, final decision-making authority remains with institutional leadership, ensuring that diverse perspectives inform decisions while maintaining clear accountability.

Criterion 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.*

The College's buildings and furnishings are maintained by multiple departments that work in tandem to replace and repair materials. The Facilities Master Plan assesses the College's building infrastructure and identifies priorities for both the Utica and Rome campuses, including a deferred maintenance plan. The College is currently updating its Facilities Master Plan. Through a public Request for Proposal (RFP) process, an architectural firm was selected to lead the effort. The updated plan will focus on deferred maintenance, infrastructure, office adjacencies, and operational efficiencies (SVI.C10.1-2). In addition, the operating budget for the Facilities and Operations Department supports minor building renovations on the Rome and Utica campuses. Proposed projects are evaluated for sustainability, long-term cost effectiveness, and feasibility. The Director of Facilities and Operations oversees planned upgrades while also responding to immediate maintenance and repair needs throughout the year (SVI.C10.3). While the College has a Facilities Master Plan, establishing a more routine review cycle to evaluate and update the plan would further strengthen MVCC's overall facilities planning (**Commitment 10**).

Facilities planning is coordinated with the IT Department to ensure that renovations include necessary upgrades to electrical, networking, and wireless infrastructure. The Information Technology Strategic Plan, which is aligned with the College's Annual Plan, guides investments in network infrastructure, administrative systems, backups, and classroom technology, which are budgeted and prepared for through the College's operating budget. The plan is reviewed annually and informs the department's budgeting and technology update priorities. Requests for emergency technology funding are reviewed by the Executive Director of Information Technology and the Vice President for Administrative Services, who provides final approval (SVI.C6.4, SVI.C10.4).

The IT Department also manages scheduled replacement cycles for classroom technology, laboratory computers, batteries, servers, and other hardware based on expected service life. The Manager of End-User Computing maintains a replacement cycle schedule that tracks classroom computer installation dates and planned replacement timelines (SVI.C10.5). Anticipated replacements are incorporated into the IT Department's annual budget.

Replacement of classroom furniture is coordinated by the Dean of Curriculum and Scheduling. Requests submitted by faculty and staff are prioritized based on urgency, instructional needs, classroom condition, and student requirements. Each purchase order considers furniture size, functionality, flexibility, comfort, and compliance with the Americans with Disabilities Act. Recent examples include renovations to Payne Hall 102, a lecture hall, and Wilcox Hall 150, a computer lab, where updated technology and new furniture layouts were implemented in response to faculty feedback.

The College also integrates sustainability into facilities planning and operations. In alignment with SUNY requirements, MVCC adopted Board Policy 5014 Elimination of Single-Use Plastics and Preference for

Durable and Reusable Alternatives, which applies to the College and its affiliated organizations (SVI.C10.6). The College tracks its progress toward eliminating single-use plastics and reports data to SUNY on an annual basis (SVI.C10.7). Additional sustainability initiatives include reducing the number of campus printers to decrease paper and ink consumption as part of SUNY's Clean Energy and Sustainability Actions.

The Facilities and Sustainability Committee, which includes faculty, staff, the Director of Facilities and Operations, and representatives from the Oneida-Herkimer Solid Waste Authority, supports these efforts by promoting sustainability and recycling on campus (SVI.C10.8). Recent examples of the committee's work include introducing to-go containers at campus events to reduce food waste and installing liquid disposal stations to improve recycling by reducing contamination.

For certain additional locations where instruction or other services are provided outside the main Utica and Rome campuses, the College enters into lease agreements to operate in selected buildings (SVI.C10.9). The College remains fully insured through liability and property insurance policies (SVI.C10.10-11).

Criterion 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.*

MVCC demonstrates sustained compliance with federal Title IV requirements and applicable state laws and regulations through internal controls, annual audits, and ongoing oversight of its financial aid programs. As part of the College's annual audit and in accordance with New York State Education Law, the operating budget, and all areas of financial management—including federal Title IV financial aid funds and grants—are reviewed. The audit process includes a detailed review of general ledger activities on assets, accounts receivable and payable, aging of old accounts, payroll, student accounts, financial aid awards and their separate ledgers, refund transactions, and compliance with U.S. Department of Education requirements, including the accuracy and timeliness of financial aid disbursements and reporting. Audit results are presented to the Board of Trustees, promoting transparency and institutional oversight. These annual audits have consistently confirmed the College's adherence to generally accepted accounting practices, effective internal controls, and responsible stewardship of College resources and federal funds (SVI.C8.7-10).

The College has also demonstrated an effective process for addressing audit findings and strengthening compliance. The 2021 audit identified a finding within the Financial Aid Office related to Return of Title IV (R2T4) processing for the Student Financial Assistance Programs Cluster. Specifically, auditors noted delays in post-withdrawal disbursements for some students who unofficially withdrew, inconsistent application of R2T4 calculation methodologies and documentation practices, and one instance where a post-withdrawal Pell disbursement was not posted to the student account or reported in the U.S. Department of Education Common Origination and Disbursement system. While no questioned costs were identified, these issues represented potential risks in compliance, consistency, and documentation practices. In response, the College implemented corrective measures, including established timelines for post-withdrawal disbursements, standardized R2T4 calculation methodologies within each semester, and implemented procedures to document any changes to calculation processes (SVI.C11.1-2).

The 2022 audit confirmed that these corrective actions had been fully implemented and were effective, and that no similar findings were identified (SVI.C8.7). Subsequent audits similarly reported no findings related to Title IV administration or Financial Aid Office operations, demonstrating the effectiveness of the

College's corrective actions and its commitment to continuous improvement in federal compliance. These results reflect ongoing refinement of internal controls to meet federal compliance standards.

Further demonstrating institutional compliance, the U.S. Department of Education issued MVCC its finalized Program Participation Agreement (PPA) and updated Eligibility and Certification Approval Report (ECAR) in October 2023, authorizing the College to participate in Title IV federal student aid programs until 2028 (SVI.C11.3-4). This approval confirms that MVCC continues to meet all regulatory requirements under the Higher Education Act and maintains its status as an eligible institution in good standing. As a result, MVCC remains authorized to administer Title IV programs, including Pell Grants, Federal Direct Loans, Federal Work-Study, and other student assistance programs. Maintaining an active and compliant PPA and ECAR ensures that the College can continue awarding, disbursing, and managing federal financial aid funds while demonstrating adherence to federal standards for institutional eligibility, program integrity, and administrative capability.

Through annual audits, timely resolution of findings, implementation of corrective actions, ongoing monitoring, and continued federal authorization, MVCC demonstrates both accountability and institutional capability in administering Title IV programs. These practices reflect the College's commitment to compliance, sound stewardship of federal resources, and continuous improvement of its financial aid programs.

Criterion 12: *Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.*

MVCC's mission, "to provide accessible, high-quality educational opportunities to meet the diverse needs of its students," is reinforced through its four Strategic Framework pillars. The fourth pillar, improve operational excellence, supports the College mission by ensuring the adequacy and efficient utilization of institutional resources. MVCC's Annual Plan includes established goals and KPIs to measure progress toward each Strategic Framework pillar. In the most recent Annual Plan, MVCC used three KPIs to assess the adequacy of its resources (SVI.C1.1):

- Maintain a strong fund balance at the upper end of Board policy parameters
- Maintain a healthy budget-to-actual ratio
- Maintain a strong cost-per-FTE ratio

MVCC's CFO is responsible for tracking and measuring these KPIs, including fund balance appropriations, fund balance percent of operating costs, and cost per FTE, while benchmarking results against other SUNY community colleges. The CFO prepares KPI reports for the President's Cabinet and the Board of Trustees (SVI.C12.1). These results are reviewed at Cabinet and Board meetings to assess the College's financial health and inform the development of the annual budget and the evaluation of initiatives in the Annual Plan to determine financial feasibility and proper utilization of institutional resources. To promote transparency and College-wide discussion, KPIs are also reviewed by shared governance bodies, including College Senate and the IEC (SVI.C2.3, SVI.C12.2).

MVCC has also established processes to ensure that financial and operational resources are allocated strategically and linked to institutional priorities. Budget requests are assessed in alignment with the goals and associated metrics of the Annual Plan, and tools such as budget pivot tables allow for detailed analysis of past expenditures, alternate budget scenarios, and resource utilization (SVI.C5.4). These analyses enable the President's Cabinet to make informed funding decisions and ensure that resources are appropriately applied to meet institutional goals.

Criterion 13: *Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.*

Periodic assessment of MVCC's planning processes, informed by survey data and campus conversations, led to a transition in 2023 from a five-year planning cycle led by the Strategic Planning Council (SPC) to a one-year planning cycle led by the Annual Planning Council (APC). The annual planning cycle was adopted to improve the College's agility in responding to the evolving academic and regulatory environment after COVID-19. Continued evaluation of this new annual planning cycle resulted in additional recommendations in spring 2026 to dissolve the APC and assign responsibility for annual planning to the President's Cabinet. Under this model, Cabinet members collaborate with their respective divisions to establish institutional priorities that directly inform the Annual Plan and budget development. Expanding responsibility for planning from APC to Cabinet broadens participation across the institution and strengthens shared ownership of the planning process (SVI.C13.1).

POARs are a key mechanism for assessing the effectiveness of departmental planning and resource allocation. POARs provide structured evidence of how well departments are achieving their goals and how assessment results are used to inform improvement. These reports are tied to departmental budgeting, ensuring that requests are supported by documented needs and assessment findings. This intentional linkage strengthens the connection between assessment, planning, and resource allocation. For example, the Office of Institutional Advancement evaluated the return on investment (ROI) of the Ted Moore Run/Walk event and the MVCC Foundation Golf Tournament through its POAR process. Based on the assessment results, the College discontinued the Ted Moore Run/Walk and redirected resources to enhance the Golf Tournament through revised sponsorship levels, expanded sponsorship opportunities, and increased in-kind support. These changes resulted in increased sponsorship and participation and record event revenue (SVI.C13.2).

Because grants represent a portion of MVCC's revenue, the College conducts ongoing monitoring of grant-funded activities to assess effectiveness, compliance, and sustainability. Departments are required to report on the status of active grants, including grant objectives, activities, expenditures, and outcomes (SVI.C13.3). This process promotes fiscal accountability and provides leadership with insight into the impact of grant-funded initiatives on the College's operations and finances. Successful grant-supported activities may be incorporated into institutional operations when appropriate, supporting long-term sustainability beyond the grant period.

MVCC is also strengthening its planning and resource allocation processes through the development of an integrated compliance and data governance framework, which will inform evidence-based decision making by improving data integrity across all divisions. While institutional data are collected across the College, process changes and employee turnover have contributed to inconsistencies in data collection and coding. The data governance framework is intended to improve data integrity, consistency, and timeliness, providing a stronger foundation for evidence-based planning and resource allocation (SVI.C1.1). Although planning has begun, additional work is needed for implementation (**Commitment 13**).

With MVCC's culture of assessment, the planning and assessment cycle comes full circle. Assessment findings inform planning, planning guides resource allocation, and resource allocation are evaluated based on impact on the College's mission. This integrated model ensures that financial decisions are not isolated fiscal exercises, but strategic investments aligned with institutional effectiveness and student success.

Summary of Commitments and Commendations for Standard VI

Commendations

- Criterion 1: MVCC effectively aligns its mission, Strategic Framework, and budgeting process. Institutional goals, unit (division) goals, and KPIs are directly connected to the College's Strategic Framework pillars, ensuring that resource allocation supports institutional priorities.
- Criterion 7: The MVCC Foundation's endowment has grown to more than \$12 million, allowing the Foundation to expand scholarships, support key initiatives, provide capital support, and strengthen donor engagement. Additional auxiliary revenue through the Auxiliary Services Corporation and Dormitory Corporation also contribute to diversified MVCC's revenue sources.
- Criterion 8: MVCC has a strong record of financial sustainability as evidenced by its continued maintenance of an unappropriated operating fund balance within range of Board of Trustees and SUNY policies.

Commitments

- Criterion 7: MVCC commits to strengthening forecasting methodologies by incorporating more detailed models for enrollment volatility, inflation, and shifts in funding.
- Criterion 10: MVCC commits to more routinely reviewing its Facilities Master Plan to monitor the need for updating the contents of the plan.
- Criterion 13: MVCC commits to implementing a compliance and data governance framework to strengthen data integrity across all units (divisions) of the College.



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.



Introduction to Standard

The governance, leadership, and administrative structures at Mohawk Valley Community College (MVCC) are designed to ensure that the College fulfills its mission of providing accessible, high-quality educational opportunities while serving as the community's college. MVCC demonstrates its commitment to transparent, accountable, and inclusive governance through a clearly defined system of shared responsibility that includes the Board of Trustees, the President and Cabinet, shared governance bodies, students, employees, and affiliated entities. These interconnected groups collaborate to align institutional decision making with the College's mission, values, and strategic priorities. Supported by effective communication, established policies, and ongoing assessment of effectiveness, MVCC's governance system fosters a culture of trust, data-informed leadership, and continuous improvement. Collectively, these processes ensure that institutional operations, resource allocation, and strategic planning are mission-centered and promote student success, institutional integrity, and community impact.

Criterion 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.*

The Board of Trustees serves as MVCC's legally constituted governing body. The Board is accountable to Oneida County and the State University of New York (SUNY), and exercises its authority through the establishment of policies, fiduciary oversight, and the appointment and evaluation of the College President. Through policies and formal resolutions, the Board ensures that the College operates in compliance with state regulations, SUNY policies, and applicable laws (SVII.C1.1-3).

The President reports directly to the Board of Trustees and is responsible for implementing Board policy and overseeing day-to-day operations of the College. The President serves as the link between the Board and shared governance bodies, supporting transparency through accessible governance charters, organizational charts (SVII.C1.4-5).

The President's Cabinet serves as MVCC's senior administrative leadership body. It includes executive leaders responsible for the College's four divisions: Learning and Academic Affairs, Administrative Services, Student Affairs, and the President's Office. Through regular meetings and structured communication processes, the Cabinet coordinates institutional planning, budgeting, resource allocation, and operational decision making. While Cabinet members hold administrative authority within their respective divisions, decision making is informed by data, institutional priorities from the College's mission statement and Strategic Framework pillars, and consultation with appropriate shared governance bodies (SVII.C1.6-7).

Shared governance at MVCC is primarily exercised through the College Senate, the representative body for faculty, staff, and administration. The Senate meets monthly throughout the academic year, with agenda items submitted by constituents across the College and reviewed by the Senate Advisory Committee, which includes the Senate Chair, Senate Vice Chair, Recording Secretary, Faculty Caucus Chair, SUNY Faculty Council of Community Colleges (FCCC) representative, and four at-large Senate members. The Senate provides recommendations on academic policies, curricular matters, and strategic initiatives affecting institution-wide policies and practices (SVII.C1.8-10). It also oversees the Faculty Caucus, operational College committees, and College-wide strategic focus councils, ensuring structured employee participation in institutional decision making (SVII.C1.11-12). Senate committee recommendations are communicated to the President and Cabinet for consideration and action, providing a formal mechanism for inclusive participation and transparency. Membership on the College Senate and its committees is determined through an annual election in which all College employees are eligible to vote.

Student voice is represented through Student Congress, which serves as the representative body for MVCC's student population. Student Congress supports governance engagement and manages the Student Activity Fee through a tripartite model. Members complete onboarding and must meet established GPA requirements. Student representation extends to College Senate through Senate committees and a standing agenda item for the Student Congress President. Student leaders engage with senior administrators, and an elected Student Trustee representing Student Congress serves on the Board of Trustees, ensuring that student perspectives are represented in institutional planning and policy discussions (SVII.C1.13-16). A recent example occurred during the 2025-2026 academic year, when discussions within Student Congress led to a resolution requesting that MVCC Department of Public Safety officers wear body cameras while on duty. The resolution advanced through Student Congress representation on the College Senate, and after review and approval by shared governance groups, body cameras were purchased and implemented by the end of the spring 2026 semester (SVII.C1.17).

MVCC's affiliated entities further support the College's mission through defined governance structures. The Auxiliary Services Corporation (ASC), a New York State nonprofit organization, provides dining, bookstore, and other auxiliary services (SVII.C1.18-20). The MVCC Foundation, a 501(c)(3) nonprofit corporation, supports fundraising and scholarships, with governance defined by its Certificate of Incorporation and Memorandum of Understanding (MOU) with the College (SVII.C1.21-23). The MVCC Dormitory Corporation, also a 501(c)(3) nonprofit corporation, oversees on-campus housing and resident engagement (SVII.C1.24-26). Each affiliated entity is governed by its own Board of Directors, which includes members of the MVCC Board of Trustees, College employees, and community members.

Criterion 2a: *A legally constituted governing body that 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 wellbeing of the institution.*

The MVCC Board of Trustees is a legally constituted governing body whose authority and responsibilities are established by its bylaws and New York State Education Law (SVII.C2a.1-3). Acting in the public interest, the Board serves as an ambassador for the College and ensures that MVCC clearly states and fulfills its mission and strategic goals through oversight of institutional strategy, academic quality, and financial stewardship.

The Board fulfills its governance responsibilities by reviewing and approving the College's Strategic Framework, Annual Plan, and key institutional initiatives. Board meeting minutes document actions approving these plans and other mission-aligned priorities (SVII.C2a.4).

The Board also exercises its fiduciary responsibilities by approving the annual operating budget, tuition and fee schedules, and capital expenditures, and by reviewing independent financial audits that verify sound financial stewardship and compliance with generally accepted accounting principles (SVII.C2a.5).

In addition, the Board maintains accountability for institutional planning and academic quality. Trustees review institutional performance through key performance indicator (KPI) reports and confer degrees upon graduates (SVII.C2a.6-7).

Criterion 2b: *A legally constituted governing body that 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.*

The MVCC Board of Trustees possesses the diversity of expertise, independence, and professional experience necessary to ensure institutional integrity. Trustees are appointed by Oneida County or New York State in accordance with New York State Education Law and represent a range of fields, including education, law, finance, healthcare, public service, and nonprofit leadership. With an average of nearly 19 years of service on the Board, trustees bring a breadth of experience that supports effective oversight of the College's academic, legal, financial, and operational responsibilities (SVII.C2a.2).

Trustee independence is supported through Board structure and policy. Trustees serve without compensation and are not employees of the College. Formal policies, including Board Policy 1007 Board of Trustees Conflict of Interest and Board Policy 2005 Whistleblower, establish institutional expectations for ethical conduct and apply to trustees in their governance role (SVII.C2b.1-2). These policies require annual financial disclosures, prohibit participation in conflicted matters, and ensure appropriate recusal and transparency (SVII.C2b.3). Trustees maintain primary responsibility to the institution and exercise their authority free from undue political, financial, or external influence. Policies governing disclosure and recusal ensure that personal or professional interests do not interfere with independent judgment or fiduciary responsibilities (SVII.C2b.4).

The Board fulfills its governance responsibilities through regular and consistent engagement, meeting publicly approximately 10 times each year, in addition to committee meetings and periodic retreats focused on institutional priorities such as strategic planning, student success, and financial stewardship (SVII.C2b.5-6).

Together, the Board's diverse expertise, independence, and active engagement support informed, unbiased decision making and uphold the integrity of the College.

Criterion 2c: *A legally constituted governing body that ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution.*

The MVCC Board of Trustees maintains a clear distinction between its role in strategic oversight and policy-setting and the day-to-day operations of the College. This distinction is defined in Board Policy 1003 Duties of the Officers and Board Policy 1004 Responsibilities of the Board of Trustees, which affirm that trustees establish institutional direction and ensure accountability, while delegating operational authority to the President (SVII.C1.15, SVII.C2c.1).

Criterion 2d: *A legally constituted governing body that 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 bylaws, and the assurance of strong fiscal management.*

While day-to-day academic operations are delegated to faculty and administration, the Board of Trustees provides policy-level oversight of academic quality, degree approval, personnel practices, institutional policies, and fiscal management, ensuring alignment with the College's mission and integrity.

The Board monitors the quality of teaching and learning through its Student Success Committee, which reviews academic program performance, accreditation activities, and student learning outcomes in detail (SVII.C2b.6). The Committee regularly reports its findings to the full Board, where trustees engage in discussion and take appropriate action. This process ensures that all trustees remain informed and that ultimate responsibility for academic quality rests with the Board as a whole. The Board also approves new degree programs, microcredentials, and program revisions and discontinuations upon the recommendation of faculty and academic leadership, maintaining appropriate oversight while respecting shared governance (SVII.C2d.1). It also reviews recommendations for faculty renewal, continuing appointment, and promotion, further demonstrating its oversight of academic quality and teaching effectiveness (SVII.C1.3).

In addition to committee-based review, the Board of Trustees strengthens its policy-level oversight of academic quality through a structured series of Board workshops in which each academic school presents directly to the Board. These ongoing workshops provide trustees with comprehensive, school-level overviews of academic programs, student success outcomes, assessment results, accreditation and licensure requirements, enrollment trends, workforce alignment, and strategic priorities. Presentations by academic leadership ensure trustees to be informed about the strengths, challenges, and future direction of each academic school while maintaining a clear distinction between governance and day-to-day academic operations. The workshops enhance the Board's capacity to exercise informed, policy-level oversight of teaching and learning across the institution (SVII.C2d.2).

The awarding of degrees is a formal responsibility of the Board. Each year, the Board approves degree candidates recommended by the President and faculty and certified by the Office of Records and Registration and the Office of Learning and Academic Affairs, ensuring institutional accountability for academic standards (SVII.C2a.7).

The Board's Governance Personnel Committee establishes and approves personnel policies that support a fair, ethical, and effective work environment (SVII.C2b.6). These policies address areas such as equal opportunity, academic freedom, employee conduct, professional development, and workplace safety, and are implemented by College leadership through established administrative procedures. The Board further reinforces its policy-level oversight through Board Policy 1019 Policy on Policies, which establishes a formal process for the development, review, and approval of institutional policies (SVII.C2d.3). This structured approach ensures that policies are aligned with institutional priorities, vetted through appropriate channels, and formally adopted through established governance processes.

The Board ensures fiscal integrity through its Audit and Finance Committee and approval of the annual budget, tuition and fees, and capital plans, as well as through regular review of financial reports and the annual independent audit (SVII.C2b.6). The Board also discusses fiscal management when appropriate. For example, during the COVID-19 pandemic, the Board and President's Cabinet held monthly virtual meetings to discuss fiscal strategies for addressing pandemic-related revenue shortfalls. These practices support responsible stewardship of institutional resources.

The Board's Facilities Campus Safety Committee provides policy-level oversight of campus safety, security, emergency preparedness, facilities, and regulatory compliance and makes recommendations to the full Board (SVII.C2b.6).

Together, these responsibilities demonstrate the Board's role in providing policy-level oversight while delegating implementation to institutional leadership.

Criterion 2e: *A legally constituted governing body that 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.*

The MVCC Board of Trustees plays a critical policy-making role in the institution's financial affairs, ensuring fiscal integrity and long-term sustainability through structured oversight and formal approval processes.

The Board's financial responsibilities are defined in its bylaws and supported by its Audit and Finance Committee, which reviews financial reports, audit results, and budgetary information in detail. Committee findings and recommendations are presented to the full Board, where trustees engage in discussion and take formal action. This structure ensures that financial decisions and approvals remain the responsibility of the Board as a whole.

The Board receives a Treasurer's Report from the College's Chief Financial Officer (CFO) at each meeting and exercises its authority through approval of the annual operating and capital budgets, tuition and fee schedules, and major financial decisions (SVII.C2e.1). Trustees also review institutional reserves, debt obligations, and investments, and vote to formally accept the College's independently audited financial statements, ensuring compliance with applicable regulations and sound financial practices (SVII.C2a.5).

The Board engages in a structured annual budget development process that includes a dedicated spring workshop in which the President's Cabinet presents and reviews the proposed budget in detail. Following this review, the Board votes to formally approve the budget, tuition, and fees. The Board also participates in an annual meeting with the Oneida County Board of Legislators, where institutional priorities and financial plans are presented, reinforcing transparency and accountability (SVII.C2e.2). In addition, the Board approves capital projects before submission for external approval, ensuring alignment with institutional priorities and financial capacity.

Together, these practices demonstrate the Board's active, policy-level role in financial oversight while maintaining clear accountability for all financial decisions at the full Board level.

Criterion 2f: *A legally constituted governing body that appoints and regularly evaluates the performance of the Chief Executive Officer.*

The Board of Trustees holds the authority to appoint, supervise, and evaluate MVCC's President, who serves as the College's Chief Executive Officer (SVII.C2f.1).

The Board conducts a comprehensive annual performance evaluation of the President based on established criteria within categories: organizational leadership, external relations, internal relations, and job performance (SVII.C2f.2).

Criterion 2g: *A legally constituted governing body that is informed in all its operations by principles of good practice in board governance.*

The MVCC Board of Trustees conducts its work in accordance with established principles of good practice in board governance, as reflected in its bylaws, policies, and administrative procedures (SVII.C1.1). These frameworks define roles, responsibilities, and ethical expectations, guiding consistent and accountable Board operations.

Trustees engage in ongoing professional development to remain informed about evolving expectations in higher education governance (SVII.C2g.1). They participate in annual compliance training and actively engage with state and national organizations such as the Association of Community College Trustees (ACCT) and the New York Community College Trustees (NYCCT). Board members not only engage with these organizations but also hold leadership positions within them. In fact, MVCC is the only community college in the country to have had two trustees serve simultaneously on the national ACCT Board. Through conferences, training, and leadership roles, trustees remain current on governance practices, regulatory developments, and emerging trends affecting community colleges. Current trustees have received awards, including the NYCCT Anne. M. Bushnell Memorial Award for Special Achievement, the Oneida County NAACP Award, the ACCT Northeast Leadership Award, the NYCCT Distinguished Trustee Award, and the New York State Assembly Woman of Distinction (SVII.C2a.2).

The Board engages in regular self-assessment to evaluate its effectiveness and adherence to governance responsibilities. Assessment results are reviewed and discussed during Board retreats and inform ongoing refinement of Board practices. For example, feedback has led to adjustments in committee meeting structures and scheduling, increased involvement of committee chairs in agenda development, and reviews of Board Bylaws and committee charters to ensure alignment with the practice of conducting decision making at the full Board level. Assessment results consistently indicate strong performance in areas such as meeting effectiveness, clarity of materials, policy oversight, and adherence to the Board's strategic role (SVII.C2g.2).

The MVCC Board of Trustees utilizes Board-level KPIs to evaluate its governance effectiveness, including meeting practices, committee performance, policy oversight, and alignment with its strategic and fiduciary responsibilities. These KPIs support reflective, data-informed governance and reinforce the Board's commitment to continuous improvement and recognized principles of good board practice (SVII.C2g.3).

MVCC benefits from a stable and experienced Board whose members demonstrate sustained commitment to the institution and active engagement in trustee leadership organizations. This combination of experience, professional involvement, and reflective practice ensures that the Board remains informed by and contributes to recognized standards of strong governance (**Commendation 2g**).

Criterion 2h: *A legally constituted governing body that is not chaired by an institutional or system representative to avoid conflict of interests.*

The Board of Trustees is led by a Chair who is independent of the institution, as required by Board Bylaws, ensuring that Board leadership remains free from conflicts of interest (SVII.C2a.1, SVII.C2b.1).

Criterion 2i: *A legally constituted governing body that 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.*

The MVCC Board of Trustees operates under Board Policy 1007 Board of Trustees Conflict of Interest, which addresses matters such as compensation, contracts, employment, and personal or financial relationships. As a result, most trustees have no employment, family, ownership, or other personal financial interests that could compromise their independence (SVII.C2b.1).

Any actual or perceived conflicts of interest must be disclosed in writing to the Board Chair and are maintained on file by the Secretary of the Board of Trustees. Disclosures are recorded in meeting minutes, and when a conflict is identified, the affected trustee must recuse themselves from related discussions and voting (SVII.C2b.4).

Criterion 2j: *A legally constituted governing body that supports the Chief Executive Officer in maintaining the autonomy of the institution.*

The Board of Trustees empowers the President to lead all academic, administrative, and operational functions without interference, and advocates for the College's independence in system-wide and external matters (SVII.C2j.1).

Criterion 2k: *A legally constituted governing body that 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 terms to all of its accrediting and regulatory agencies.*

The MVCC Board of Trustees ensures that accurate, fair, and complete information is provided to the Middle States Commission on Higher Education (MSCHE) and other accrediting and regulatory bodies. The Board oversees institutional compliance through regular reports on accreditation submissions, audit findings, and regulatory disclosures, supporting consistent and transparent institutional reporting (SVII.C2k.1).

The Executive Director of Organizational Culture and Wellness, who also serves as the College's Accreditation Liaison Officer (ALO), coordinates institutional accreditation efforts and monitors alignment between institutional priorities and the MSCHE Standards for Accreditation (SVII.C2k.2).

Criterion 3a: *Chief Executive Officer who is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body.*

The President serves as the College's Chief Executive Officer and is appointed, evaluated, and overseen by the Board of Trustees. The President reports directly to the Board and participates in Board meetings in an ex officio, nonvoting capacity, ensuring a clear separation between governance and executive authority (SVII.C1.15).

Consistent with Board Bylaws and SUNY requirements, the Board selects and appoints the President through a formal search process aligned with SUNY guidelines and supported by an external consultant (SVII.C3a.1-2).

The effectiveness of the Board's presidential appointment and evaluation practices is reflected in the continuity of executive leadership at MVCC. Comparative data from SUNY community colleges indicate that MVCC has experienced sustained presidential leadership over an extended period, providing stability that supports long-term planning, institutional effectiveness, and mission-driven leadership (SVII.C3a.3).

The Board evaluates the President annually, with recent evaluations affirming strong performance and alignment with the College's mission and strategic priorities (SVII.C2f.2). Ongoing accountability is reinforced through weekly written presidential updates and verbal reports at each monthly Board meeting (SVII.C3a.4).

Criterion 3b: *Chief Executive Officer who has appropriate credentials and professional experience consistent with the mission of the organization.*

Dr. Randall VanWagoner is MVCC's fifth president, a position he has held since 2007. President VanWagoner possesses the credentials and professional experience necessary to lead MVCC and advance its mission. He holds a Ph.D. in Higher Education Administration and a master's degree in Community College Administration from the University of Michigan and brings extensive leadership experience in community college education, including senior academic leadership roles and prior experience in institutional research and planning (SVII.C3b.1).

President VanWagoner's professional background demonstrates sustained commitment to student success, equity, and institutional effectiveness. His national recognition and service in professional organizations further affirms his qualifications and impact as a community college leader. His honors include the Aspen Presidents Fellowship and the Association of Community College Trustees Northeast Region CEO Award. He has also served as Co-Facilitator of the National Strategic Horizons Network of Community Colleges, Chair of the New York Community Colleges Association of Presidents, a member of the Jobs for the Future Policy Leadership Trust, and Chair of the Community College Workforce Consortium (SVII.C3b.1).

Annual Board evaluations consistently affirm confidence in the President's leadership and mission-driven approach (SVII.C2f.2).

Criterion 3c: *Chief Executive Officer who 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.*

The President has the authority and autonomy required to fulfill the responsibilities of the position, as defined in the official job description and reinforced through Board policy (SVII.C2j.1, SVII.C1.15). Board Policy 1018 Strategic Planning assigns the President responsibility for developing and overseeing institutional planning and for directing MVCC toward achievement of its mission (SVII.C3c.1). Consistent with this authority, the President led the refinement of the College's planning framework from a five-year cycle to a more agile one-year cycle to improve alignment among strategic priorities, institutional effectiveness measures, and resource allocation. The President communicates changes to the planning process through College Update emails and through shared governance channels, including College Senate, to promote transparency and solicit employee feedback (SVII.C3c.2-3).

The President holds ultimate authority for staffing decisions, delegating operational hiring while remaining directly involved in senior leadership searches. This includes establishing screening committees, interviewing finalists, and making final selections prior to Board approval of personnel actions.

The President provides leadership for resource allocation and budget development in collaboration with the Cabinet and in accordance with Board-approved processes. Budget priorities and resource decisions are informed by enrollment trends, financial data, and institutional goals and are reviewed through regular Cabinet discussions and formal governance channels. The President presents the proposed operating budget, tuition and fee schedules, and Annual Plan to the Board of Trustees for review and approval, demonstrating executive authority and fiduciary accountability (SVII.C2a.4-5). To promote institutional transparency, the President also conducts annual Budget Conversation presentations for employees on the College's financial condition (SVII.C3c.4).

Mission achievement is evaluated using 10 KPIs and 37 related measures developed by the President and the Dean of Institutional Research and Organizational Performance following a series of College-wide open forums (SVII.C3c.5). The Institutional Effectiveness Council (IEC) and President's Cabinet refined these measures before they were endorsed by the College Senate and approved by the Board of Trustees. In addition to quantitative data, the President uses qualitative feedback gathered through conversations with employees to inform institutional decision making. For example, after assuming the presidency in 2007, Dr. VanWagoner identified a need to improve organizational culture and established a position dedicated to organizational development. That role has since evolved into the Executive Director of Organizational Culture and Wellness, demonstrating MVCC's sustained commitment to the employee experience. Climate survey results from fall 2025 indicate that more than 88% of employees agree they feel accepted and personally respected at MVCC, providing evidence of the initiative's effectiveness (SVII.C3c.6).

Criterion 3d: *Chief Executive Officer who 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.*

The President is supported by a qualified leadership team whose roles and responsibilities are defined in the President's Cabinet Charter. Cabinet membership provides the expertise and capacity necessary to support institutional planning, operations, and decision making (SVII.C1.6).

MVCC has experienced several leadership transitions in recent years, primarily due to retirements in key administrative areas, including Student Affairs, Administrative Services, Institutional Research and Analysis, and Financial Aid. These positions have since been filled with qualified leaders. To support continuity and effectiveness during these transitions, the College has, when appropriate, engaged retiring administrators to assist with knowledge transfer and onboarding for newly appointed leaders, helping preserve institutional knowledge and maintain operational stability. While these practices have supported successful transitions, they represent a reactive approach to succession planning. The President's Cabinet plans to develop a more formal, proactive succession planning process (**Commitment 3d**).

The President and Cabinet meet weekly to coordinate institutional strategies, including enrollment planning, budgeting, SUNY initiatives, communication priorities, and programmatic and personnel matters. Cabinet also holds regular retreats throughout the year and off-site strategic planning sessions every other month. Meeting summaries are shared to promote transparency and alignment across divisions (SVII.C3d.1). The President and Cabinet review results of KPIs and College-wide climate survey results to assess institutional efficiency and effectiveness and inform leadership decision making and continuous improvement (SVII.C3d.2-7).

Criterion 4a: *An administration possessing or demonstrating an organizational structure that is clearly documented and that clearly defines reporting relationships.*

The College maintains a clearly documented administrative organizational structure that defines reporting relationships and supports effective governance, leadership, and accountability. Current organizational charts clearly depict reporting lines from the President through the President's Cabinet to divisions and departments across the institution (SVII.C1.5).

MVCC is organized into four institutional divisions: Learning and Academic Affairs, Student Affairs, Administrative Services, and the President's Office. Learning and Academic Affairs, Student Affairs, and Administrative Services are each led by a Cabinet-level administrator who reports directly to the President,

while the President's Office is led by the President. The President's Cabinet serves as the College's senior administrative leadership team and operates under a formal charter that defines its role in institutional planning, policy development, and operations (SVII.C1.6).

Administrative capacity is further demonstrated through the College's Staffing Plan, which documents administrative and operational positions across all major functional areas of the institution (SVII.C4a.1).

Criterion 4b: *An administration possessing or demonstrating an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities.*

The President's Cabinet is appropriately sized and functionally diverse to support the President in fulfilling leadership and administrative responsibilities. The Cabinet's structure and operations are defined in its charter, which emphasizes collaboration, shared responsibility, and strategic alignment (SVII.C1.6).

Cabinet membership includes leadership from Learning and Academic Affairs, Student Affairs, Administrative Services, Human Resources, Organizational Culture and Wellness, Equity and Inclusion, and Marketing and Communications. This broad representation of key College areas ensures that Cabinet has the expertise and perspectives to support institutional operations and the achievement of the College's mission (SVII.C4b.1-7).

All College administrators (including non-Cabinet administrators) participate in monthly Administrators' Meetings to discuss institutional priorities, share information, and support effective administration across the College (SVII.C4b.8). These meetings strengthen communication across functional areas and extend executive leadership capacity beyond the Cabinet level. Administrators also participate in periodic supervisor training focused on topics such as conflict resolution, crucial conversations, and employee engagement and recognition (SVII.C4b.9).

Criterion 4c: *An administration possessing or demonstrating members with credentials and professional experience consistent with the mission of the organization and their functional roles.*

MVCC's administrative leadership possesses the credentials and professional experience necessary to fulfill their functional roles and support the College's mission of providing high-quality educational opportunities to meet the diverse needs of its students. Cabinet members meet or exceed the educational and professional qualifications outlined in their position descriptions, including advanced degrees where required. These qualifications are verified during the hiring process to ensure that their qualifications align with the functional role expectations (SVII.C4b.1-7).

The College's three Vice Presidents oversee Administrative Services, Learning and Academic Affairs, and Student Affairs and bring extensive leadership experience in their respective areas. Additional Cabinet-level leaders—including the Executive Director of Organizational Culture and Wellness, Executive Director of Equity and Inclusion, Executive Director of Human Resources, Executive Director of Marketing and Communications, and Chief Financial Officer—bring specialized expertise critical to effective institutional operations and student success.

Beyond the Cabinet, administrative leaders across the College, including deans and directors, hold advanced degrees and professional experience appropriate to their areas of responsibility. Position descriptions and hiring practices ensure that administrative positions are filled by qualified professionals capable of supporting academic quality, student success, and institutional effectiveness (SVII.C4c.1).

Criterion 4d: *An administration possessing or demonstrating skills, time, assistance, technology, and information systems expertise required to perform their duties.*

MVCC administrators possess the skills, institutional support, technological resources, and information systems expertise necessary to perform their duties effectively in support of the College's mission and strategic priorities. Administrative leaders bring professional expertise in areas including strategic planning, compliance, budget oversight, enrollment management, student success, academic administration, and data-informed decision-making, enabling effective leadership across functional areas.

Administrators are supported by a collaborative leadership and operational structure that includes direct reports and division leadership teams. Functional offices, such as Human Resources and Institutional Research and Analysis, provide specialized assistance that supports administrative effectiveness and allows senior leaders to focus on institutional priorities.

Dedicated technical expertise and support are provided through the Information Technology (IT) Department, whose roles and responsibilities are clearly documented and aligned with institutional needs. These responsibilities include enterprise systems administration, network infrastructure, data security, application development, and end-user support (SVII.C4d.1). These functions ensure that administrators have timely access to technical assistance and system expertise necessary to support institutional operations.

Criterion 4e: *An administration possessing or demonstrating regular engagement with faculty and students in advancing the institution's goals and objectives.*

MVCC administrators engage faculty and students through regular, structured shared governance and institutional communication processes. The College Senate serves as a primary forum for this engagement, with standing agenda items for the President's Report, Vice Presidents' Reports, and Student Congress Report at each meeting. These reports provide updates on institutional priorities, initiatives, and decisions while creating opportunities for dialogue, questions, and feedback from faculty and student representatives (SVII.C3c.2, SVII.C4e.1-2).

In addition to College Senate, administrative leaders participate in Faculty Caucus meetings, Student Congress meetings, and campus-wide forums, including budget forums and institutional updates led by the President. The President and Vice President for Student Affairs meet regularly with the Student Congress Executive Team to discuss student priorities and concerns, and the Chair of the College Senate also participates to support communication and alignment between faculty governance and student leadership (SVII.C1.15, SVII.C3c.4).

Academic deans hold semesterly meetings with faculty in their respective schools to discuss curricular updates and information from Administrators' Meetings relevant to faculty. Academic deans also attend monthly Dean Team Meetings with the Assistant Vice Presidents for Learning and Academic Affairs to discuss initiatives affecting academic programs. The structure of these meetings ensures an open line of communication between faculty and different levels of administration (SVII.C4e.3).

Through these ongoing formal structures, MVCC ensures that faculty and student perspectives inform institutional planning, policy development, and decision-making in support of the College's mission and strategic objectives.

Criterion 4f: *An administration possessing or demonstrating systematic procedures for evaluating administrative units and for using assessment data to enhance operations.*

MVCC employs formal, role-specific evaluation processes for administrative leadership. Cabinet members and administrators are evaluated annually using standardized evaluation instruments that establish performance expectations, leadership responsibilities, and areas for professional growth. Administrators also set goals for each academic year and assess progress toward goals from the previous evaluation cycle. These evaluations provide structured feedback, reinforce accountability, and support continuous improvement in administrative practices (SVII.C4f.1).

Administrative offices/departments also assess their effectiveness through Program Outcomes Assessment Reports (POARs) in Watermark, where administrators evaluate progress toward departmental goals and identify actions for improvement. POARs are recorded using standardized templates, supporting consistency across divisions (SVI.C4f.2). For example, as part of its POAR, the Office of Institutional Research and Analysis identified inconsistencies in tracking data requests, resulting in insufficient information to assess some of its goals. In response, the department developed an action plan to implement a project management tool to improve request tracking, support timely completion of requests, and enhance collaboration among department members (SVII.C4f.3).

Together, these processes demonstrate MVCC's systematic evaluation of administrative functions and the use of assessment data to strengthen institutional operations.

Criterion 5: *Periodic assessment of the effectiveness of governance, leadership, and administration.*

The College demonstrates periodic and systematic assessment of the effectiveness of its governance, leadership, and administration through institutional surveys, formal evaluation processes, and stakeholder feedback.

MVCC uses internal assessment tools to evaluate organizational climate and administrative practices. Among these is the Employee Climate Pulse Survey, which gathers faculty and staff perspectives on workplace climate, communication, and leadership effectiveness. Survey results provide senior leadership with benchmark data to inform improvements in communication, engagement, and institutional practices. Recent results reflect strong approval of the College's leadership, with a high percentage of full-time employees who agree or strongly agree with the following statements (SVII.C3d.2-6).

	2023	2024	2025	2026
My supervisor provides me with the information I need to do my job.	78.8%	80.1%	76.2%	76.1%
My supervisor provides support when I have an issue that needs resolution.	81.2%	80.9%	79.2%	75.0%
My supervisor provides me with feedback that facilitates my job growth.	77.2%	74.5%	72.0%	69.8%

Institutional leadership effectiveness is also assessed through governance retreats, externally facilitated focus groups, and documented governance history and priority-setting processes that reflect institutional goals and areas of emphasis over time (SVII.C5.1). The President's Cabinet conducts 360-degree leadership surveys in which Cabinet members receive feedback on their leadership abilities, effectiveness, and areas for improvement from fellow Cabinet members and other key partners who work closely with them at the

College. Periodically, MVCC engages outside consultants to facilitate campus-wide focus groups to identify institutional strengths and opportunities for improvement. For example, in 2024, MVCC engaged The Paige Group, a local consulting firm, to conduct focus groups with a cross-section of College employees to better understand their perceptions and perspectives on their workplace experiences. Findings related to supervisor-employee relationships informed discussions on strategies to strengthen engagement within departments (SVII.C5.2).

The Board of Trustees evaluates its effectiveness through annual self-assessment surveys and regular review of Board-level KPIs that assess trustee engagement, governance practices, policy oversight, and professional development. Recent assessments reflected strong engagement in College events, sub-committee meetings, policy development and approval, and trustee development while informing continuous governance improvement (SVII.C2g.3).

Shared governance structures at MVCC are regularly assessed to maintain their effectiveness and responsiveness. The College Senate evaluates its operations through senator feedback, year-end reviews, summer retreats, and joint Cabinet/Senate Advisory meetings. Governance practices are refined through periodic Senate reviews, small-group discussions, and senator surveys, resulting in bylaw and process revisions (SVII.C5.3-5). For example, a 2023 amendment to the Senate Bylaws added the Faculty Caucus Chair as a standing member of the College Senate, strengthening faculty representation and communication (SVII.C5.6). Senate committees and councils also submit annual reports documenting their activities and progress toward goals. MVCC also periodically seeks external feedback on its governance effectiveness. For example, the SUNY Faculty Council of Community Colleges (FCCC) conducted a voluntary governance Wellness Check in 2023 that included conversations with representatives from the College's governance and administrative structures. Recommendations from this peer-reviewed governance assessment contributed to the restructuring of Senate committees and councils, the creation of a mentoring program for new senators, and new processes for communicating Senate agenda items (SVII.C5.7-8) (**Commendation 5**).

Collectively, these evaluation practices support MVCC's commitment to the continuous improvement of governance, leadership, and administration.

Summary of Commendations and Commitments for Standard VII

Commendations

- Criterion 2g: MVCC's Board of Trustees demonstrates sustained commitment to the College and actively engages in trustee leadership organizations, promoting a culture of strong governance.
- Criterion 5: MVCC has strong shared governance practices, including a committee structure with inclusive participation across all College divisions and regular internal and external assessment of effectiveness.

Commitments

- Criterion 3d: MVCC commits to strengthening succession planning by implementing more intentional and proactive strategies to support continuity of operations and institutional knowledge transfer.

Evidence Legend

Introduction

In-Text Citation	File Name
Intro.1	Previous Commitment Tracking Spreadsheet
Intro.2	New and Revised Programs
Intro.3	COVID Course Modality Analysis
Intro.4	Brightspace Instructor Usage
Intro.5	C3 Goals and Statistics
Intro.6	COVID Emergency Funds Financial Breakdown
Intro.7	HEERF Report and Plan

Standard I

In-Text Citation	File Name
Sl.C1a.1	Annual Planning Council Charter
Sl.C1a.2	Mission and Vision Statements
Sl.C1a.3	Strategic Framework and Annual Plan 2026-2027
Sl.C1a.4	APC Agenda and Minutes Showing Review of Mission
Sl.C1a.5	APC Review of Strategic Framework
Sl.C1a.6	APC Minutes Showing Approval of New Pillar
Sl.C1a.7	College Senate Agenda and Minutes - New Pillar
Sl.C1a.8	Board Resolution Amend Strategic Framework
Sl.C1a.9	Board Minutes Showing Removal of Pillar
Sl.C1a.10	Board Agenda Rewording Pillars
Sl.C1a.11	Administrators Meeting Slides about Annual Planning Process
Sl.C1a.12	Annual Planning Refinements
Sl.C1b.1	Team MVCC Webpage
Sl.C1c.1	Board Minutes Showing Approval of Budget and Annual Plan
Sl.C1d.1	Goal Alignment with Strategic Framework
Sl.C1d.2	Budget Request Worksheet
Sl.C1d.3	Campus Enhancements Webpage
Sl.C1d.4	Summary of KPI Measures for Board
Sl.C1e.1	Student Clubs and Organizations Webpage
Sl.C1e.2	Employee Enrichment
Sl.C1f.1	College Catalog 2026-27
Sl.C1f.2	Strategic Framework and Annual Plan on Website
Sl.C1f.3	Core Workshops
Sl.C1f.4	Employee Recognition
Sl.C1g.1	President's Report to College Senate
Sl.C2.1	Hawk Vision Charter
Sl.C2.2	Strategic Horizon Network
Sl.C2.3	Community Vibrancy Report
Sl.C2.4	Achieving the Dream
Sl.C4.1	Institutional Effectiveness Council Charter
Sl.C4.2	IEC Plan
Sl.C4.3	IEC Minutes Showing KPI Review
Sl.C4.4	Cabinet Minutes Showing KPI Review

Standard II

In-Text Citation	File Name
SII.C1.1	Board Policy 2017 Academic Freedom
SII.C1.2	Board Policy 2018 Intellectual Property Rights - Ownership and Control
SII.C1.3	Board Policy 2029 Public Order - Assembly, Picketing, and Demonstration
SII.C1.4	PA Collective Bargaining Agreement (Article 3 & Appendix B)
SII.C1.5	Academic Policies and Standards Committee Charter
SII.C1.6	Faculty Assessment Survey Results
SII.C1.7	Ethical and Secure Usage of Generative Artificial Intelligence
SII.C2.1	2021 and 2024 SUNY Student Satisfaction Survey Results
SII.C2.2	2025 MVCC Student Pulse Survey Results
SII.C2.3	2026 SUNY Student Satisfaction Survey Results
SII.C2.4	2023-24 Employee Satisfaction and Engagement Survey Results
SII.C2.6	Fall 2024 Employee Satisfaction and Engagement Survey
SII.C2.7	Spring 2025 Employee Leadership and Teamwork Survey
SII.C2.8	Fall 2025 Employee Satisfaction and Engagement Survey
SII.C2.9	Spring 2026 Employee Leadership and Teamwork Survey
SII.C2.10	Fall 2026 Employee Satisfaction and Engagement Survey
SII.C2.11	Climate Survey Results Presentation
SII.C2.12	KPI Results
SII.C2.13	Climate Survey Results Discussion - Administrator's Meeting
SII.C2.14	Organizational Culture and Wellness POAR
SII.C2.15	New Employee Orientation and New Faculty Experience
SII.C2.16	Employee Resource Groups and PEAKS
SII.C2.17	Employee Recognition
SII.C2.18	Strengths Website Search
SII.C2.19	Core Workshops - Descriptions on Website and Attendance
SII.C2.20	Student Handbook and Code of Conduct
SII.C2.21	Student Flyers
SII.C2.22	SUNY Campus Climate Survey DEI
SII.C3.1	Student Handbook Policies
SII.C3.2	Report It
SII.C3.3	AMVA Collective Bargaining Agreement
SII.C3.4	PA Collective Bargaining Agreement
SII.C3.5	UPSEU White Collar Collective Bargaining Agreement
SII.C3.6	UPSEU Blue Collar Collective Bargaining Agreement
SII.C3.7	APA Collective Bargaining Agreement
SII.C3.8	Title IX Policy and Grievance Procedures
SII.C3.9	Board Policy 2005 Whistleblower
SII.C3.10	Sexual Violence Prevalence Survey
SII.C3.11	Vector Employee Trainings
SII.C4.1	BOT Call for Conflicts of Interest and Examples
SII.C4.2	Board Policy 2004 Conflict of Interest and Disclosure Forms
SII.C5.1	MVCC Hiring Process
SII.C5.2	Job Postings Sites and Sources
SII.C5.3	Human Resources Compliance Notices
SII.C5.4	Screening Committee Training
SII.C5.5	Screening Committee Guidance
SII.C5.6	Screening Committee Rubrics
SII.C5.7	Screening Committee Open Forums and Feedback

In-Text Citation	File Name
SII.C5.8	PA Annual Evaluation
SII.C5.9	AMVA Annual Evaluation
SII.C5.10	UPSEU Annual Evaluation
SII.C5.11	Excluded Annual Evaluation
SII.C5.12	Adjunct Instructor Observation
SII.C5.13	AMVA Promotion Instructions
SII.C5.14	PA Promotion Instructions
SII.C5.15	Board Policies 2024 and 2025 Discipline
SII.C5.16	Separation Process
SII.C6.1	Marketing and Communications Policies
SII.C6.2	Sample Admissions Communications
SII.C6.3	Sample Financial Aid Communications
SII.C6.4	Sample Human Resources Communications
SII.C6.5	Sample News Releases
SII.C6.6	Student Consumer Information
SII.C7b.1	Board Policy 3002 Financial Aid and Website
SII.C7b.2	Board Policy 3003 Accessibility Resources
SII.C7b.3	Board Policy 2014 Anti-Discrimination and Anti-Harassment
SII.C7b.4	Office of Accessibility Resources (OAR)
SII.C7b.5	Educational Opportunity Program (EOP)
SII.C7b.6	Upward Bound
SII.C7b.7	College Community Connection (C3)
SII.C7b.8	Board of Trustees Minutes Showing Approval of Tuition and Fees
SII.C7b.9	SUNY Tuition Rate Survey
SII.C7b.10	IPEDS Financial Aid
SII.C7b.11	Institutional Advancement Scholarship Information
SII.C7b.12	Foundation KPIs
SII.C7b.13	Academic Advantage Pack
SII.C7b.14	Center for Community and Corporate Education (CCED)
SII.C7b.15	Ellucian Advise Alert Guide
SII.C7b.16	SUNY DEI Campus Climate Survey
SII.C7c.1	Financial Aid CF100 Presentation
SII.C7c.2	Board Policy 3014 Withdrawal
SII.C7c.3	Board Policy 4006 Refund
SII.C7c.4	Financial Aid Information in College Catalog
SII.C8a.1	Required Disclosure URLs
SII.C8a.2	Student Achievement Data
SII.C8a.3	Financial Aid Program Participation Agreement
SII.C8a.4	Title II Resources
SII.C8a.5	College Catalog 2026-27
SII.C8b.1	Accreditation Webpage
SII.C8c.1	Health Science Licensure Pass Rates
SII.C8d.1	Authorization to Operate
SII.C8d.2	IPEDS 12-Month Enrollment
SII.C8d.3	IPEDS Graduation Rates
SII.C8e.1	Multi-Factor Authentication
SII.C8e.2	MyMV
SII.C8e.3	Student Technology Kick Start
SII.C8e.4	Academic Records and Verification

In-Text Citation	File Name
SII.C8e.5	Online Authorization, Licensure, Complaints, and Policies
SII.C8f.1	MSCHE Substantive Change Requests
SII.C8f.2	MSCHE Accreditation Actions
SII.C9.1	Board Policy 1019 Policy on Policies
SII.C9.2	Legal Review of Policies
SII.C9.3	Documentation of Periodic Review of Policies

Standard III

In-Text Citation	File Name
III.Intro.1	Enrollment by Program
III.C1a.1	Program Roadmap
III.C1a.2	College-Wide Curriculum Committee Charter
III.C1a.3	SUNY Guide to Academic Program Planning Procedures
III.C1a.4	CWCC Curriculum Guidelines, Processes, and Help Manual
III.C1a.5	Curriculum Map
III.C1a.6	Curriculum Mapping Guidelines
III.C1a.7	POAR Template
III.C1a.8	Applied Learning Courses
III.C1a.9	Applied Learning Workgroup Report
III.C1b.1	Board Policy 6002 Class Periods Length
III.C1b.2	SUNY Credit Contact Hour Policy
III.C1c.1	SUNY Academic Program Definitions
III.C1c.2	Academic Credentials
III.C1c.3	SUNY Transfer Paths
III.C1c.4	Accreditation Webpage
III.C1c.5	Engineering Accreditation
III.C1c.6	Nursing Accreditation
III.C1c.7	Health Information Technology Accreditation
III.C1c.8	Radiologic Technology Accreditation
III.C1c.9	Respiratory Care Accreditation
III.C1c.10	Surgical Technology Accreditation
III.C2a.1	Student Course Survey Results
III.C2a.2	SUNY Chancellor's Awards for Excellence Winners
III.C2b.1	Faculty Qualifications
III.C2c.1	Full-Time and Adjunct Faculty Breakdown
III.C2c.2	PA Collective Bargaining Agreement (Article 5)
III.C2c.3	IPEDS Human Resources
III.C2c.4	Average Class Size
III.C2c.5	Class Enrollment Fill Rate
III.C2d.1	New Faculty Experience Schedule
III.C2d.2	NFE Survey Results
III.C2d.3	Adjunct Orientation Schedule
III.C2d.4	Center for Inclusive Teaching Excellence
III.C2d.5	Employee Enrichment
III.C2d.6	2024-25 Institute Sessions
III.C2d.7	Faculty Request for Professional Development Funds
III.C2d.8	Faculty Sabbatical Leave Process
III.C2d.9	Faculty Assessment Survey Results
III.C2e.1	PA Annual Evaluation

In-Text Citation	File Name
SIII.C2e.2	Perform Signatures
SIII.C2e.3	Faculty Observation Guidelines
SIII.C2e.4	Online Evaluation OSCQR Rubric
SIII.C2e.5	Adjunct Instructor Observation Procedures
SIII.C2e.6	Faculty Promotion Instructions
SIII.C2e.7	Continuing Appointment Procedures
SIII.C3.1	Catalog Webpage
SIII.C3.2	College Catalog 2026-27
SIII.C3.3	Dual Credit Instructor Evaluation
SIII.C3.4	Accelerated Pathways
SIII.C3.5	College in Prison Program
SIII.C3.6	Center for Community and Corporate Education (CCED)
SIII.C3.7	mvconnect Catalog
SIII.C3.8	Free FastTrack Career Program
SIII.C3.9	Free FastTrack Grant
SIII.C3.10	Advanced Institute for Manufacturing
SIII.C3.11	Small Business Development Center
SIII.C3.12	SUNY Apprenticeship Program
SIII.C3.13	Accelerated Pathways Program Enrollment
SIII.C3.14	College in Prison Program Enrollment
SIII.C3.15	CCED Enrollment
SIII.C4.1	Sample Syllabus
SIII.C4.2	Brightspace Orientation
SIII.C4.3	Online Learning Readiness Quiz
SIII.C4.4	Students Enrolled in Distance Ed Courses
SIII.C4.5	Faculty Brightspace Training
SIII.C4.6	Structured Instructional Activity (SIA) Form
SIII.C4.7	Educational Technologies Procedures
SIII.C4.8	Online Authorization, Licensure, Complaints, and Policies
SIII.C4.9	MVCC Libraries
SIII.C4.10	Library Policies
SIII.C4.11	Library Contact Information
SIII.C4.12	Ask Us 24-7
SIII.C4.13	Library Reference Data
SIII.C4.14	Total Library FTE Staff
SIII.C4.15	IPEDS Library Summary
SIII.C4.16	Empire State Library Network Agreement
SIII.C4.17	Information Literacy Course Learning Outcomes
SIII.C4.18	Library Instruction Learning Outcomes
SIII.C4.19	Librarian-Led Instruction Sessions
SIII.C4.20	Library Instructional Videos
SIII.C4.21	Information Literacy Training for Faculty and Staff
SIII.C4.22	Learning Commons Webpage
SIII.C4.23	Learning Commons POAR
SIII.C4.24	Student Request for Tutoring Form
SIII.C4.25	Library POAR
SIII.C4.26	Library Instruction Survey Results
SIII.C4.27	Library Satisfaction Survey Results
SIII.C5a.1	College Wide Competencies and Supporting Outcomes

In-Text Citation	File Name
SIIL.C5a.2	SUNY General Education Requirements
SIIL.C5a.3	MVCC General Education Requirements
SIIL.C5a.4	General Education Quick Reference Guide
SIIL.C5a.5	General Education Committee
SIIL.C5b.1	General Education Course Approval Form
SIIL.C5b.2	AOS General Education Documentation
SIIL.C5b.3	General Education Curriculum Map
SIIL.C5b.4	General Education Course Approvals
SIIL.C5b.5	General Education Assessment Plan
SIIL.C5b.6	General Education Committee Meeting Minutes
SIIL.C7.1	CCED Third-Party Provider Agreements
SIIL.C8.1	2021 and 2024 SUNY Student Satisfaction Survey Results

Standard IV

In-Text Citation	File Name
SIV.C1a.1	Sample Marketing Materials
SIV.C1a.2	Prospective Students Webpage
SIV.C1a.3	Visit MVCC Webpage
SIV.C1a.4	IPEDS 12-Month Enrollment
SIV.C1a.5	Strategic Enrollment Management Workgroup Charter
SIV.C1a.6	ATD Dual Credit SEM White Paper
SIV.C1a.7	Application Webpage
SIV.C1a.8	International Admissions Webpage
SIV.C1a.9	Admissions Profile
SIV.C1a.10	Advisement Roles and Responsibilities
SIV.C1a.11	Career Development Center Webpages
SIV.C1a.12	Financial Aid Webpage
SIV.C1a.13	Business Office Webpage
SIV.C1a.14	Federal Student Loan Cohort Default Rates
SIV.C1a.15	Average Student Loan Indebtedness
SIV.C1a.16	IPEDS Financial Aid
SIV.C1a.17	SUNY Institutional Research Fact Book
SIV.C1a.18	Foundation Emergency Relief Loan
SIV.C1a.19	Foundation Scholarship Webpages
SIV.C1a.20	Foundation KPIs
SIV.C1a.21	Academic Achievement Webpage
SIV.C1a.22	SUNY Chancellor's Award for Student Excellence
SIV.C1a.23	Educational Opportunity Program Webpages
SIV.C1a.24	Career Transition Program
SIV.C1a.25	SUNY Reconnect Program
SIV.C1b.1	College Senate Minutes Showing Placement Recommendations
SIV.C1b.2	Placement Testing Webpages
SIV.C1b.3	Admissions Webpages
SIV.C1b.4	ESOL Program Information
SIV.C1b.5	Placement Testing Exemption Codes
SIV.C1b.6	Developmental-Gateway Passing Rates
SIV.C1c.1	Admissions Email After Acceptance
SIV.C1c.2	Online Orientation Information
SIV.C1c.3	Student Orientation Data

In-Text Citation	File Name
SIV.C1c.4	New Student Welcome Survey
SIV.C1c.5	New Student Welcome Emails
SIV.C1c.6	General Studies Student Welcome Email
SIV.C1c.7	Commuter Welcome Days
SIV.C1c.8	Student Employment Orientation
SIV.C1c.9	EOP Summer College Orientation
SIV.C1c.10	ResHall Accepted Student Day
SIV.C1c.11	Advisement Communication Plan
SIV.C1c.12	Holistic Student Support Satisfaction Survey
SIV.C1c.13	Assisted Registration Data
SIV.C1c.14	Evidence of Data-Driven Changes
SIV.C1c.15	Academic Standing Webpage
SIV.C1c.16	Academic Probation Action Plan
SIV.C1c.17	Health and Wellness Center Webpage
SIV.C1c.18	Healthy Lifestyles Workgroup Charter
SIV.C1c.19	CARE Team Charter
SIV.C1c.20	Care and Wellbeing Coordinator Job Description
SIV.C1c.21	CARE Team Webpages
SIV.C1c.22	CARE Team Referral Experience Survey Results
SIV.C1d.1	Learning Commons Webpages
SIV.C1d.2	Learning Commons POAR
SIV.C1d.3	Office of Accessibility Resources POAR
SIV.C1d.4	College-Community-Connection Webpages
SIV.C1d.5	C3 Data - Food Bank of CNY Purchases
SIV.C1d.6	C3 Data - Students Served
SIV.C1d.7	C3 Agreement with Food Bank of Central New York
SIV.C1d.8	C3 Data - Emergency Grants
SIV.C1d.9	C3 POAR
SIV.C1d.10	Career Center Data
SIV.C1d.11	SUNY Student Satisfaction Survey Rankings
SIV.C1d.12	Transfer Advisement Webpages
SIV.C1e.1	IPEDS Fall Enrollment
SIV.C1e.2	IPEDS Graduation Rates
SIV.C1e.3	IPEDS Transfer Rates
SIV.C1e.4	SUNY Fast Facts Data
SIV.C1e.5	Academic Momentum Whitepaper
SIV.C1e.6	Strategic Framework and Annual Plan 2026-2027
SIV.C1e.7	Survey of Community College Outcomes Report
SIV.C2.1	Transfer Credit Evaluation and Policies Webpages
SIV.C2.2	Credit for Experiential Learning Policy
SIV.C2.3	CLEP Testing
SIV.C2.4	College Catalog - The Admissions Process
SIV.C2.5	Prior Learning Assessment Data
SIV.C2.6	Transcript Evaluation Timeframe
SIV.C2.7	BOCES Articulation Agreement and Webpage
SIV.C2.8	PLA Workgroup Recommendations
SIV.C2.9	PLA Campus Implementation Action Plan
SIV.C2.10	Credit for Experiential Learning Dynamic Form
SIV.C2.11	Coordinator of Experiential and Justice-Involved Learning Job Description

In-Text Citation	File Name
SIV.C3.1	Board Policy and Procedures 5001 - Information Security
SIV.C3.2	Multifactor Authentication for Student Accounts
SIV.C3.3	Information Security One Sheet
SIV.C3.4	MVCC Written Information Security Program
SIV.C3.5	Information Technology Strategic Plan
SIV.C3.6	FERPA Information on MVCC Website
SIV.C3.7	Release of Student Information Catalog
SIV.C3.8	Release of Student Information Student Handbook
SIV.C3.9	FERPA Compliance Mandatory Training from Human Resources
SIV.C3.10	SUNY Record Retention Website
SIV.C3.11	Request for Directory Exclusion Dynamic Form
SIV.C3.12	Disclosure Authorization Dynamic Form
SIV.C4.1	Students Clubs and Organizations on MVCC Website
SIV.C4.2	Students Clubs and Organizations Handbook
SIV.C4.3	Student Congress Webpage
SIV.C4.4	Student Leadership Academy Webpage
SIV.C4.5	Student Clubs and Organizations Data
SIV.C4.6	Residence Life Webpages
SIV.C4.7	NJCAA Handbook
SIV.C4.8	Standards and Procedures for Athletics
SIV.C4.9	Student-Athlete Headcount
SIV.C4.10	Average Student GPA by Sport
SIV.C5.1	Agreement with Nelnet
SIV.C5.2	Nelnet Tuition Payment Plan
SIV.C6.1	Community College Survey of Student Engagement Results
SIV.C6.2	Senate Minutes Reflecting SSA Model
SIV.C6.3	Holistic Student Support POAR
SIV.C6.4	2021 and 2024 SUNY Student Satisfaction Survey Results
SIV.C6.5	Nonacademic Assessment Review Rubric
SIV.C6.6	POAR Template
SIV.C6.7	Financial Aid POAR
SIV.C6.8	Functional Area Review Template

Standard V

In-Text Citation	File Name
SV.C1.1	College Wide Competencies and Supporting Outcomes
SV.C1.2	College Catalog 2026-27
SV.C1.3	Watermark PLOs Example
SV.C1.4	Program Mapping Workbook
SV.C2a.1	SUNY Assessment Trustees Resolution 2010-039
SV.C2a.2	Assessment Workshop Materials
SV.C2a.3	Academic POAR - Watermark
SV.C2a.4	Academic POAR - Planning Sheet
SV.C2b.1	IPEDS Graduation Rates
SV.C2b.2	SUNY Data Warehouse Dashboard - 2020 Cohort
SV.C2b.3	SUNY Data Warehouse Dashboard - 2021 Cohort
SV.C2b.4	SUNY Data Warehouse Dashboard - 2022 Cohort
SV.C2b.5	National Student Clearinghouse Transfer Data
SV.C2b.6	IPEDS Transfer Rates

In-Text Citation	File Name
SV.C2b.7	Placement Rates DOL Data
SV.C2b.8	Post-Graduation Survey
SV.C2b.9	SUNY Grad Wages Dashboards
SV.C2b.10	2021 and 2024 SUNY Student Satisfaction Survey Results
SV.C2b.11	Board of Trustees KPI Report - April 2025
SV.C2b.12	2025 MVCC Student Pulse Survey Results
SV.C2b.13	Board of Trustees KPI Report - November 2025
SV.C2b.14	Previous Commencement Survey
SV.C2b.15	Previous Commencement Survey Results
SV.C2b.16	Updated Commence Survey
SV.C2c.1	Background on the Switch to Watermark
SV.C2c.2	Coordinator of Assessment and Academic Programming Job Description
SV.C2c.3	Assessment Webpages
SV.C2c.4	NFE Assessment Workshop Agenda
SV.C2c.5	Assessment Basics Course Outline
SV.C2c.6	Assessment Budget Request
SV.C2c.7	Eye of the Hawk Award
SV.C2c.8	Institutional Effectiveness Plan
SV.C2c.9	Institutional Effectiveness Council Charter
SV.C2c.10	APR Procedure
SV.C2c.11	APR Template
SV.C2c.12	APR Feedback Flow
SV.C2c.13	APR Committee Charter
SV.C2c.14	Summary of APR Feedback
SV.C2c.15	APR Data Dashboard
SV.C2c.16	Culinary Arts Management AOS POAR
SV.C2c.17	Accounting AAS APR
SV.C2c.18	External Review Template
SV.C3.1	Business Administration AS POAR
SV.C3.2	Watermark Innovation Award
SV.C3.3	Center for Accelerated Pathways POAR
SV.C3.4	CCED Completion Survey
SV.C3.5	Center for Corporate and Community Education POAR
SV.C3.6	General Education Assessment Results
SV.C4.1	Accreditation Webpage
SV.C4.2	Engineering Accreditation
SV.C4.3	Nursing Accreditation
SV.C4.4	Health Information Technology Accreditation
SV.C4.5	Radiologic Technology Accreditation
SV.C4.6	Respiratory Care Accreditation
SV.C4.7	Surgical Technology Accreditation
SV.C5.1	Institutional Effectiveness Committee Retreat Meeting Minutes
SV.C5.2	IEC Meeting Minutes
SV.C5.3	APR Committee Meeting Minutes
SV.C5.4	Assessment and Academic Programming POAR

Standard VI

In-Text Citation	File Name
SVI.C1.1	Strategic Framework and Annual Plan 2026-2027

In-Text Citation	File Name
SVI.C1.2	Summary of KPI Measures for Board
SVI.C1.3	Department Goals
SVI.C1.4	Budget Request Template
SVI.C1.5	POAR Template
SVI.C1.6	Assessment and Academic Programming POAR
SVI.C2.1	Governance Structure
SVI.C2.2	Organizational Charts
SVI.C2.3	President's Report to College Senate
SVI.C2.4	College Senate By-Laws
SVI.C2.5	Institutional Effectiveness Council Charter
SVI.C2.6	IEC Plan
SVI.C2.7	Data Summit Webpage
SVI.C5.1	Supervisor Training Budget
SVI.C5.2	Budget Conversation Invitation and Presentation
SVI.C5.3	Board of Trustees Approval of Budget
SVI.C5.4	Budget vs. Actual Analysis
SVI.C6.1	Master Plan Amendment for Dental Hygiene
SVI.C6.2	College in Prison Program Budget
SVI.C6.3	Classroom Technology Replacement Schedule
SVI.C6.4	Information Technology Strategic Plan
SVI.C6.5	2023-24 Employee Satisfaction and Engagement Survey Results
SVI.C6.6	Fall 2024 Employee Satisfaction and Engagement Survey
SVI.C6.7	Fall 2025 Employee Satisfaction and Engagement Survey
SVI.C6.8	Fall 2026 Employee Satisfaction and Engagement Survey
SVI.C6.9	2021 and 2024 SUNY Student Satisfaction Survey Results
SVI.C6.10	Capital Project Improvements
SVI.C6.11	Applied Technology Center
SVI.C6.12	Mohawk Valley ON-RAMP Business Plan
SVI.C6.13	HR Staffing Plan
SVI.C6.14	2026-27 Operating Budget Request
SVI.C6.15	MVCC Quick Facts Webpage
SVI.C7.1	Analysis of State and Local Appropriations Revenue
SVI.C7.2	Auxiliary Services Corporation Articles of Incorporation
SVI.C7.3	Auxiliary Services Corporation Bylaws
SVI.C7.4	Dormitory Corporation Certificate of Incorporation
SVI.C7.5	Dormitory Corporation Resolution
SVI.C7.6	MVCC Foundation Certificate of Incorporation
SVI.C7.7	MVCC Foundation Bylaws
SVI.C7.8	Auxiliary Services Corporation MOU with College
SVI.C7.9	Dormitory Corporation MOU with College
SVI.C7.10	MVCC Foundation MOU with College
SVI.C7.11	ASC Contract with Barnes & Noble
SVI.C7.12	ASC Contract with American Dining Creations
SVI.C7.13	Budget Manager Request Documents
SVI.C7.14	Foundation KPIs
SVI.C7.15	MVCC Foundation Strategic Financial Services Statements
SVI.C7.16	MVCC Foundation Budget
SVI.C8.1	Board of Trustees Policies - Financial Resources
SVI.C8.2	Board Policy 4013 Fund Balance

In-Text Citation	File Name
SVI.C8.3	Historical Fund Balance Analysis
SVI.C8.4	Chief Financial Officer Job Description
SVI.C8.5	Treasurer's Report to Board of Trustees
SVI.C8.6	Board of Trustees Finance and Audit Committee Charter
SVI.C8.7	2022 MVCC Management Letter and Financial Statements
SVI.C8.8	2023 MVCC Management Letter and Financial Statements
SVI.C8.9	2024 MVCC Management Letter and Financial Statements
SVI.C8.10	2025 MVCC Management Letter and Financial Statements
SVI.C8.11	2022 Foundation Management Letter and Financial Statements
SVI.C8.12	2023 Foundation Management Letter and Financial Statements
SVI.C8.13	2024 Foundation Management Letter and Financial Statements
SVI.C8.14	2025 Foundation Management Letter and Financial Statements
SVI.C8.15	2022 Dorm Corp Management Letter and Financial Statements
SVI.C8.16	2023 Dorm Corp Management Letter and Financial Statements
SVI.C8.17	2024 Dorm Corp Management Letter and Financial Statements
SVI.C8.18	2025 Dorm Corp Management Letter and Financial Statements
SVI.C8.19	2022 ASC Management Letter and Financial Statements
SVI.C8.20	2023 ASC Management Letter and Financial Statements
SVI.C8.21	2024 ASC Management Letter and Financial Statements
SVI.C8.22	2025 ASC Management Letter and Financial Statements
SVI.C8.23	Federal Funds Procedure Manual
SVI.C8.24	Business Office Procedure Guide
SVI.C9.1	Watermark Assessment SOP
SVI.C9.2	College Senate Minutes Discussing Guided Pathways
SVI.C9.3	Faculty Caucus Minutes Discussing Guided Pathways
SVI.C9.4	College Senate Minutes Discussing Loaner Laptops
SVI.C9.5	MV Gives Campaign - Loaner Laptops Donor Designation
SVI.C9.6	Student Congress Minutes Discussing Guided Pathways
SVI.C9.7	Board of Trustees Minutes Discussing Guided Pathways
SVI.C10.1	Facilities Master Plan RFP and Board of Legislators Approval
SVI.C10.2	2010 Facilities Master Plan
SVI.C10.3	Capital Budget and Expenditure Tracking
SVI.C10.4	Information Technology Budget Request
SVI.C10.5	Information Technology Replacement Tracking
SVI.C10.6	Board Policy 5014 Elimination of Single-Use Plastics
SVI.C10.7	MVCC Plastic Reduction Reporting
SVI.C10.8	Facilities and Sustainability Committee Charter
SVI.C10.9	Lease Agreements
SVI.C10.10	Liability Insurance Policy
SVI.C10.11	Property Insurance Policy
SVI.C11.1	2021 MVCC Management Letter and Financial Statements
SVI.C11.2	Return of Title IV Funds Procedures
SVI.C11.3	Program Participation Agreement
SVI.C11.4	Eligibility and Certification Approval Report
SVI.C12.1	KPI Report to Board about College Finances
SVI.C12.2	Institutional Effectiveness Committee Retreat Meeting Minutes
SVI.C13.1	Annual Planning Refinements
SVI.C13.2	Office of Institutional Advancement POAR
SVI.C13.3	Summary of Grants

Standard VII

In-Text Citation	File Name
SVII.C1.1	Board of Trustees Policies Webpage
SVII.C1.2	MVCC Establishment and Accreditation Status
SVII.C1.3	Sample Board of Trustees Agendas
SVII.C1.4	Governance Structure
SVII.C1.5	Organizational Charts
SVII.C1.6	President's Cabinet Charter
SVII.C1.7	President's Cabinet Webpage
SVII.C1.8	College Senate Bylaws
SVII.C1.9	College Senate Webpage
SVII.C1.10	College Senate Committees and Charters
SVII.C1.11	Faculty Caucus Bylaws
SVII.C1.12	Faculty Caucus Charter
SVII.C1.13	Student Congress Constitution and Bylaws
SVII.C1.14	Student Congress Webpage
SVII.C1.15	Student Congress Agendas
SVII.C1.16	Board Policy 1003 Duties of the Officers
SVII.C1.17	College Senate Minutes Discussing Body Cameras
SVII.C1.18	Auxiliary Services Corporation Articles of Incorporation
SVII.C1.19	Auxiliary Services Corporation Bylaws
SVII.C1.20	Auxiliary Services Corporation MOU with College
SVII.C1.21	MVCC Foundation Certificate of Incorporation
SVII.C1.22	MVCC Foundation Bylaws
SVII.C1.23	MVCC Foundation MOU with College
SVII.C1.24	Dormitory Corporation Certificate of Incorporation
SVII.C1.25	Dormitory Corporation Resolution
SVII.C1.26	Dormitory Corporation MOU with College
SVII.C2a.1	Board Policy 1001 Members of the Board
SVII.C2a.2	Current Board Members Bios and CVs
SVII.C2a.3	NYS Education Law about Board of Trustees
SVII.C2a.4	Board Minutes Showing Approval of Budget and Annual Plan
SVII.C2a.5	Board Minutes Showing Approval of Tuition, Audits, and Capital Expenditures
SVII.C2a.6	Summary of KPI Measures for Board
SVII.C2a.7	Board Minutes Showing Conferral of Degrees
SVII.C2b.1	Board Policy 1007 Conflict of Interest
SVII.C2b.2	Board Policy 2005 Whistleblower
SVII.C2b.3	Oneida County Annual Disclosure Form
SVII.C2b.4	BOT Call for Conflicts of Interest and Examples
SVII.C2b.5	Board Policy 1010 Committees of the Board
SVII.C2b.6	Board of Trustees Committees
SVII.C2c.1	Board Policy 1004 Responsibilities of the Board
SVII.C2d.1	Board Actions on Academic Programs
SVII.C2d.2	Academic School Presentations to the Board
SVII.C2d.3	Board Policy 1019 Policy on Policies
SVII.C2e.1	Treasurer's Report to Board of Trustees
SVII.C2e.2	Invitation to Oneida County Board of Legislators
SVII.C2f.1	SUNY College and University Councils and Boards of Trustees Guidance
SVII.C2f.2	Evaluations of the College President
SVII.C2g.1	Board Policy 1013 Board Professional Development

In-Text Citation	File Name
SVII.C2g.2	Board of Trustees Self-Evaluation
SVII.C2g.3	Board of Trustees KPIs
SVII.C2j.1	College President Job Description
SVII.C2k.1	Board Agenda Showing Review of Self-Study Report
SVII.C2k.2	Executive Director of Organizational Culture and Wellness Job Description and CV
SVII.C3a.1	SUNY Guidelines for Presidential Searches for Community Colleges
SVII.C3a.2	President Appointment Resolutions
SVII.C3a.3	New York Community College President Tenures
SVII.C3a.4	President's Friday Focus Examples to Board
SVII.C3b.1	President CV and Accomplishments
SVII.C3c.1	Board Policy 1018 Strategic Planning
SVII.C3c.2	College Senate President's Report Showing Changes to Planning Process
SVII.C3c.3	President's College Update Email Example
SVII.C3c.4	Budget Conversation Invitation and Presentation
SVII.C3c.5	Strategic Framework and Annual Plan 2026-2027
SVII.C3c.6	Fall 2025 Employee Satisfaction and Engagement Survey
SVII.C3d.1	Cabinet Meeting Summary Example
SVII.C3d.2	2023-24 Employee Satisfaction and Engagement Survey Results
SVII.C3d.3	Fall 2024 Employee Satisfaction and Engagement Survey
SVII.C3d.4	Spring 2025 Employee Leadership and Teamwork Survey
SVII.C3d.5	Fall 2025 Employee Satisfaction and Engagement Survey
SVII.C3d.6	Spring 2026 Employee Leadership and Teamwork Survey
SVII.C3d.7	Fall 2026 Employee Satisfaction and Engagement Survey
SVII.C4a.1	HR Staffing Plan
SVII.C4b.1	Executive Director of Equity and Inclusion Job Description and CV
SVII.C4b.2	Executive Director of Marketing and Communications Job Description and CV
SVII.C4b.3	Vice President for Learning and Academic Affairs Job Description and CV
SVII.C4b.4	Vice President for Student Affairs Job Description and CV
SVII.C4b.5	Vice President for Administrative Services Job Description and CV
SVII.C4b.6	Executive Director of Human Resources Job Description and CV
SVII.C4b.7	Chief Financial Officer Job Description and CV
SVII.C4b.8	Administrator Meeting Agenda Examples
SVII.C4b.9	Supervisor Training Presentation Example
SVII.C4c.1	Administrator Job Descriptions
SVII.C4d.1	Information Technology Job Functions
SVII.C4e.1	Vice Presidents' Report to College Senate
SVII.C4e.2	Student Congress Report to College Senate
SVII.C4e.3	Academic Dean Team Meeting Agendas
SVII.C4f.1	Administrator Evaluation Timelines and Templates
SVII.C4f.2	POAR Template
SVII.C4f.3	Office of Institutional Research and Analysis POAR
SVII.C5.1	History of Governance Priorities
SVII.C5.2	Focus Groups Summary and Findings
SVII.C5.3	College Senate Assessment Plan
SVII.C5.4	College Senate Check-In Survey Response Summary
SVII.C5.5	Cabinet and Senate Annual Review Meeting Agendas
SVII.C5.6	College Senate Bylaws Change
SVII.C5.7	Faculty Council of Community Colleges Wellness Check Summary
SVII.C5.8	College Senate Task Force on Committees and Councils