



Self Study 2018



Submitted to the Middle States Commission on Higher Education

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Foreword

Supporting documents to the MVCC Self Study are labeled as “Attachments” and are numbered according to their order of appearance within each chapter. Due to their number and size, the attachments have not been bound with the Self Study document. The Self Study document and attachments are available on the enclosed flash drive and <https://mvcc-term.mvcc.edu> (must be opened in Internet Explorer). In these versions, exhibits are internally linked to the Self Study document for accessibility. For those items requiring a login, Team members should use the **User name:** middlestates and the **Password:** Team2018. For your convenience, the attachments for each chapter can be found on your flash drive.

The current Institutional Effectiveness and Assessment Plan and the results of the Employee Survey and SUNY Student Opinion Survey (SOS) are referenced throughout the entire document. Therefore, these documents can be found as Appendix items.

To assist the College in implementing the findings of the Self Study, each chapter ends with lists of Commendations and Commitments.

Executive Summary



Executive Summary

This Self Study process has been a tremendous opportunity for Mohawk Valley Community College to collectively reflect on the past, present, and future of the organization. In preparation for reaccreditation by the Middle States Commission on Higher Education, we completed two years of research, planning, and analysis of the College's performance in light of the MSCHE Standards for Accreditation and Requirements of Affiliation. This report highlights several changes at the College, including new leadership and organizational restructuring, all designed to enhance the student experience at the College and maximize our community impact.

MVCC is guided by its Vision, Mission, Core Values, and Strategic Plan. It is an organization that engages in forethought and planning guided by a solid organizational philosophy grounded in student success, academic excellence, and community engagement. Our Mission is to *provide 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.* As a result, this Self Study has reinforced the College's collective commitment to several key endeavors.

A Commitment to our Vision, Core Values, and Strategic Plan: As the Mission captures *what* we do, MVCC's vision to *Transform Lives through Learning* provides our *why* and our Core Values provides guidance for *how* we go about that work.

Commitment to the Core Values

The Core Values to *Model the Way, Inspire Confidence, Encourage Excellence, and Embrace our Community* are intended to guide every interaction and every decision at the College. MVCC determined these values through a process of collecting stories from faculty, staff, students, and community members pertaining to their experiences, and analyzed these stories for emergent themes. What manifested was a compilation of the values that guide MVCC's work and inform its behaviors. The values are the words of those who compose the College community, and they represent the aspirations of the College. These values are woven throughout the fabric of this document and play a role in helping people understand why MVCC functions as it does.

Commitment to the Strategic Plan

The Strategic Plan is titled *Catalyst 2020* to symbolize community feedback that reinforced the notion that MVCC is viewed as a catalyst in all our community efforts. The Plan is the culmination of intentional community engagement with assistance of the Paige Group, a local communications firm, to maximize participation of the College's constituents. Almost 900 people from more than 100 organizations participated in focus groups to inform the design of *Catalyst 2020*. The primary themes that emerged from the participants identified that MVCC is viewed as a community hub, as a thought-leader in the community, and as an educational asset that drives regional economic growth. MVCC utilized this feedback and related perceptions to design a five-year Strategic Plan that includes five strategic goals: Increase Student Completion, Strengthen the Educational Pipeline, Advance Diversity and Inclusiveness, Expand Applied Learning, and Develop the Workforce and Community. This process included a move from previous activity-based strategic plans with lengthy narratives to a metric-based approach with

13 specific objectives that drive the development of individual and department goals that inform the creation of the institutional Annual Plan.

Commitment to Student Success

Although MVCC has been committed to student success since our founding in 1946 to support returning WWII veterans, the College has made more significant progress in recent years. The three-year graduation rate had not moved +/- 1% in more than a decade — essentially stuck at 23%. MVCC started to accelerate student success efforts in 2012-2013 and joined the Achieving the Dream Network in 2014. At our first annual all-College Data Summit meeting in January 2015 the entire College was made aware of our 23% graduation rate. Additionally, it was shared that the achievement gap for black (8%) and Hispanic (14%) students was significant. Through several changes and focused efforts, the January 2017 Data Summit revealed that the overall graduation rate rose to 31% and the achievement gaps were substantially closed for black (18%) and Hispanic (24%) students. During this period, MVCC also secured a federal Title III grant, a State community schools grant, and joined the AACC Guided Pathways 2.0 cohort, so we fully anticipate these numbers to continue to improve in the future.

Commitment to Economic Development

Founded as a technical institute, MVCC has maintained a comprehensive array of career and technical programs more than 70 years later. The College has a reputation for anticipating and responding to workforce development needs as demonstrated by the addition of an Airframe and Powerplant program in 2006 to provide technicians for a new employer operating at the former Air Force base in Rome. More recently, MVCC developed a Mechatronics program in anticipation of potential nanotechnology employers moving into the area. In 2016, MVCC developed a Remotely Piloted Aircraft Systems program to meet emerging workforce demands in the Unmanned Aircraft Systems (UAS) sector as the result of the Griffiss Business and Technology Park (former Griffiss Air force Base) being designated as one of seven sites approved nationally by the Federal Aviation Administration to test drones in commercial airspace. The College also maintains a robust non-credit workforce development operation that provides customized training to individuals and local business and industry that includes the Advanced Institute for Manufacturing (AIM), which is a New York State designation with federal and state funding streams to serve manufacturers in the local six-county region. Finally, the home of innovative new companies (thINCubator) provides non-credit programming as well as consulting and support for entrepreneurs interested in starting new businesses in the area. Founded in 2013, MVCC's thINCubator assisted 143 entrepreneurs and helped start or accelerate 17 new businesses in the 2017 calendar year alone.

Commitment to Access

The six-county Mohawk Valley region has the lowest average household income in New York State and that shapes our student population, which includes roughly 70% receiving Pell and TAP grants depending on the semester. Additionally, baccalaureate attainment among adults in Oneida County lags state and national averages by 10%, and the county ranks second in the State for adults with high school as their highest level of educational attainment. As a result, MVCC is committed to access. With the main campus located in the southeast corner of the county, MVCC recently completed a \$30 million redevelopment of the branch campus in Rome, which is

in the geographic center of the county, to provide access to more rural areas. Given the pockets of extreme poverty in the City of Utica, MVCC also operates an Education Outreach Center in partnership with the Utica Municipal Housing Authority to offer TASC, Adult Literacy education, and non-credit ESL programming. Finally, despite the number of high-cost technical programs, MVCC consistently sets tuition in the lowest 20% among the 30 SUNY community colleges.

Commitment to Quality

As our core value of Encourage Excellence reinforces, MVCC is committed to quality. Long-standing transfer agreements in specific programs like engineering, arts, natural sciences, and liberal arts have created a legacy of quality and a reputation for strong, high-quality programs. This commitment to quality goes beyond our academic programs to include comprehensive student support services, modern and well-maintained facilities, and a comprehensive athletic program of 19 intercollegiate teams that not only enjoys a consistent overall winning percentage of more than 66% every year, but also includes a student-athlete success center. Finally, as demonstrated by the assessment narrative and evidence provided in this document, the College has a solid assessment program to maintain quality in academic programming and student support services.

Commitment to Diversity, Equity, and Inclusion

Utica is known as the city that loves refugees. While roughly 400 refugees have been resettled in Utica annually for the past two decades, for the past decade, nearly 500 newcomers from the Dominican Republic and Puerto Rico have been resettling in Utica every year. As a result, 42 languages are spoken in the Utica City School District and nearly as many at MVCC. Our ESL offerings have grown, as has the percentage the students of color in the MVCC student profile. Additionally, the LGBT community is strong at MVCC and is supported through an inclusive environment that includes gender-neutral restrooms, an active student club, and preferred name policy. The College's unique Diversity and Global View graduation requirement and participation in the Achieving the Dream Network add to MVCC's commitment in this area — a commitment guided by the College's Diversity, Equity, and Inclusion Council.

Commitment to Innovation

MVCC's future will be both challenging and exciting as tectonic shifts continue to transform the higher education landscape. Community colleges face uncertain financial commitment from the State and their local sponsors. There is an increased call for performance-based outcomes, and the competition for enrollment continues to be challenging. MVCC is committed to modeling the way into this uncertain future by inspiring confidence in its students, faculty, staff, and larger College community. MVCC has a history of being first and finding ways to inculcate a culture of inquiry and innovation. Embracing our role as the first community college in New York State, MVCC was the first Banner school in SUNY (1991), developed a unique Diversity and Global View graduation requirement (2008), became the first SUNY community college to participate in the Achieving the Dream Network (2014), and the second to participate in the AACC Guided Pathways (2017). MVCC also was one of only two community colleges nationwide to receive an i6 entrepreneurship grant from the Department of Commerce to support our thINCubator startup accelerator, and is the only community college in New York to house the Manufacturing

Extension Partnership. Additionally, the HawkVision thinktank provides an external scanning mechanism for the College and drives our participation in the Strategic Horizon Network. Through the Strategic Horizon Network, MVCC facilitates dynamic programming on behalf of the six other members (from four other states) to bring teams of faculty and staff to colloquia around the country twice a year to study disruptive innovation, primarily outside of education.

Commitment to a Vibrant Culture

MVCC recognizes that culture trumps strategy and the best plans can be compromised if great attention is not paid to inculcating a healthy, vibrant organizational culture. With clear vision, mission, values, and plans guiding our collective work, MVCC has made several investments over the past decade to strengthen the organizational environment — from on-boarding new hires, including all new employees taking the Gallup Strengthsfinder and a StartRight program to guide supervisors working with their direct reports so employees receive support from day one, to a New Faculty Institute (NFI) to train our newest faculty members in best pedagogical practices. A robust employee enrichment and professional development program complements a comprehensive recognition program that includes a strong employee wellness component to make sure faculty and staff have exposure to new ideas and access to resources that help them develop skills to thrive in the modern workplace.

Commitment to Community

As the community's college, MVCC embraces its role as both a thought leader in the Mohawk Valley and a catalyst for positive change. The College has a role in addressing essentially every major challenge faced by the community. For example, MVCC has identified more than 50 different initiatives, programs, and services that address 10 major challenges and problems that are stubbornly ever-present in Oneida County. The College actively seeks to partner with local organizations in as many ways as possible to develop and grow partnerships through leveraging resources wherever possible for the benefit of our students and the community. The healthier our community is, the more successful our students will be.

Introduction and Overview



Introduction

College Overview

Located in central New York, Mohawk Valley Community College was the first community college established in the State, and began in 1946 as the New York State Institute of Applied Arts and Sciences at Utica. In 1947, the NYS Board of Regents approved that MVCC could award associate degrees. In 1948, the Institute became a part of the State University of New York (SUNY) system, and in 1950 its name was changed to the SUNY Institute of Applied Arts & Sciences. In 1957, MVCC was allowed to rename itself the Mohawk Valley Technical Institute, and at that time three buildings were constructed at the College's present Utica Campus location. When SUNY discontinued the reference to Institutes in 1963, the institution was given its current name of Mohawk Valley Community College.

At the request of the Air Force, in 1954 MVCC began offering classes at Griffiss Air Force Base in Rome. The Oneida County Board of Legislators gave the College a building from the old Oneida County Hospital in 1973; this became known as the MVCC Extension Center. That site was designated a branch campus in 1980, and the Plumley Complex was added in 1991. During 2015-2017, a more than \$30 million renovation project led to the expansion of the Plumley Complex and the demolition of the old classroom building on the Rome Campus.

MVCC is a publicly funded community college, receiving financing through a combination of student tuition, county-sponsor contribution, and state aid. Ancillary support is received from public and private grants, an active private sector fund-raising program through the MVCC College Foundation, and the business activities of the MVCC Auxiliary Services Corporation.

MVCC currently has almost 100 degrees and certificates providing a range of studies in transfer, professional, and technical programs, with emphases on science, technology, health care, business, social service, and education. Under the related entity of SUNY, MVCC is authorized to award Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Occupational Studies Degrees, as well as Certificates. These programs also are approved by the New York State Education Department. Courses and programs are offered on the Utica and Rome campuses, as well as at five approved additional locations; courses are offered at local high schools and instructional sites. Many online courses and three fully online programs are currently among the offerings.

MVCC has an extensive range of services to support student success for the more than 4,500 FTE students enrolled at the institution. English as a Second Language studies, and remedial and developmental courses in reading, writing, and mathematics support those students who need additional preparation to undertake college-level coursework. An Honors Program and award-winning Phi Theta Kappa honor society help instill leadership and service skills. The Center for Community and Corporate Education, Education Outreach Center, and thINCubator offer a vast range of non-credit courses and customized training opportunities to service community needs.

Self Study Overview

The Self Study process began in Summer 2015, when the President and the Cabinet started discussions on who would lead the effort. It was decided that Dr. Kathleen Linaker, Assistant Vice President and Dean of the School for STEM, Health and Social Sciences, and Art Professor

Christine Miller would serve as Self Study Co-Chairs, and the official announcement and call for volunteers was made to the College in January 2016.

During Fall 2015, the Self Study Design document was drafted and sent to MSCHE. Included in that document were the following outcomes for the MVCC Self Study:

1. Demonstrate how MVCC meets and exceeds the revised MSCHE Standards for Accreditation and Requirements of Affiliation and verify MVCC compliance with Accreditation-Relevant Federal Regulations;
2. Identify, through an evaluative analysis, areas of institutional strength, and areas for institutional improvement, to enable the College to better meet and exceed the five strategic goals;
3. Identify, through an evaluative analysis, both strengths and weaknesses within College initiatives that are specifically designed to meet the five strategic goals (e.g. Achieving the Dream (ATD), Pathways to Graduation Project, Applied Learning Initiative, Corporate and Community Education (CCED) programming), and share findings with the teams overseeing these initiatives; and
4. Provide opportunities for College stakeholders to participate in the Self Study process — making it as inclusive and transparent as possible so that stakeholders gain an enhanced understanding of the College and are thus better equipped to contribute to the College initiatives in meeting the Strategic Goals.

The President, Vice President for Learning and Academic Affairs, Accreditation Liaison Officer (ALO), and Self Study Co-Chairs began to form the Workgroups by selecting from the many individuals who had volunteered. Co-Chairs were selected for each Workgroup, with the effort to pair an Academic Affairs faculty or administrator with a non-Academic Affairs staff member or administrator. The Workgroup Co-Chairs and the Self Study Co-Chairs composed the Steering Committee.

Individuals were assigned to Workgroups based on the Standard they had requested, their background and expertise, and their department and employee affiliation at the College. Additional Workgroup members were asked to join to round out the Workgroup memberships. A few individuals who had volunteered were not selected to be on a Workgroup because of their work on other major College initiatives. All members then were contacted one-on-one and invited to serve on the Workgroups. Membership on the Workgroups ranged from 12 to 15 people, with the exception of the group working on the Accreditation-Relevant Federal Regulations report. That group had two Co-Chairs and a Resource Team of individuals who would compile the information for that report.

The Steering Committee and Workgroups met in Spring 2016 to begin the process and lay out the work that would be conducted in AY2016-17. During that academic year, the Steering Committee met a total of 12 times, with the intent of getting updates on progress from the Workgroup Co-Chairs, sharing information, and ensuring that the timeline was being followed. Workgroups held between five and 14 in-person meetings and many virtual meetings, while gathering information to inform their draft documents. In addition to one-on-one meetings with individuals in various positions at the College, Workgroup members attended “Resource Sessions” that were held by the President’s Cabinet members to help answer questions and inform the process.

Workgroups submitted their first drafts on November 1 and a second draft by the end of December 2016, with the final submission completed by April 1, 2017. During the process, the Self Study Co-Chairs and the ALO met 12 times to review each of the draft reports and provide feedback. The final submission was reviewed by the Self Study Co-Chairs, the ALO, and Dr. Lewis Kahler, Assistant Vice President and Dean of the School for Business, Education and Liberal Arts, who would draft the document.

During Summer 2017, the Self Study was written and the draft was made available to the College community during the week of September 11. Open forums began during the week of September 18, with a total of six forums scheduled over four weeks on both the Utica and Rome campuses. In addition, presentations concerning the progress of the Self Study were made at the opening sessions at the beginning of each semester, and at Board of Trustees, College Senate, and Student Congress meetings. Feedback from the forums and email submissions was examined for feasibility of incorporating the information into the Self Study document. In Fall 2017, the [MVCC Middle States Self Study](#) web page was launched.

Standard I: Mission and Goals



Chapter 1

Standard I: Mission and Goals

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.

Strategic Goals: *Catalyst 2020*

Strategic Goal 1: *Increase Student Completion*

Strategic Goal 2: *Strengthen the Educational Pipeline*

Strategic Goal 3: *Advance Diversity and Inclusiveness*

Strategic Goal 4: *Expand Applied Learning*

Strategic Goal 5: *Develop the Workforce and Community*

MVCC's [Strategic Planning Council](#) (SPC) was created in 1998 with one of its core charges being "... the development of the College's Mission and Vision statements, its College-wide goals, objectives, action plans, and its outcomes assessment procedures." [Membership on the SPC](#) has expanded through the years to be more representative across the College. The Council solicits and reviews comments and input on the Mission, Vision, and Strategic Goal statements from the College community and from the local external community. Its [charter](#) defines the duties and actions of the current SPC.

MVCC has conducted periodic evaluations and revisions of its Mission and Strategic Goals over the past decade. In 2008, the College developed a new Mission statement and Strategic Plan for 2008-2013. In response to internal and external needs, in 2012 the College developed a new Strategic Plan for 2012-2015, instead of waiting until 2013. The current [Mission](#) and Strategic Plan, [Catalyst 2020](#), were developed in 2015. At that time, the College also developed a new [Vision statement](#) and created a [Values statement](#).

MVCC reaffirmed its commitment to the community through this process and sought the help of an external consulting agency ([Attachment SI.1](#)) to engage faculty, staff, administrators, students, and community stakeholders in developing the current College Mission and Strategic Goals. As a result, [Catalyst 2020](#) was developed using the data and feedback received from the 400 community stakeholders, 300 MVCC faculty and staff, and 174 students who participated in focus groups facilitated by MVCC faculty, staff, and administration. Open forums in the form of Campus Conversations were held by the SPC on the Utica and Rome campuses to afford all College employees the opportunity to inform the development of the Mission and Strategic Goals. The survey data and focus group feedback were reviewed by the SPC at its Spring 2015 retreat and were used to inform the strategic planning process. The new Strategic Plan consists of five goals and 13 specific measurable objectives. The metrics ([Attachment SI.2](#)) for those objectives were set after SPC workgroups sifted through and studied a large data set provided by

the Office of Institutional Research and Analysis, including data from the SUNY Student Opinion Survey (SOS), Community College Survey of Student Engagement (CCSSE), and the MVCC Commencement and Graduate Surveys.

Analysis

MVCC engaged faculty, staff, administrators, students, and community stakeholders when developing the current Mission and Strategic Goals. While the primary focus is on its most important internal constituencies (its students) and its internal contexts (meeting the needs of its students), there exists a fair amount of focus on external contexts and constituencies.

Mission

(Requirements of Affiliation 7)

MVCC has a clearly defined [Mission](#) that focuses on external as well as internal contexts and constituencies. The internal constituencies and needs addressed by the Mission include accessible, high-quality educational opportunities, student success, transfer and career pathways, and personal enrichment and development. The external constituencies addressed by the Mission include local stakeholders such as industry and employers, and the citizens of Oneida County. The external contexts addressed by the Mission are accessible, high-quality educational opportunities, local partnerships, and personal enrichment.

Analysis

Efforts have been made to make the Mission widely known to the institution's internal stakeholders. For the 2015 and 2017 administrations of the survey, there were Likert means (on 5.0 scale) of 3.96 and 3.71 respectively on the item "A well-known Mission Statement." The item "My understanding of the current Mission Statement" had a mean of 3.79, which was the highest for all administrations of the survey. The College will continue to demonstrate its support and communication of the Mission Statement.

The College has mechanisms in place to assess the effectiveness of meeting its Mission and Strategic Goals. During Spring 2017, a survey of College employees sought their input on a set of core indicators that would assist the Institutional Effectiveness Council (IEC) and the Cabinet in refining how the College defines and measures success in relation to the Mission statement. Results ([Attachment SI.3](#)) of the survey were reviewed by the IEC and shared at the Board of Trustees Spring 2017 retreat, and the Office of Institutional Research and Analysis has begun to collect current and historical data on the Core Indicators. ([Attachment SI.4](#))

The Mission guides faculty and administration in making decisions related to institutional and educational outcomes and to program and curricular development. All programs are under scrutiny to be consistent with the Mission, ensuring that offerings are well-designed, relevant to current challenges, and are supported by the College's budget. The College will continue efforts to reinforce this link and ensure that the College Mission remains appropriate for its work and offerings.

While the [SUNY Guide for Academic Planning](#) requires that programs and curriculum link to the Mission, the Self Study review noted that the current College-Wide Curriculum Committee

(CWCC) process does not explicitly account for this. MVCC will be exploring ways to integrate this into its CWCC process by working on having the completion of the SUNY Guide as a part of the initial program proposal process. **Commitment 1a**

Strategic Plan Goals

(Requirements of Affiliation 7, 10)

MVCC has clearly defined [Strategic Goals](#) with supporting Directions that provide clarification of the emphasis of each goal and allow the College to be flexible in meeting student and community needs. Furthermore, the goals support the State University of New York's strategic goals, known as [SUNY Excels](#).

Catalyst 2020 reflects the needs of both internal and external constituencies. External constituents, including K-12 partners, transfer institutions and university partners, the regional workforce, and the larger Mohawk Valley community are served by the goals of increasing the K-12 educational pipeline, creating intentional university partnerships that include baccalaureate degree completion on MVCC's Utica Campus, expanding internship and service learning opportunities, creating and delivering new credit and non-credit programming, and building community networks and partnerships.

MVCC also intentionally seeks to serve its internal constituents through student-, faculty-, and staff-centered goals. These include increasing student completion, increasing the percentage of students who transfer to four-year institutions, integrating the [Universal Design for Learning](#) (UDL) standards, increasing the number of students completing internships and service learning projects, recruiting more adult students, and diversifying the faculty and staff to better reflect the student body.

Strategic Goal 1: Increase Student Completion: The higher education partnerships with which MVCC is involved, including [Achieving the Dream](#) (ATD) and the [Pathways to Graduation](#) Project are designed to support this initiative. The goal reflects MVCC's recognition of the importance of the national push for increased student completion, which includes an increase in retention, graduation, and student success.

Strategic Goal 2: Strengthen the Educational Pipeline: Seamless transfer from K-12 to a four-year degree or career is a clear need in American education. This goal is supported by the government's acknowledgement of the increased importance of college degrees, [SUNY's seamless transfer initiative](#), and [Dual Credit](#) (concurrent enrollment) opportunities.

Strategic Goal 3: Advance Diversity and Inclusiveness: According to the American Association of Community Colleges, which is committed to diversity, inclusion, and equity, "diversity is crucial to a democratic society, that diversity enriches the educational experience..." This goal serves to advance principles for curriculum development that give all individuals equal opportunities to learn by integrating the [Universal Design for Learning](#) (UDL) standards into 18 of the MVCC "gateway" course toolkits. These toolkits are virtual course tools for faculty and tutors to use to enhance the student experience. The first courses to have toolkits designed were the "gateway" courses, those with a high enrollment but low success rate and that serve as prerequisites for advancement in programs.

Strategic Goal 4: Expand Applied Learning: The focus on applied learning experiences coincides with [SUNY strategic goals](#) and allows students to gain real-world experience in their field of study. This goal allows MVCC to respond to SUNY's applied learning initiative, reinforcing employers' and transfer institutions' desire that students have real-world experiences such as internships and service learning.

Strategic Goal 5: Develop the Workforce and Community: As identified through this SPC goal development process, external community stakeholders cited a need for workforce development and community partnerships. The [Executive Summary of Recovery: Job Growth and Education Requirements Through 2020](#) notes that by 2020, 65% of all American jobs will require some form of degree or credential. MVCC recognizes its role to continue to expand on workforce development opportunities ([Attachment SI.5](#)) and community partnerships it has already formed. ([Attachment SI.6](#))

Mission and Strategic Plan development and review are extensively vetted through the governance and leadership of the institution. The [Board of Trustees meeting minutes](#) show the partnership of the Board in attending strategic planning and budget workshops and retreats. The Board of Trustees [Bylaws](#) require Board approval of the College's Mission, Vision, Values, and Strategic Plan (Bylaws: 1004 N and O, 1017, 1018). Board members have been very active participants in the College's budgeting and strategic planning processes. In the "Discussion Items" section of the Board of Trustees meetings, the President regularly reports to the Board on any Mission and Strategic Plan updates. The President's Cabinet meeting summaries highlight their involvement in the strategic planning and budgeting processes of the College. Cabinet members play an integral role in ensuring that the College's Mission and Strategic Goals guide planning, budget considerations, and resource allocation.

The College Senate Chair attends the Board of Trustees meetings and is apprised of Mission and Strategic Plan updates. The Senate is kept informed of updates by the President at Senate meetings, and Senate members are encouraged to provide feedback. [College Senate meeting minutes](#) show that members were regularly informed and solicited for input on Mission and Strategic Goals development.

To support the Strategic Plan, individual and departmental objectives are linked to the Strategic Goal Directions. In AY2016-17, an Excel Planning Pivot Table ([Attachment SI.7](#)) file was designed by an IT staff member for the upcoming AY2017-18 budget departmental objectives. This new tool makes the department objectives/measures available to SPC in a more efficient and cogent format. SPC is now sent an electronic copy of this spreadsheet to review throughout the year. This Planning Pivot Table file allows SPC subgroups to sort and compile all the department objectives that pertain to their workgroup's assigned Direction of the Strategic Plan, and collectively they can: (1) review objectives and measures and note where SPC assistance may be needed, no longer relying on only a couple of SPC members to do this; (2) identify budget managers who have not written objectives/measures for their departments; and (3) use the department objectives to gain better insight into goals set at departmental levels and apply this information when choosing which specific items to focus on strategically for the next year of the Catalyst. The Planning Pivot Table facilitates a more timely final examination by the SPC in the spring each year, and allows the SPC to sort and review the department objectives per the Strategic Plan Directions. SPC also marks progress on this spreadsheet at the end of each budget

year. For the first time, beginning with the AY2017-18 budget packets, SPC reviewed the department objectives early enough to use them when developing specific items to focus on for the next year of the Strategic Plan.

The Strategic Plan is integrally embedded into the College's resource allocation process. MVCC's budget packet ([Attachment SI.8](#)) includes a spreadsheet that must be completed by budget managers, noting specific department objectives with measures for each objective. These objectives should align with at least one of the goals/directions in the College's Strategic Plan and should be so identified on the spreadsheet. Review of these departmental objectives and measures assists budget managers and identifies progress on each objective at the end of the budget cycle.

For several years, workshops were held to assist budget managers in drafting annual Department Objectives and measurable outcomes required as part of the budgeting process. The quality of these submissions improved as a result of the training sessions, and during the development of the AY2017-18 budget documents, a final review of the submissions was conducted by the Assessment Liaison, who worked with budget managers to revise any statements that lacked clarity. Going forward, the SPC will conduct a review of these department objectives/measures, assist budget managers as necessary, and examine progress for each objective at the end of the budget year. More discussion on this can be found in Chapter 6 of this Self Study.

Although the Strategic Goals do not directly display student learning outcomes, MVCC has a set of [College-Wide Competencies](#), developed in the mid-1990s, which serve as the institutional-level learning goals. Academic programs detail a course of study that provides the learning experiences to enable students to demonstrate, at a level appropriate to their degree or certificate, the ability to meet the competencies and supporting outcomes. The College-Wide Competencies are discussed in detail in Chapter 5.

The Mission and Strategic Goals support scholarly inquiry and creative activity by encouraging the provision of high-quality educational opportunities and personal enrichment. Faculty and professional staff are required to complete an annual planning report that links their goals with their departmental objectives, which link to the Strategic Plan. Individual [annual planning document](#) goals highlight the scholarly inquiry and creative activity that occur at all levels of the institution. Department supervisors review individual annual plans and address any existing deficiencies with individuals. Also, individuals are responsible for their own self-assessment of their goals by being required to review their previous year's goals according to the established measures. Training has been held for Academic Associate Deans and other administrators so they may better support and assist faculty and staff in writing [SMART](#) goals that will not only help them demonstrate collegiality and professional development, but also support the Strategic Plan.

MVCC has publicized the Mission and Strategic Goals in College publications, a local newspaper, and even the electronic corner sign (currently inoperable) on the Utica Campus and the electronic sign on the Rome Campus. The President has addressed the Mission and Strategic Goals in his speeches and blogs. The faculty/staff newsletter [Communitas](#) had an article about *Catalyst 2020*; however, until the January 2017 distribution of a flyer ([Attachment SI.9](#)) and a few recent publications, there had not been a lot of printed material readily available. MVCC is

beginning to publicize the Mission and Strategic Goals more fully in hopes that it will translate to statements more widely known by College employees. *Catalyst 2020*, and the corresponding annual objectives of the plan, may still seem rather confusing to employees who are not members of the SPC.

The Strategic Goals are consistent with and fully integrated with the Mission, as can be seen by the document linking different parts of the Mission to the five goals. ([Attachment SI.10](#)) In addition, as noted above, metrics have been identified for each of the five Strategic Goals to allow MVCC to assess the progress of meeting the goal benchmarks that have been set for *Catalyst 2020*. The Institutional Effectiveness Council (IEC) and SPC annually review the progress that has been made toward the benchmarks, and the results help to inform specific directions that may be pursued in the coming year. These data have been compiled into *Catalyst 2020* annual plan progress reports during AY2015-16 and AY2016-17. ([Attachment SI.11](#), [Attachment SI.12](#))

While the SPC is the group that looks to the next three to five years and sets the strategic direction of the College, MVCC recognizes that in order to be true innovators in education, it is necessary to look 10, 20, and even 30 years into the future to predict trends and better understand the changing landscape of contemporary education. To this end, in Spring 2016 MVCC formed a futurist group, [Hawk Vision](#), designed to scan the long-term educational timeline and determine ways to position the College in the forefront of educational change. Hawk Vision is an initiative to cultivate new and innovative ideas and to launch intra-preneurial projects that drive the Mission of MVCC. Hawk Vision goes beyond the traditional “think tank” and serves as an “action-tank” designed to bring new ideas to the table and into fruition. It was created to provide a forum for College-wide dialogue on issues that pertain to the future of education and the extent to which MVCC is positioned to thrive in changing times. Ideas discussed on Hawk Vision have been shared with other committees to inform their work, and the newly formed [Faculty Tech Academy](#) was an initiative developed by this group.

Analysis

The Self Study process indicates that the institutional goals are realistic and consistent with the Mission and are reflective and inclusive of the primary purposes of community colleges. The goals were developed by the SPC with input from many sources both internal and external to the College and reflect important state and national trends in higher education without neglecting the local community’s needs. The SPC utilized the Mission, the SUNY Strategic Plan, and New York State policies to ensure that the goals were appropriate to higher education. The [SPC meeting minutes](#) and retreat documents show that College community comments informed the drafting of the Strategic Goals. The Board of Trustees was engaged in the creation of *Catalyst 2020*, and the Board continually receives updates on the progress of the plan at its meetings. The Strategic Plan and the work of Hawk Vision position the College to anticipate and meet the educational needs of the students and community.

For the 2015 and 2017 Employee Climate Surveys, there were means on the item “Well-known Strategic Priorities” of 3.32 and 3.54, respectively. Meetings of the Board of Trustees, Strategic Planning Council, and the College Senate discuss the Mission and Strategic Goals, and these meetings are open to employees. However, these venues may not be considered “publicizing” in

a way that would reach all employees. At the time of this writing, the SPC is in the process of updating their web page to make meeting notes and any corresponding reports accessible from the web. **Commitment 1b**

For a number of years, MVCC has been recording the progress of objectives and measures at the departmental level. Although SPC has been setting measures for the College-Wide Directions on the Strategic Plans for some time, with AY2015-16 of *Catalyst 2020*, the SPC has formally gathered a progress report on those measures. The College's evolution to begin tracking the progress of each annual focus of the Catalyst (not just Departmental Objectives) is significant in helping to understand where the College has improved and where progress did not meet expectations. This information is extremely relevant when forming new goals, directions, and measures for the future. The SPC workgroups now evaluate *Catalyst 2020* yearly to update the annual [strategic objectives](#) on which the College will focus.

Commendations

- Mohawk Valley Community College did an excellent job of encouraging collaborative participation in the development of its Mission and Strategic Goals. The Board of Trustees members, employees, and external constituents had multiple opportunities to discuss their ideas.
- MVCC recognizes that strong and diverse students create strong and diverse communities, and vice versa, and has thereby required a focus on diversity and inclusion in its Mission and Strategic Goals.
- The development of an Excel Planning Pivot Table, a spreadsheet with department objectives/measures from the budget packets enables the Strategic Planning Council to receive the information accurately and review it more quickly, as well as utilize this information for the next year of *Catalyst 2020*.
- The annual Strategic Plan objectives are gleaned from the departmental objectives and provide clarity to the coordination of priorities across the institution. Because of this process, the Strategic Plan objectives are focused and measurable.
- The institutional goals are broad enough, while still focused enough, to provide direction for departments to write plans that encourage individual and collaborative pursuit of scholarly inquiry and creative activity.

Commitments

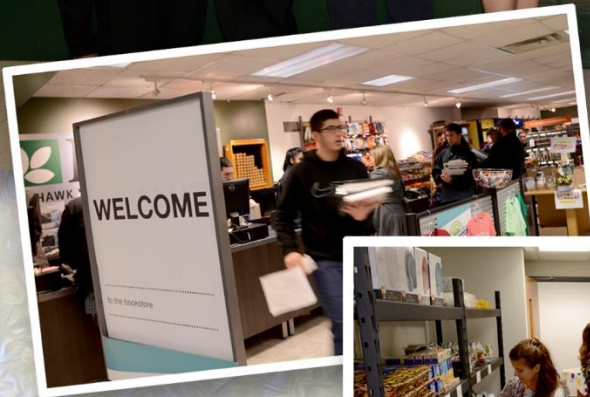
Commitment 1a

MVCC commits to exploring better ways of enabling the CWCC to review a proposed academic program, in terms of how the program links to the Strategic Goals and how it integrates with the Mission of the College.

Commitment 1b

MVCC commits to investigating new methods of communicating the Mission and Strategic Goals of the College and to reviewing the Mission with the development of the next Strategic Plan, commencing with the 2019-2020 academic year.

Standard II: Ethics and Integrity



Chapter 2

Standard II: Ethics and Integrity

Climate of Respect, Diversity, and Inclusiveness

[The MVCC Mission Statement](#) specifically mentions accessibility for a diverse community, and all departmental mission statements, goals, and plans are based on the Mission statement. In addition, one MVCC Strategic Goal is to Advance Diversity and Inclusiveness. This is accomplished through a number of initiatives, including Strategic Goal Directions to recruit faculty and staff to mirror the diversity of the student population, to recruit and support adult students, and to integrate the [Universal Design for Learning](#) standards into 18 gateway courses.

MVCC is united in the shared values of each member of the College community as expressed in the [MVCC Values Statement](#). MVCC's Values Statement was formed in 2014 by faculty, staff, and students from all across the College, and in 2015 behaviors that illustrate how these values illuminate the College's collective work were identified by the [Values Council](#). No hierarchy is intended or implied, and the richness intentionally offers many places for members of the MVCC community to connect, to see themselves, and to feel their work being appreciated. Every word of the text was written by members of the College community, from all across MVCC. The four Core Values, each supported by identified behaviors are:

Embrace Community

<i>Value Every Person</i>	<i>Celebrate Diversity</i>
<i>Create Strength</i>	<i>Foster Culture</i>

Model the Way

<i>Enjoy the Climb</i>	<i>Design Solutions</i>
<i>Cherish the Journey</i>	<i>Treasure Every Day</i>

Inspire Confidence

<i>Achieve the Dream</i>	<i>Seize the Opportunity</i>
<i>Expand Horizons</i>	<i>Defy the Odds</i>

Encourage Excellence

<i>Find a Way</i>	<i>Make Things Happen</i>
<i>Exceed Expectations</i>	<i>Go Beyond</i>

MVCC expects all its students to adhere to [its Code of Conduct and Commitment to Civility](#) as described on its website. This describes the rights of the College, the rights of the students, and general College regulations and judicial procedures. A large [Open forum](#) on Civility was held at MVCC in Spring 2011 in response to student concerns. A Civility Committee was formed at that time as part of the student-initiated Civility Project. The committee continued its work until Fall 2016, when it was felt that the committee's charge of promoting civility overlapped another committee's duty. The Civility Committee was absorbed by, and its charge was transferred to, the newly formed Values Committee by the Senate. At its September 2017 meeting, the Senate approved the motion to have the Values Committee transition to become a Council in an effort to reinforce its work as a College-wide effort.

MVCC has been participating in [Achieving the Dream](#) (ATD) since 2014 in order to understand how to increase accessibility for all students. [MVCC's student diversity](#) data, going back to 2004, with other SUNY and with national community colleges, have been compared through the National Community College Benchmark Project. The Fall 2016 NCCBP data indicate that MVCC is at the 32nd percentile of SUNY community colleges, with 19.02% minority credit students. Initial numbers show increases for graduation rates from 2012 to 2016.

Graduation rates for:	All Students	Black Students	Hispanic Students
2012	23%	8%	14%
2016	31%	18%	26%

In Spring 2011, a Dear Colleague letter was initiated by the United States Department of Education regarding Title IX regulations as they specifically related to sexual violence, sexual harassment, and sexual discrimination. In Spring 2015, New York State enacted state law that instituted regulations for all New York State Colleges and Universities. MVCC responded to these mandates by meeting all requirements within the established timelines and published documents of compliance on the [MVCC Title IX website](#). From Fall 2015 to Spring 2016, MVCC provided mandatory Title IX training for all full-time employees regarding workplace violence prevention, discrimination, harassment, and sexual harassment in a series of CORE Workshops.

Some of the requirements had delayed implementation timeframes, one of those being the SUNY Sexual Violence Prevention (SVP) Campus Climate Survey. The survey was administered during Spring 2017, and the compiled [report](#) has been posted on the Title IX web page. The existing Title IX Team reviewed those results at a meeting during the summer and developed action steps that will be taken during the 2017-2018 academic year.

In Fall 2016, MVCC released its [Diversity, Equity, & Inclusiveness Plan](#). It defines the College's current efforts and goals for Curriculum, Programming, and Diversity Initiatives, and how MVCC will assess and evaluate these efforts. The College held a series of [CORE Workshops](#) for employees in early 2017 on Diversity, Equity, and Inclusion to reaffirm its collective commitment to these issues. The purpose was to assist and guide the College community in creating a welcoming, affirming, and empowering culture for everyone who works, studies, or visits the College. Feedback on the Diversity Plan was collected from these workshops. The feedback is being analyzed by the [Diversity Council](#) in AY2017-18, and will be used to update the plan to best align the College's practices, processes, and culture to encourage greater diversity, equity, and inclusiveness. The Diversity Plan then will be submitted to SUNY in AY2018-19.

MVCC strives to welcome a diverse student body and provide support through a variety of initiatives.

- All degree- and certificate-seeking students must fulfill a [Diversity and Global View Program](#) (DGV) graduation requirement. MVCC's DGV Program, instituted in 2008, won the [Award for Curriculum and Program Innovation](#) in 2012 from the [National Council of Instructional Administrators](#), an affiliate of the American Association of Community Colleges. The DGV program events and courses must be approved by the [Diversity and Global View Senate Committee](#) to qualify as DGV.

- [International Student Services](#) provides assistance to international students on a range of issues, from immigration and visa requirements to insurance, scholarships, and getting to know the local area and learning about the culture.
- [Veterans Services](#) provides help to veterans and active duty personnel to attend MVCC and navigate the VA Educational Benefits and DOD Educational Benefits.
- [Adult Learner Services](#) helps returning adult students and dislocated workers adjust and succeed in pursuing higher education.
- [College Connection](#) offers opportunities for high school juniors and seniors to receive college credit as part-time college students.
- [The Office of Accessibility Resources](#) provides assistance to students with physical, emotional, and/or learning disabilities.
- [The Student Transition and Resource Training Program](#) assists students with learning differences who experience difficulty with organization, attention, and time management.
- [LGBTQ](#) students can find links to resources on the MVCC website. The College also offers [Safe Space Training](#) to those who want to help provide a supportive and friendly environment to LGBTQ students.
- MVCC's [Athletics](#) showcase many championship teams. Student-athletes can find information tailored to athletics, MVCC teams, recruiting and academics, and wellness and facilities on the [Mohawk Valley Hawks](#) website.
- [CSTEP/STEP](#) are NYS Department of Education grant-funded enrichment initiatives designed to help foster academic excellence in the STEM fields for economically disadvantaged college students.
- The [New Directions](#) program serves individuals released from prisons who want to enroll at MVCC. MVCC offers a College in Prison Program and works with local correctional facilities to offer inmates the opportunity to work toward an associate degree.
- The off-campus [Education Outreach Center](#) services the needs of diverse student populations. It houses multiple state and federally funded programs, including non-credit ESL instruction, Adult Literacy Education, YouthBuild, and preparation for the Test Assessing Secondary Completion (TASC) exam.
- [Upward Bound](#) is a federally funded outreach program that promotes and supports students from underrepresented populations with tutoring, counseling, and other exposures to help prepare them for entering college.
- [CollegeWorks](#) is a two-year certificate program of The Arc, Oneida-Lewis Chapter, in collaboration with MVCC and is offered at the Utica and Rome campuses. The program was developed to improve post-high school employment outcomes for people with developmental disabilities, while providing the experience of attending college.
- MVCC's [Study Abroad](#) program encourages respect for individuals by providing students opportunities for travel to different countries to learn firsthand about other cultures.
- The [ED100 course](#), required in all degree programs, emphasizes diversity and inclusiveness in the course student learning outcomes.
- The [MVCC Cultural Series](#) brings world-class lectures and entertainment that reflect diverse interests and support the DGV initiative.
- A wide range of [Student Clubs and Organizations](#) helps MVCC support a culture of diversity and allows students to engage with others of like interests.

Analysis

There are many endeavors at MVCC to educate the College community about diverse cultures and perspectives to foster an inclusive environment that encourages respect for all. One of the primary strengths of the College in this regard is the [Diversity and Global View Program](#) the students are required to complete. The DGV events also are open to faculty and staff, as well as the community at large. Some of these presentations come from outside; many are developed by those in the College community. Efforts at the College to ensure continued improvement of accessibility and inclusiveness can be found in the extensive [Diversity, Equity, & Inclusiveness Plan](#), which outlines specific cultural expectations, strategic goals, recruitment strategies, and other actions to further improve MVCC’s accessibility to the community.

As noted in the table below, student responses on the Spring 2016 SUNY SOS and employee responses on the 2017 Employee Climate Survey showed increases in the means for the items that deal with issues of acceptance, diversity, and inclusiveness. Although there is room for improvement, these data indicate that the College is supporting a climate of respect, diversity, and inclusiveness.

Employee Climate Survey	2015	2017	Difference
A climate that embraces diversity	3.83	3.93	+.10
SUNY Student Opinion Survey (SOS)	2013	2016	Difference
Campus environment			
Campus acceptance of individual differences	4.00	4.06	+.06
Racial Harmony on-Campus	3.92	3.95	+.03
Diversity of Faculty and Staff	3.93	3.99	+.06
Diversity of student body	4.04	4.06	+.02
Your sense of belonging at this campus	3.65	3.78	+.13
Campus Openness to Opinions of Others	3.71	3.80	+.09
Your social support network at this college	3.69	3.76	+.07
Respect on-campus			
Faculty respect for students	3.93	4.06	+.13
Non-teaching Staff Respect for Students	3.81	3.98	+.17
Student respect for other students	3.68	3.79	+.11

MVCC intends to continue its efforts to enhance a culture of inclusiveness, and the Diversity Plan and Strategic Plan are well-aligned for ensuring the College continues to improve in this respect.

Communications

(Requirements of Affiliation 14)

MVCC’s [Office of Marketing and Communications](#) promotes MVCC through the marketing of academic, community, and athletic programs to the public. Information is disseminated in various ways.

- The [MVCC website](#) is regularly updated, and often serves as an initial point of contact for individuals who are interested in the College and its programs and activities. Buttons labeled Future Students, Current Students, Faculty & Staff, Alumni & Donors, and Community & Business provide easy access to help direct the user to information.

- The work of the College is communicated through links on the [Board of Trustees](#) web page, where the Board of Trustees policies and meeting minutes are displayed. Various [Senate](#) Committees focus on operational processes relating to students, faculty, and staff, and information for these committees are available for viewing on the website. The work of the College [Councils](#), which report to the President’s Cabinet and have a broader, strategic focus that relates to the entire College community, also is available at the Board of Trustees/Governance web page. [Workgroups](#) are more operational-focused teams that concentrate on specific tasks and implementation efforts.
- The [Student Consumer Information](#) web page provides all the Right to Know information as required by Federal Regulations, as well as information about College programs and services.
- The Office of Marketing and Communications coordinates MVCC’s online presence in its [Social Media Directory](#).
- The current [College Catalog](#) is available on the College website. College catalogs going back to 2010 are archived online, and the College Library has printed MVCC College catalogs going back to 1950.
- Internal communications come from Marketing and Communications through its daily “[MVCC Today](#)” emails and online College newsletter, [Communitas](#).
- Public Safety posts online an [Annual Security and Fire Safety Report](#) to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act as well as the Higher Education Opportunity Act.
- The College publishes [MVCCCONNECT](#), which provides information on non-credit courses and College news, as well as information on academic programs.
- The College provides a [Student Handbook](#) that offers guidelines and policies regarding student life at MVCC.
- Published copies of the [MVCC Viewbook](#) are available to students and focus on academic course of study and the admissions process.
- The College maintains an [Institutional Effectiveness web page](#) that provides information on student learning and institutional assessment processes and data on student outcomes and survey results.
- MVCC joined the [Achieving the Dream](#) network, with the purpose of promoting access and goal achievement for students, especially low-income students and students of color.

Analysis

There are some web pages that are updated by content managers who are responsible for making informational changes that relate to their specific department. This practice was initiated to avoid delays for those offices that need more immediate updates on their web pages. The Self Study process identified instances of inaccuracies on the website. An intentional effort has been made on the part of the new Executive Director of Marketing and Communications to link that office and the Office of Institutional Research and Analysis to ensure the accuracy of the information presented on the website. In addition, the Office of Marketing and Communications has assigned liaisons to each College unit and department to serve as a point person to address concerns pertaining to the website.

Employee Climate Survey results consistently have displayed low means on the items addressing communication. Over the years, the item “The extent to which ethical and open communication

is practiced at this institution” had means of 3.07 and 3.02 for the 2015 and 2017 results, respectively. To help address this, the President and three Vice Presidents have committed to holding Campus Conversation sessions, a continuation of a process that had been implemented as part of the Self Study research efforts. In addition, the College is initiating Workplace by Facebook in an effort to enhance communication. This interface is separate from, but set up similar to Facebook, allowing groups to be formed to collaborate, participate in live meetings, share documents, and review current information on a newsfeed. It is mobile-friendly and interconnects with existing tools such as Dropbox; it also allows for access to past information in its database.

In early 2016, MVCC identified a lack of alignment between marketing and communication efforts involving students, accuracy in displaying information, and use of assessment data. The search for new leadership for the Marketing and Communications Department included a requirement that candidates demonstrate the ability to use analytics to target marketing efforts. A new Executive Director started in early 2017, the department was restructured, evidence of a new approach immediately began to present itself, and a Marketing Plan ([Attachment SII.1](#)) was developed in Summer 2017. **Commitment 2a**

MVCC realizes the importance of engaging with various audiences via multiple communication channels, but has not done well with this in the past. Assessments and analytics show that users ignore content that lacks a strong visual component, and that social media algorithms favor content with strong graphical elements. MVCC’s digital strategy seeks to create unique digital experiences that match the College’s culture and strengths, while providing various target markets with an opportunity to be engaged. Because the most effective marketing strategies include on-campus events and involve direct interaction with potential students, much of the College’s digital advertising and outreach will focus on getting prospective students onto campus. MVCC experiences its most effective outreach via open houses and campus visit days for high school students.

Additional digital tactics are in the forecast for future initiatives. In addition to Workplace, the purchase of the Student Relationship Management (SRM) Systems has been included in the capital budget for AY2017-18, to help ensure that prospective students are getting personalized, relevant information about the College. MVCC has procured funds to initiate a website redesign that will assist students who are placing more emphasis on intuitive and easy-to-navigate websites that are fully accessible and can be viewed on multiple devices and platforms.

Privacy and Policy-Making Protocols

(Requirements of Affiliation 5, 6, 12)

The Board, per Article 126 of Education Law, “Determines the broad general policies which will govern the College, ...functions as the policy-making body of the College charged with the overview and control of the College,...serves as a court of the final appeal on matters of policy and policy interpretation ... [and] ...approves curricula.” Proposals for changes or amendments that are formulated, reviewed, or recommended by College constituencies are submitted to the respective committees and Vice Presidents, and/or the College Senate, which recommends policy matters to the College President. The President forwards appropriate recommendations to the Board of Trustees for consideration and potential action. New policies originate from myriad sources, including committees, the College Senate, Administrative offices, Advisory Board

recommendations, Academic Departments, Academic Schools, changes in SUNY mandates, New York State or Federal educational law, or accrediting bodies.

[Board of Trustees Policies](#) and the [Student Handbook](#) explain the Family Educational Rights and Privacy Act of 1974 (FERPA) and reinforces the College's commitment to non-disclosure of student information other than that required by law or student permission. This policy ensures that only personnel with a legitimate interest in employee or student data will have access, that data manipulation will be done only with the consent of the account owner, and that data will be disseminated only to those who have a need for it.

New York State and Federal mandates exist to protect individuals in the academic environment. Available on the College website, listed under [Student Policies](#), is the College internet privacy policy. MVCC takes seriously the protection of student and employee information. The College's Research Review Team (RRT), overseen by the Office of Institutional Research and Analysis, monitors research conducted on members of the College to ensure that all College, SUNY, New York State, and Federal policies are adhered to for these projects. Procedures and forms are available on the [RRT website](#) and must be completed before approval is granted.

Analysis

The Self Study review found that MVCC sufficiently follows state and federal mandates to protect individuals in the academic environment. The Board of Trustees Policies are clearly defined and available on the website and outline all protection procedures and are readily available to students through the MVCC website. A [CLERY report](#) is generated each year, and the Research Review Team tracks all research conducted at the College pertaining to students and staff.

Policies for Employees

Conflict of Interest

MVCC has created a very detailed set of policies and guidelines outlining what would be considered a [conflict of interest](#) violation. The policies include definitions of what role a specific title means to the College and how there could arise a possible situation creating a conflict of interest. The Policies are split into several categories for the areas of the Board of Trustees, Purchasing, Auxiliary Services, and the Dormitory Corporation. Separate policies also exist for Purchasing, Auxiliary Services, and Dormitory Corporation. ([Attachment SII.2](#)) The policies differ slightly in wording, but generally state the same guidelines that require annual disclosure (with initial disclosure prior to election as a Board member) of any possible conflict of interest with the College. This includes financial relations to the College in any way (including College Foundation), relation to any companies currently in contract with MVCC, or relation to any persons who may have a financial connection to the College either by employment, outside contract, or vendor. MVCC also has a [whistleblower policy](#) that allows any employee to report to their supervisor or whomever they are comfortable speaking with, including the Executive Director of Human Resources. Such reports remain confidential to the extent possible, as consistent with the need to conduct an adequate investigation.

Academic Freedom and Faculty Bill of Rights

At the prompting of the College Senate in spring of 2016, an ad hoc Academic Freedom Committee convened to draft a new [Academic Freedom policy](#). In April of that year, the Board of Trustees approved the new policy. A survey was administered to faculty in Fall 2017, and 85.3% of the 95 responding faculty said they believe the College adheres to this policy. Comments expressed concern about the College following the guidelines of the policy for out-of-class issues. The College also has a published [Faculty Bill of Rights](#) ensuring faculty rights to teach and evaluate student learning. On the survey, 88.4% of the 95 responding faculty said they believe the College adheres to the Faculty Bill of Rights. Concerns stated by the faculty who did not express agreement that the College adheres to these policies included responses that they were sometimes not able to choose their own textbook for the courses they teach.

Hiring

The College has an [Equal Employment Opportunity/Affirmative Action](#) policy, which can be found on the College's website. An abbreviated Equal Employment Opportunity/Affirmative Action statement also can be found on the "[Prospective Employees](#)" web page as well as the "[Job Opportunities](#)" web page. Another statement regarding [Equal Employment Opportunity/Affirmative Action](#) can be found on the Board of Trustees policy web page. The Equal Employment Opportunity language also is explicitly outlined in the collective bargaining agreements. The Office of Federal Compliance Programs conducted an audit of the College and had no findings for recruitment recommendations.

The [hiring processes](#) for faculty, professional staff, and administrators are outlined in the Board Policies. For the purposes of hiring staff that fall under the Oneida County Civil Service Rules, the process is outlined in Rules 7, 8, 9, 10, 11, and 12 of the [Oneida County Rules for Classified Civil Service](#). The College advertises positions through Diversity.com and the NYS Department of Labor to reach a diverse population of candidates. In situations where there is the possibility of the hiring of a [close relative](#) of an existing employee, the College has in place a policy handling this scenario.

Promotion/Evaluation/Discipline/Separation

The appointment, evaluation, promotion, discipline, and dismissal processes for College employees are found within the collective bargaining agreements and the [Board of Trustees policies](#).

- Mohawk Valley Community College Professional Association's procedures are outlined in Articles 4, 7, 15 of the MVCC PA [Collective Bargaining Agreement](#).
- Mohawk Valley Community College Adjunct and Part-Time Association's procedures are outlined in Articles 6 and 7 of the MVCC APA [Collective Bargaining Agreement](#).
- The Association of Mohawk Valley Administrators' procedures are outlined in Articles 5, 9, 15, and 20 of the MVCC AMVA [Collective Bargaining Agreement](#).
- The United Public Service Employees Union (UPSEU) Blue Collar Unit's Collective Bargaining Agreement outlines their discipline and discharge procedures in Article 27 of their [Collective Bargaining Agreement](#) and their appointment, probationary term, promotion, and resignation processes in Rule 13 of the [Oneida County Rules for Classified Civil Service](#).
- The United Public Service Employees Union (UPSEU) White Collar Unit's Collective Bargaining Agreement outlines their discipline and discharge procedures in Article 26 of

their [Collective Bargaining Agreement](#) and their appointment, probationary term, promotion, and resignation processes in Rule 13 of the [Oneida County Rules for Classified Civil Service](#).

- Employees who are not members of a bargaining unit at the College are considered to be “Excluded Administrative Staff,” for whom Board of Trustees policy outlines procedures for handling [grievances](#) as well as [discipline](#).

The “Forms” section of the [Human Resources web page](#) is accessible by any employee.

Each evaluation packet for non-teaching professionals, staff, faculty, and administrators lists the College’s Mission, Vision, Values, and Strategic Goals and requires the attachment of a [Planning Report and a Goals Assessment Report](#). For the Planning Report, the goals should be made in reference to the existing Strategic Plan and should be measurable. Faculty also must have at least one goal that addresses the assessment of student learning and one that addresses curriculum development. In the Goals Assessment Report, the individual provides an update about the status of the goals from the previous planning report. The promotion packets for non-teaching professionals, faculty, and administrators include a Promotion Goals-Assessment Report, the last evaluation Goals-Assessment Report, and the most recent Annual Planning Report. The President’s 360 Evaluation form targets key elements of the College’s Mission, Strategic Goals, Vision, and Values Statement. The Board of Trustees Self-Evaluation Report identifies strategic planning and fiscal oversight as topics for evaluation.

In 2016, the College began a formal review process for civil service personnel who are represented by UPSEU. The UPSEU Annual Review ([Attachment SII.3](#)) form links to the Strategic Plan with the department objectives and requires the individual to work with the supervisor to set goals and assess the previous year’s goals.

Grievances

All of the five unions that represent employees of Mohawk Valley Community College has disciplinary grievance procedures in their respective Collective Bargaining Agreements (CBA):

- [Mohawk Valley Community College Professional Association’s](#) (PA) grievance procedures are outlined in Article 15 of the CBA
- [Mohawk Valley Community College Adjunct and Part-Time Association’s](#) (APA) grievance procedures are outlined in [Article 7](#) of the CBA.
- [The Association of Mohawk Valley Administrators’](#) (AMVA) grievance procedures are outlined in Article 20 of their Collective Bargaining Agreement.
- [The United Public Service Employees Union \(UPSEU\) Blue Collar Unit’s](#) grievance procedures are outlined in Article 25 of the CBA.
- [The United Public Service Employees Union \(UPSEU\) White Collar Unit’s](#) grievance procedures are outlined in Article 24 of the CBA.

From the timespan from AY2013-14 to AY2016-17, there were zero grievances raised by AMVA and two by UPSEU, with all still in progress. There have been nine grievances from APA, with seven that have been settled at various levels, with two in progress. The PA has had 22 grievances during that time period, of which five are currently at arbitration steps, five had been settled at various levels prior to arbitration, four are pending arbitrations, five were withdrawn at various levels, and three were settled in favor of the PA in arbitration.

Analysis

The College has appropriate policies in place, and works on keeping them current, as evidenced by the recent update of the Academic Freedom policy. Beyond the individual collective bargaining agreements, the College’s official policy is to follow all necessary procedures to ensure equal opportunity employment for all individuals, as is outlined explicitly on the College’s website. The evaluation, promotion, discipline, and separation processes for all employees, including those who are not members of a union, provide explicit information in regard to how these processes operate. However, the Self Study process noted that it is sometimes difficult to find the policies, and that a more centralized location would be beneficial. Policies and procedures of the institution are available to students and staff in various places on the website. MVCC recently created a one-stop policy and procedure [web page](#) for the convenience of faculty and staff.

Specific grievance processes exist for all of the collective bargaining agreements. The staff who are not members of any bargaining unit, those considered to be “excluded,” also have a proper grievance process outlined by the College’s Board of Trustees. Grievances have been few except those initiated by the PA and APA.

Although the College President and Executive Director of Human Resources meet with the leaders of each of the bargaining units and engage regularly in “Labor Roundtables” to discuss issues outside the formal bargaining process, there remains a history at MVCC of delayed Collective Bargaining Agreement negotiations extending beyond the Collective Bargaining Agreement ending date. This is particularly true in regard to the Professional Association Collective Bargaining Agreement. At the time of the drafting of this Self Study document, that Collective Bargaining Agreement has been expired since August 31, 2016. The negotiation process has gone into the mediation stage and no resolution has been reached. The lack of timely agreements on new Collective Bargaining Agreements has contributed to low morale and a call for improved relationship between the College and the unions. Means for the following items on the Employee Survey have been consistently low when employees responded about agreement/satisfaction for following areas.

Employee Climate Survey Item	2015	2017
The level of cooperation between management and union(s)	2.80	2.45
The relationship between management and union(s)	2.82	2.47
An improved institutional climate since the last survey	2.82	2.76

Despite these issues, there was no evidence found during the Self Study review that the College or the members of the unions have failed to perform their professional obligations. Both sides continue to be committed to, and engaged in, work that supports student success and allows MVCC to fulfill its Mission and Strategic Goals. **Commitment 2b**

During the Self Study process, issues concerning employee personnel files were brought to the attention of members of the Self Study Leadership Team. Though the incidents brought forth pertained to the HR office, it is understood that all campus offices have a responsibility to ensure that files are kept confidential. Brought forth were alleged incidents where papers were misplaced or found misfiled after they had been sent or brought directly to the HR office. In

addition, it was noted that items containing employee information have been sent from HR to incorrect individuals. These situations raise concerns about HR employees not following the [policy](#) on Human Resources Files. Incidences of the types of issues mentioned above were still reported by individuals in the spring and fall of 2017, despite the fact that the HR office had initiated a number of changes ([Attachment SII.4](#)) over the past two years to safeguard employee records and confidentiality. The HR office has recently undergone a change in personnel, and it is expected that there will be training and possible reassignment of duties to ensure that the number of errors are reduced and that the office maintains integrity in following College policies. The College recognizes the importance of safeguarding confidential information and records in Human Resources, as well as across all departments College-wide. **Commitment 2c**

Policies for Students

The Senate [Academic Policies and Standards Committee](#) (APSC) reviews and advises on policies that deal with student academic issues. APSC actions are forwarded for approval by the Vice President for Learning and Academic Affairs, the President, and the Board of Trustees. In some instances, the APSC brings issues before the College Senate, such as in dealing with its membership or Bylaws revisions or policy changes.

Transfer Policies

The College maintains a [Transfer credit policies](#) web page that helps students understand how prior credits are evaluated at MVCC. The policy also is displayed on the College [Student Consumer Information](#) web page.

Financial Information

MVCC is committed to providing cost-effective education. When advertising cost comparisons between other institutions and MVCC, the College gets its data from the [SUNY Net Price Calculator](#). The wage information the College displays concerning typical incomes earned by those working in certain disciplines in this geographical area comes from the Department of Labor and employers specific to this region.

The Student [Right-to-Know](#) Act, passed by Congress in 1990, requires institutions eligible for Title IV funding under the Higher Education Act of 1965 to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose those rates to current and prospective students. The cost of attending MVCC can be found on the [Student Consumer information](#) page through a link on each of the College's web pages and under the [Financial Aid](#) information page. More links exist on the Future Students and Current Students tabs of the website. The [Financial Aid](#) web page also offers videos on how to fill out FAFSA, and includes the contact information for troubleshooting account access to FAFSA.

The link titled "[Important Financial Aid Information](#)" contains instructions about how excess aid is distributed, and how students can access their College Store funds. Financial aid workshops discuss the loan process in more detail in terms of student obligation. Financial aid counseling provides individual attention to any situations that come up from the time of students' enrollment to graduation. Completion Coaches and Academic Advisors also are available to help students review their financial aid packages, get assistance, and understand personal financial literacy.

The College has instituted initiatives from Advisement ([ASAP](#)) and Financial Aid ([Steps to Enroll and videos online](#)) to disseminate information to students about the costs of attending

MVCC. These may be helpful to students by encouraging them to seek advisement (to avoid taking unnecessary classes, thus maximizing the value), and to pay for classes on time.

MVCC maintains an [Institutional Effectiveness](#) web page containing data derived from institution-wide assessments, including surveys. MVCC makes available for public review information regarding Assessment, Graduation Rates, Retention Rates, Board Pass Rates, and Information Licensing. [Recent demographic data](#) show that 67% of MVCC students are PELL recipients, which supports the conclusion that MVCC is an affordable choice for local students.

Students are allowed to appeal their tuition charges if they withdrew from their classes or otherwise need to stop attending the College; the [Tuition Appeal](#) process is outlined on the website, as well as in the [Student Handbook](#). Students who become ineligible for financial aid under the Federal and/or State Standards of Progress are allowed to appeal this decision as outlined in the [Financial Aid Appeal](#) process. Students who have been living in the Residence Halls who must leave and want a refund may appeal to the Dormitory Corporation by following the process outlined in the “[Room and Board Agreement](#).”

Scholarships

[Scholarships](#) at MVCC are managed by the MVCC Foundation, not the Financial Aid Office. The Foundation scholarships provide funding sources for students to help with the cost of college, both at MVCC and transfer institutions. Scholarships are discussed in more detail in Chapter 4.

Student Grievance/Complaint Processes

Students have the right to appeal various situations, including disciplinary decisions, academic grades, academic dismissal, tuition refunds, and financial aid ineligibility. A student who breaks the code of conduct and is disciplined has the right to appeal, as outlined in the College’s [Disciplinary Appeals Process](#) on the website and in the [Student Handbook](#).

A student who receives a grade they do not agree with and/or believes their student academic rights have been violated, may file an “academic complaint” following the [Academic Complaint Policy](#) process outlined on the College’s website. A student who believes they have been unfairly academically dismissed from the College and wishes to appeal it can follow the [Academic Dismissal Appeal](#) process. These policies also are outlined in the [Student Handbook](#).

Analysis

MVCC is one of the most affordable colleges in the area and ranks 23 out of the 30 NYS community college in lowest tuition costs. A high percentage of students qualifying as low income (as measured by Pell Grant qualification) is an indicator that MVCC is affordable to its students.

Gainful employment information can be found on web pages of each [certificate program](#), but it is difficult for students to determine which degree majors will lead to the best employment in the area. It may be valuable to students to integrate this information, as well as a discussion of scholarships, within the ED100 course.

It is also noted that there is no straightforward way for students to determine the cost of materials for a given course or section when they register for classes. The [College Store website](#) does post

required textbooks and prices to help inform students of the costs. The College Store works closely with the Financial Aid Office to allow students to purchase required course materials at the College Store using financial aid funds prior to check dispersal.

Examination of two items on the SUNY SOS indicate that students feel it has not been difficult to finance their college education and that the education they receive is a good value.

Item	2013 means	2016 means
Has it been difficult to finance your college education?	2.43	2.41
Comparing the cost to the quality of education, is this college a good value?	4.36	4.35

The College is proactive in educating students about the financing of their education. ED100 College Seminar is taken by all matriculated students within their first 30 hours of study, and has a unit on financial literacy and financial aid, although it is not addressed by a specific student learning outcome. Workshops and video sessions have been developed by Financial Aid, and that office already is developing additional tools and plans in an effort to decrease the student loan default rate. The fall semester of 2017 will be the first offering of in-person exit interviews for financial aid (as opposed to the previous online exit interview). It is hoped this will help students better understand their debt and repayment obligations. In addition, Financial Aid is proactively developing additional initiatives to lower the College default rate, in the event that the current 19% increases. If the rate should increase to 24+%, MVCC already is working on further strategies to mitigate the rising percentage by hosting personal finance workshops to help students learn about incurring and handling debt.

The grievance processes for students are comprehensive and well-defined, and have been developed to anticipate a variety of different situations and scenarios. Grievance processes are in place for disciplinary proceedings, assignment of grades, academic dismissal, tuition appeal, residence hall charges appeal, and financial aid appeal, and are specific in their deadlines, timeframes, and general expectations.

Compliance with External Policies and Regulations

(Requirements of Affiliation 5, 6)

MVCC demonstrates compliance with MSCHE policies and has submitted documents for the annual Institutional Profile and Substantive Change documents for approval of additional locations. In particular, within the past 10 years the College has submitted six requests for approval for the establishment of off-campus locations, and one request for closure of an additional location. In each case, the submissions were approved by MSCHE. With the many community efforts in which MVCC is involved, the College will continue to be diligent in identifying situations that would require SUNY, NYSED, and MSCHE approval. To assist with this process, the Assistant Vice Presidents have developed the Workgroup for [Off-Campus Academic Programming](#) to monitor locations of course offerings and ensure compliance with all state, federal, regional, and programmatic regulatory bodies. (Requirements of Affiliation 14)

Analysis

The Self Study process provided verification of MVCC’s compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements. All the policies and

procedures are current and published on the MVCC website. The [Institutional Effectiveness](#) website contains a plethora of assessment and institutional data. It is regularly updated with information on IPEDS Data feedback reports, licensure pass rates in externally accredited programs, academic program enrollment and graduation data, results from internal and external surveys, and student demographics. The College website is a bit difficult to navigate at points, but all the information pertaining to these criteria policies and procedures are located on the website with up-to-date and working hyperlinks. The Office of Marketing and Communications will be addressing changes with the launch of a new website.

Commendations

- The Board of Trustees has well-defined policies that are readily available on the College website, are adhered to, and that cover the working aspects of the College. These policies have been recently reviewed and updated, as appropriate.
- The Human Resources web page, which houses all employment-related forms, is accessible to all employees and is well-organized.
- The College offers walk-up, one-location services in the Utica Student Service Center. The newly renovated Rome Student Services Center provides one-stop/single person services for all Student Services offices.
- Student Affairs has been able to offer services to meet the needs of the diverse groups of students. Offices such as Adult Learner Services, New Directions, Veterans Services, Upward Bound, and STEP/CSTEP have been instrumental in assisting students on their educational journey.
- MVCC's Foundation Scholarships have been instrumental in helping students finance their education. In the 2016-2017 academic year, \$314,954.93 in scholarship money was awarded.

Commitments

Commitment 2a

MVCC commits to ensuring that all documents, both in print and online, contain accurate and consistent information and that all academic program displays in the Catalog and publications clearly delineate program requirements and tracks.

Commitment 2b

MVCC commits to continuing to pursue and implement strategies to maintain and strengthen communications to address labor/management concerns.

Commitment 2c

MVCC commits to increasing the security of confidential materials across all departments of the College.

Standard III: Design and Delivery of the Student Experience



Chapter 3

Standard III: Design and Delivery of the Student Experience

The Mission states that MVCC “provides accessible, high-quality educational opportunities to meet the diverse needs of our students.” The College demonstrates its support of this statement through its credit and non-credit offerings, qualified faculty to deliver the learning experiences, and a commitment to evaluating and improving its programs.

Educational Offerings

Credit Program Offerings

(Requirements of Affiliation 9, 15)

As part of the State University of New York (SUNY), all academic programs must follow the program guidelines and be approved by SUNY and the New York State Education Department (NYSED). At the time of this writing, MVCC offers four AA degrees, 18 AS degrees, 40 AAS degrees, six AOS degrees, and 34 certificate programs. Programs enable students to develop intellectual and/or training skills in a variety of areas, and [degree](#) and [certificate](#) program information is available on the website and in the [College Catalog](#). Courses are offered to ensure that students can complete the coursework in a reasonable timeframe.

Among SUNY community colleges, MVCC is unique in its offering of a broad array of high-tech programs as compared to other community colleges. MVCC offers AOS and certificate programs that feed directly into local industry, and in these programs the students interact with industry leaders to enhance their skills and strengthen their employment opportunities. This affords students an opportunity to experience their chosen field and to see first-hand how their classroom experience relates to their professional ambitions. Recently, MVCC has begun the intentional design of “stacked certificates,” with course requirements that are part of a degree requirements. This helps to create momentum points in students’ career education and helps them gain meaningful credentials along the way to their degree goals.

Among the unique offerings at MVCC are an Airframe and PowerPlant program, several health sciences programs (Nursing, Respiratory Care, Health Studies: Radiologic Technology, Health Information Technology, Surgical Technician), four engineering technology and engineering majors, and Law Enforcement and Fire Protection Technology programs. All of these programs have been designed and offered in direct response to community need.

Ensuring the rigor of the student learning experience for credit courses and programs is accomplished through a number of components. For the development of learning opportunities, discipline faculty introducing new courses begin the process by researching transfer requirements and expectations for employment in the field, and by soliciting feedback from program Advisory Boards. Academic Department approval is required to ensure a collegial effort. The College Senate College-Wide Curriculum Committee (CWCC) oversees the approval process for determining if the course is appropriate for MVCC credit and the assignment of credit hours. The CWCC membership is composed of faculty from across the various Academic Departments and the Library, as well as members from Student Affairs. Course proposals are submitted through the CWCC [SharePoint site](#). Comprehensive documentation detailing the topics covered, course schedule, and instructional resources is required before CWCC review. In

addition, measurable learning outcomes appropriate for the higher education level and appropriate measures of assessment are reviewed by the Assessment Liaison before CWCC approval is finalized. If the course includes a laboratory/practicum component, a description of the activities for the lab time must demonstrate that sufficient sessions are held and that the material supports the course content. The basis for course credit hour assignment is dictated by [SUNY policy](#), and course submissions must provide a rationale for the expectations of how the course falls into the credit hour assignment categories. The CWCC also may require the faculty proposing the course to attend the meeting to answer questions and provide further documentation. After the course is approved by the CWCC, it is then forwarded to the Vice President for Learning and Academic Affairs for final approval.

Once a course has received final approval for offering, a [course outline](#) is developed and is required to be used by every full- and part-time instructor teaching the course. The course outline designates the topics to be covered and includes a core set of student learning outcomes. Every instructor teaching the course is expected to provide opportunities for students to demonstrate that they are meeting the core outcomes; additional learning outcomes may be added by the instructor. Minimum qualifications for full- and part-time instructors are specified for each discipline, assuring that those teaching the course have the knowledge necessary to provide quality instruction. The faculty evaluation process includes a classroom observation that requires the Academic Associate Dean to observe the instructor's teaching on a regular cycle.

For instructors new to the College, the New Faculty Institute provides sessions that focus on pedagogy and activities for supporting learning and assessment of student learning outcomes. In addition, within some disciplines, experienced faculty members provide informal mentoring to new faculty and share assignments, assessments, and final exams/projects to provide guidance on the level of rigor expected. MVCC also has expanded its professional development opportunities to facilitate adjunct engagement by offering voluntary weekend sessions for all adjuncts. The MVCC Enrichment Council recently named an adjunct liaison who facilitates these sessions and enhances communication efforts with adjunct faculty to assist them in engaging with College policies, procedures, and development opportunities.

For academic programs, the required completion of the [SUNY Program Development Form](#) ensures that the development and modification of academic programs follow a systematic process, allowing the College to meet its constituents' needs and to have proposals reviewed broadly across the MVCC Academic Departments and across SUNY. As with courses, discipline faculty are involved with program curricular development from the onset. This ensures that courses and programs provide the appropriate rigor and content, informed by Advisory Board suggestions, national standards, and expectations from employers, transfer institutions, and external accrediting agency requirements as appropriate. Program goals and supporting outcomes are reviewed by the Assessment Liaison to maintain consistency with the Program Outcomes Assessment Report Process, discussed in Chapter 5. The [College-Wide Curriculum Committee](#) and other stakeholders, including the Vice President for Learning and Academic Affairs, the President, and the Board of Trustees approve new degree and certificate programs. SUNY and NYSED approval also is required for new programs and for those having changes that total one-third or more of the program requirements.

To best meet the needs of all stakeholders and constituents, MVCC offers courses during the Fall, Spring, Winter Intersession, and Summer sessions. To help accommodate students who work during the summer and have young children, in Fall 2017 the College started after Labor Day and transitioned to a 14 + 1 semester. This has necessitated a complete review of course scheduling to ensure that the appropriate Carnegie hours are being addressed. MVCC will be monitoring the impact of this change on enrollment and student success.

Courses and programs are offered on both the Utica and Rome campuses. Individual courses that do not require unique laboratories or classrooms may be offered at either campus, at other locations, or in other delivery modes. In some cases, specialized facilities to support technical and laboratory requirements are unique to one campus. For example, although a number of programs offered in Utica also are taken on the Rome Campus, ([Attachment SIII.1](#)) the Hospitality programs and Surgical Technician Certificate are only offered at the Rome location. Recent renovations to the Rome Campus infrastructure ([Attachment SIII.2](#)) now provide for a vibrant learning environment for students at that site. Credit courses and programs are sometimes offered at locations other than the Utica and Rome campuses. In particular, due to special facilities needed for the Carpentry and Masonry and Airframe and PowerPlant Technician certificates, and the Fire Protection Technology degree, these programs are housed in off-campus locations. The MVCC [Statement of Accreditation Status](#) on the MSCHE website lists Other Instructional Sites and Additional Locations. The College offers many [courses online](#), but has only three programs, [School Facilities Management AAS](#), [School Facilities Certificate](#), and [Health Information Technology \(HIT\) AAS](#) that are designated as all-online programs.

In the Academic Year 2015, all degree programs were reviewed and revised to conform to the [SUNY requirement](#) that a two-year program not have more than 64 credit hours to degree completion. Exception waivers were given to a few programs that were externally accredited and to the Engineering Science program.

Assessment

The discussion of the assessment of all academic programs can be found in Chapter 5.

Analysis

MVCC is responsive to meeting program requirements of Middle States, SUNY, the NYSED, and the Federal Department of Education. MVCC makes every attempt to address student and community needs, and has processes in place to assist the College in being nimble and responsive to those needs. Though the development processes are not as agile as the College would prefer, discussions continue on ways that MVCC may be even more responsive to constituent requests for program development that support the College Mission.

The [College-Wide Curriculum Committee](#) is vital to ensuring changes made to curriculum are appropriate. This committee makes sure program offerings are maintaining a commitment to quality student learning experiences. MVCC has mechanisms in place to follow MSCHE, SUNY, and NYSED protocols for notifications of off-campus offerings. However, the Self Study process revealed that some locations were not registered appropriately through SUNY and NYSED. New processes have been initiated to provide for better monitoring of this through the [Workgroup for Off-Campus Academic Programming](#). This workgroup is composed of the two Assistant Vice Presidents of Academics, the Executive Dean for Academic Development and Innovation, and the Associate Dean for Student Development and Transition Services.

Prior to Spring 2017, when a new Executive Director of Marketing and Communications was hired, there was a problem with the advertising of academic programs. Information on the requirements was sometimes inaccurate and not consistent across publications. In an increasingly competitive and complex market, with fewer marketing dollars, MVCC Marketing and Communications is working on using institutional research and assessment data to advertise programs and create a strong emotional bond with prospective and current students in an effort to have them perceive MVCC as a relevant best choice. The integrated marketing communications effort will help the College build and maintain the integrity of the MVCC brand and position itself in the marketplace. With the new leadership in Marketing and Communications, the focus is now on tactical coordination, market data collection, accurate publication of information, branding, and review of performance measures to inform effective budget allocation.

The College also is looking to advance social enterprise efforts within majors and investigate how students can be involved in business and initiatives in connection with their programs of study. These endeavors will help students connect to the College in meaningful ways, provide them with practical application of learning within their disciplines, and generate resources to support the efforts.

A number of health sciences and engineering technology programs have [external program accreditation](#) status. During the past five years, the Surgical Technician Certificate successfully acquired initial accreditation from the Accrediting Bureau of Health Education Schools (ABHES). The three AS Engineering Technology programs had successful reaccreditations from Engineering Technology Accreditation Commission of ABET in 2015. The Radiological Technology program is fully accredited by the Joint Review Committee of Education in Radiological Technology (JCERT). The Respiratory Care program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), and will undergo its reaccreditation process in 2018-19. The recently reactivated Health Information Technology program is in good standing with accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

In summer of 2013, the Accreditation Commission for Education in Nursing (ACEN) conducted a site visit of the program, initiated by low nursing licensure exam pass rates. The ACEN site visit report document noted that the Nursing program did not meet three of the accreditation Standards — Standard 2: Faculty and Staff; Standard 4: Curriculum; and Standard 6: Outcomes. The program was placed on warning. After a follow-up report and visit in the spring of 2016, the program was found to be in compliance with Standard 4, but evidence of non-compliance with Standard 2 and Standard 6 remained. The program was not in compliance with Standard 2 due to a lack of evidence that the full-time and part-time faculty credentials met the State requirements. The program was not in compliance with Standard 6 because there was a lack of evidence that all expected levels of achievement were stated in specific and measurable terms, and there was no specific timeframe for the evaluation of each component of the evaluation plan. The ACEN Standards dealing with the student support services and fiscal, physical, and learning resources were fully met. As a result, ACEN placed the program on warning again.

In fall of 2016, a number of innovative policies to improve student success were initiated. The discipline faculty worked to ensure that there would be no deficiencies found during the site visit in Spring 2017. ACEN conducted another follow-up site visit in February 2017 to determine the

progress that had been made by MVCC to address the identified concerns. During the summer of 2017, the College received word from the Accreditation Commission for Education in Nursing, Inc., that the Nursing program is no longer on warning and has received continued accreditation. The next accreditation review is scheduled for 2021.

With changes to SUNY and NYSED requirements and reporting, MVCC is being proactive about ensuring that it is following all program accrediting agency, State, and Federal policies. A workshop for Academic Affairs leaders was conducted in Summer 2017 by Dr. Deborah Moeckel, Assistant Provost for Assessment and Community Colleges, to help instruct the new administrators on SUNY and NYSED policies. The College recognizes that it needs to continue to be persistent in monitoring compliance regulations. **Commitment 3a**

In Fall 2015, the SUNY Chancellor announced an [initiative](#) for micro-credential offerings to promote student success in achieving their educational and career goals. A [SUNY Task Force](#) was formed to examine ways to support micro-credentials across the SUNY system. During AY2016-17, MVCC was involved in multiple discussions in reference to the SUNY effort on micro-credentials. The topic was discussed extensively at the College Senate and Faculty Caucus meetings, and a group was formed to review the topic and make recommendations to the Senate. Some faculty embraced the idea as an effort to increase course and program enrollment and worked to define groupings of courses that could form micro-credentials. ([Attachment SIII.3](#)) Other College Senate members remain resistant to the concept and feel it is not appropriate for higher education. Concern has been expressed that SUNY has not yet provided a clear definition of what is meant by the term “micro-credential” or how such offerings would be funded through financial aid. Student leaders on the Senate strongly expressed their support for the concept and challenged MVCC to be a leader in the effort to define meaningful credit and non-credit micro-credentials. At the March 2017 Senate meeting the topic was formally transferred to the Academic Policies and Standards Committee for review.

Following a review of the 2013 SUNY Student Opinion Survey results, the Institutional Effectiveness Council (IEC) identified learning needs that should be targeted for improvement through the College’s Professional Development program. Various workshops offered during the Fall, Spring, and Summer Institute sessions provided a focus on these issues. A review of these items was conducted again after the 2016 administration of the SOS and in almost all cases the values increased from the 2013 results. ([Attachment SIII.4](#)) The College continues to improve the quality of instruction through support of professional development for faculty.

As evidenced by the vast array of academic program and non-credit offerings, the College clearly seeks to meet community needs. In instances where a program may cost more than it generates in revenue, the College maintains its commitment to the community by funding it at a deficit. This is true in the case of the Airframe and PowerPlant Technician, Health Services, Mechatronics, and Carpentry and Masonry programs. MVCC is committed to providing resources for its educational offerings. In AY2016-17, the College allocated approximately 52% of the adopted budget to Instruction, Academic Programming, and Academic Support. In addition, approximately \$79,800 was spent on professional development opportunities that impacted the instructional efforts. Budgeting and resource allocation are discussed in detail in Chapter 6.

General Education

(Requirements of Affiliation 9)

The College has a longstanding commitment to its General Education (GE) program, which is described in the [College Catalog](#). MVCC requires a core of General Education courses for each AA, AS, and AAS program, providing breadth and depth appropriate to each degree. At its onset, the program involved a two-tiered system with one level providing breadth in five Liberal Arts and Sciences areas and a focus on course content, historical overviews of the subject area, general understanding of the nature of the subject area, and the use and development of the related intellectual skills. The second-level courses provide depth by focusing on more specific content in particular fields. The General Education review process ensures that General Education courses are not too technical, vocational, or specialized, and that they are truly general in nature, to assist in accomplishing degree program goals and objectives. There are some General Education courses that focus on the issues of values, ethics, and diversity as relevant to the learning outcomes of the courses. ([Attachment SIII.5](#))

The GE program is monitored by the [General Education Committee](#), a College Senate committee composed of faculty. The actions and recommendations of the Committee are forwarded to the Vice President for Learning and Academic Affairs and SUNY. An annual report is submitted to the Senate and, in specific cases, plans are submitted for Senate approval.

[New York State Education Law](#) states that AOS programs shall not include General Education. As a result, the General Education learning outcomes do not serve as MVCC's institutional-level learning goals. To address this, in the early 1990s, the College created the [College-Wide Competencies](#), which serve as the MVCC institutional level-learning goals. Issues dealing with the Competencies are supervised by the GE Committee; Chapter 5 provides more information on the Competencies.

Approval for GE courses at MVCC is more restrictive than for SUNY requirements, because approval requires that the courses also must meet [NYSED liberal arts and sciences requirements](#). GE Committee approval is necessary for any course seeking GE status, and a [General Education Course Approval](#) form assists faculty with that process. Discipline faculty complete the form, ([Attachment SIII.6](#)) which is available from the General Education Committee Chair and through the College Wide Curriculum Committee [website](#).

In 2000, SUNY launched its Assessment Initiative, which included a section dealing with a system-wide approach to General Education. SUNY identified 10 Knowledge and Skills Areas in silos (Arts, American History, Basic Communication, Foreign Language, Humanities, Mathematics, Natural Science, Other World Civilizations, Social Sciences, and Western Civilizations), with the expectation that SUNY four-year graduates must complete 30 credit hours and courses in 10 of the silos. That has been revised for the current completion requirement of seven out of the 10 silos. SUNY has also identified two competencies: Critical Thinking (Reasoning) and Information Management.

The College responded to the SUNY initiative by identifying courses in each silo to help students bound for SUNY four-year campuses to satisfy their baccalaureate program requirements. With the exception of those academic programs with waivers, all MVCC AA and AS transfer programs allow students to complete at least 30 credit hours and seven of the 10

SUNY GE silo requirements. Many AAS programs allow students to complete at least seven of the 10 silo requirements as well. With careful selection of electives, it is possible for students in some majors to complete more than seven of the SUNY silo requirements.

During AY2013-14, the GE Committee reviewed and revised the GE program and course list to provide clear congruence between the SUNY and MSCHE requirements and to merge the MVCC GE courses and SUNY GE courses into one list. The [College Catalog](#) provides a complete list of courses satisfying GE requirements and a [Quick Reference Guide](#) is maintained to help faculty and students understand the program. Students are encouraged to consult with their faculty advisors to ensure they choose courses that satisfy the GE requirements. If they intend to transfer to a SUNY institution, their choice of General Education electives is guided by those requirements. When students request transcripts for SUNY institutions, the [General Education Transfer Addendum \(GETA\)](#), which lists the completed SUNY GE-approved courses, is included.

MVCC has several processes in place for students to demonstrate that they have met learning outcomes dealing with information literacy. Students in AA, AS, and AAS programs complete EN102 English 2: Ideas & Values in Literature, which requires a research paper demonstrating information literacy/management skills for successful completion of that assignment. Librarians provide research assistance to individuals and small groups on both campuses. These are considered teaching opportunities, educating students in locating, identifying, evaluating, and compiling research resources. Librarians conduct workshops and training for the College faculty, staff, and students about the use of electronic resources for professional and personal research. They also provide tours for students enrolled in ED100 College Seminar and bibliographic instruction for individual courses.

MVCC College-Wide Competencies 2 (“An MVCC graduate will be able to organize information, evaluate alternatives, distinguish fact from opinion, and reach logical conclusions”) and 5 (“An MVCC graduate will be able to demonstrate the ability to identify and locate information from a variety of sources and understand the legal and ethical uses of information”) address the learning outcomes associated with information literacy skills. A crosswalk between the learning outcomes for SUNY and MVCC GE Information Management, and for the MVCC Competencies, was developed to provide assurance that MVCC is addressing the MSCHE identified learning skills for this area. ([Attachment SIII.7](#))

Assessment of the GE Program (Requirements of Affiliation 8, 9)

Although the College has a longstanding program, formal assessment of GE and its associated learning outcomes did not begin until the onset of the SUNY Assessment Initiative. As that occurred, the GE Committee took on the task of overseeing the SUNY GE requirements and their assessment. During AY2001-02, in compliance with the campus-based portion of the initiative, the College developed its plan, documenting faculty-created activities to be used for assessment of the SUNY GE objectives. Since then the plan has undergone a number of revisions, most recently in 2017. ([Attachment SIII.8](#)) As part of the plan, the College has established a schedule for the assessment of SUNY GE learning outcomes on a four-year cycle. Most assessments for the GE outcomes focus on course-embedded activities. The Assessment Liaison and members of the GE Committee work with Departments to develop assessment

measures in designated courses. Faculty members collaborate when silo assessment crosses Departments.

The GE Committee chose to develop an online Information Management/Diversity & Global View assessment administered at graduation. ([Attachment SIII.9](#)) When applying for graduation on the website, prospective graduates are requested to complete the online assessment designed to measure their ability to perform basic computer operations, use basic research techniques, and locate, evaluate, and synthesize information from a variety of sources. The response rate is above the SUNY required participation rate of at least 20%. Results are tabulated for individual academic programs, as well as for the College as a whole. The IEC, GE Committee, and Academic Departments examine the assessment results to compare the multiple-year data for purposes of revising the program and the instrument. ([Attachment SIII.10](#))

Critical thinking is now assessed in two ways. All students in AA, AS, and AAS programs are required to take EN102, which provides the opportunity for students to complete assignments that meet the SUNY critical thinking learning outcomes. The assignments are then scored according to the SUNY Critical Thinking Rubric. In addition to the in-course assessment, a critical thinking component that focuses on a broader definition of critical thinking has been added to the online Information Management/DGV Assessment.

Analysis

The College has a long-established and well-documented General Education program that meets the requirements as outlined by MSCHE and SUNY. This process provides the mechanism for students to take courses that offer sufficient breadth and depth in the GE program, as appropriate to their degree requirements. To address the issue that MVCC and SUNY GE requirements were not the same, the GE Committee did a major revision of the GE outcomes and the College-Wide Competencies in AY2013-14. Concern had been raised that most students and some faculty did not understand the process or significance of taking courses to complete the MVCC and/or SUNY requirements. The GE portion of the [College Catalog](#) was revised in Spring 2017 to articulate more clearly the rationale and the benefits of the GE program. A [GE Quick Reference Guide](#) to help faculty and students understand the requirements is updated when course or policy changes occur. General Education issues have often been agenda topics at faculty meetings, and faculty are made aware of the responsibility to properly advise students about GE requirements.

The SUNY GE Assessment Initiative has required faculty to adopt and assess GE learning outcomes that were developed without adequate faculty input and without consideration for the existing individual colleges' General Education programs. In some cases, the SUNY objectives themselves are problematic due to vague statements (The Arts and Humanities). There are rumors that SUNY will be conducting a review of the SUNY General Education process, and it is hoped that SUNY will seek faculty involvement for the revision of the learning outcomes.

Despite dissatisfaction with the SUNY process, the College has consistently complied with completing assessment of General Education under the SUNY GE guidelines. The College has a cyclic process in place to conduct and document the assessment of GE learning outcomes, ensuring that students demonstrate college-level proficiency in these areas. However, the Self Study process noted that a more streamlined way to report assessment results would improve these efforts. An electronic submission program is being developed to make it easier for faculty to report and monitor the results of GE assessments. For several years there was a lack of

dedicated leadership to chair the General Education Committee. This resulted in few meetings to examine GE assessment data and courses. During AY2016-17, the Assessment Liaison assumed the chair position and mentored a new chair to take over in AY2017-18.

Diversity and Global View (DGV) Program

(Requirements 8 & 9)

MVCC's [DGV program](#) challenges students' understanding of varying cultures, genders, races, religions, creeds, orientations, and global ideals that impact the world every day. [DGV-designated courses](#) are approved by the [Diversity Global View Committee](#), a College Senate committee. Students must attend designated DGV events for credit, either two or four such events depending on their program requirements. Students must complete online tutorials and pass with an 80% or better to receive credit. Tutorials are developed by faculty and staff and are submitted for review by the DGV Committee. These are edited and reviewed by a third-party expert to ensure accuracy. The tutorials and events are required for graduation.

Student attendance is credited along with assessment goals through online compliance in tutorials. Assessment of the DGV program is discussed in Chapter 5.

Analysis

The [DGV program](#) was recognized and won the National Council of Instructional Administrators Exemplary Initiatives Award in 2012. The DGV program 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.

Dual Credit Courses

[Dual Credit](#) (concurrent enrollment) courses are MVCC courses that are offered at the local high schools within the College service areas. Dual Credit courses must be current courses offered at MVCC and must be taught by high school faculty meeting the [adjunct qualifications](#) as determined by the Academic Departments housing the courses. Students taking the courses must meet the placement and prerequisite/corequisite requirements for the courses. MVCC full-time faculty liaisons, who teach the courses at the College, are appointed to work with the Dual Credit instructors to promote dialogue and ensure that course expectations are met. Liaisons visit classes to evaluate instruction and examine course materials. Dual Credit instructors are encouraged to attend MVCC Professional Development Institutes held on the Utica Campus, and are expected to attend special training sessions dealing with such topics as course requirements and assessment.

Determination of Dual Credit locations and facilities is the responsibility of the Director of Dual Credit and appropriate Academic Associate Dean. The Director of Dual Credit addresses contractual arrangements with the high school district, and in association with the appropriate Associate Dean and the Dual Credit Faculty Liaison, coordinates instructor recruitment, new course offerings, and facility requirements. The Director of Dual Credit, along with high school guidance offices, coordinates student registration and evaluation of student preparation for participation. High school instructors for these courses must follow the same approval process as all College adjunct instructors. Course outlines, textbooks, grading procedures, attendance

policies, and high school requirements for concurrent enrollment courses must be reviewed and approved by the assigned Faculty Liaison.

Assessment of Dual Credit Program

(Requirements of Affiliations 9)

Assessment for the Dual Credit program is conducted through the accreditation process of the [National Alliance for Concurrent Enrollment Partnerships](#) (NACEP); the MVCC program was reaccredited in 2016. To remain in compliance, MVCC assesses in accordance with the rigorous NACEP standards and makes improvements to efforts for expanding and monitoring Dual Credit offerings. Liaisons examine assessment instruments used by the high school instructors to ensure they are of appropriate level and content. Student learning in Dual Credit courses with General Education status is subject to assessment according to the General Education Assessment Plan. Students in these courses are also expected to complete the MVCC Student Class Survey.

Analysis

Concurrent enrollment courses are increasing in number and location and account for more than 15% of the full-time equivalent enrollment at MVCC. Dual Credit students must meet the same entrance criteria as any other students, including placement testing, and the College's accreditation with NACEP guarantees the rigor of the overall program and student criteria are met. Currently, MVCC is able to offer these courses tuition-free to Dual Credit students; however, this practice has been examined by the State. As of this writing, SUNY has issued clarification, and MVCC will have to change its billing and payment procedures for the 2018-2019 academic year. Currently, MVCC is designing a payment solution that will need to be in place by February 1, 2018, when high school students begin registering. MVCC is seeking the most viable model to minimize the financial impact on the neediest of its students.

Developmental Course Offerings

Developmental course offerings provide necessary learning opportunities for students who are not prepared to enter college-level coursework. Information on the developmental courses is addressed in Chapter 4.

Online Learning

MVCC offers an extensive range of online courses, including both fully online and hybrid courses. The Blackboard learning management system is used for the development of these courses, while also providing supplemental sites to enhance on-campus courses. During AY2016-17, there were 279 fully online courses and 62 hybrid courses offered. These courses represented 11% of the total course offerings.

Online course development adheres to a rigid set of standards to ensure that the quality of instruction is comparable to that of face-to-face courses. Online and hybrid courses must be developed following a modified Quality Matters rubric, ([Attachment SIII.11](#)) and faculty must demonstrate by completing the [Structured Instructional Activity \(SIA\) Scorecard](#) that the course instructional materials reflect compliance with [Carnegie](#) hour requirements. ([Attachment SIII.12](#)) Most online and hybrid courses have been developed and are taught by full-time faculty; however, there have been a few instances in which full-time faculty were not willing or available to develop or teach a course, and adjuncts or administrators have done so.

Content for each online course must use the same course outline as the face-to-face course, if there is an on-campus offering. Instructional materials and assessment activities used within the online courses are determined by the instructor. Any third-party material utilized in an online course must be consistent with the quality standards. Online course development is supported by a stipend, as set forth in the Collective Bargaining Agreements with the Professional Association, the Adjunct and Part-Time Association, and the Association of Mohawk Valley Administrators.

In addition to providing one-on-one support to faculty teaching on-campus courses, the [Educational Technologies Department](#) assists faculty in the development and support of online courses. This department supports classroom needs and assists in developing instructional materials using state-of-the-art multimedia tools. The professional educational technology specialists provide training to faculty for development of classroom presentations and offer individual and customized group instruction on many applications and software. Academic Associate Deans conduct faculty teaching evaluations, which may include a review of an instructor’s online course, design, and content delivery.

The College maintains a [web page](#) for students to learn more about how online learning works. Included on that page is a free [Blackboard readiness test](#) to help students determine if they are ready to take an online course. This test is not a mandatory precursor to students enrolling in online courses, but advisors encourage students to take it. The site also addresses skills that are beneficial for students who are considering taking an online course.

Analysis

Data on grade comparisons between online and on-campus courses from Fall 2013 to Spring 2017 were examined.

Grade	Number for on-campus courses	% for on-campus courses	Number for Online courses	% for Online courses
A	65561	37%	6601	28%
B	43417	25%	5124	21%
C	26317	15%	3363	14%
D	9354	5%	1381	6%
F	20564	12%	4366	18%
W	10862	6%	3025	13%

This comparison shows a slightly lower success rate for completion of online as compared to on-campus courses. Discussion of this difference has centered on students’ perceptions that work for online courses will be easier and that students are unfamiliar with the online learning environment. Although students are encouraged to take the [online readiness test](#) before registering for an online course, this is not a requirement. The College will continue to monitor differences in course grades for students in online courses and will make adjustments to offerings as appropriate.

Non-Credit Offerings

The [Center for Corporate and Community Education](#) (CCED) develops non-credit offerings that address workforce and economic development needs as well as community programming. The following depicts the volume of individuals that have completed offerings through CCED.

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
# of Registrations (duplicated)	7,556	6,887	8,060	7,807	6,197
Expenses	\$1,697,183.05	\$1,788,181.52	\$1,693,720.57	\$1,635,016.29	\$1,504,911.67
Revenue	\$2,538,516.42	\$2,226,467.76	\$1,778,959	\$1,790,735.11	\$1,611,813.92

The administration of CCED programs is managed by the Director of Community and Workforce Development. The director and staff members meet with economic development agencies, Department of Labor personnel, Workforce Investment Boards, and others to identify training requests and determine instructional needs. CCED staff research non-credit training opportunities through a review process that involves Academic Associate Deans and faculty to determine facility, laboratory, and instructional assets, which may include outside training partners. Syllabi, educational materials, contact hours and schedule, training location, and logistics are determined through CCED, in conjunction with the facilitator or training provider and the client.

CCED’s hiring of training providers includes completion of adjunct information forms similar to those for credit-based adjunct instructors. Instructors are provided with a manual ([Attachment SIII.13](#)) that outlines procedures, rules, and conduct for non-credit courses. Registration is completed using resources and records systems common to other College programs, and CCED maintains further record-keeping systems for non-credit courses. CCED is authorized to grant Continuing Education Units (CEUs) where appropriate, following national standards and guidelines established for measurement of training hours.

The Self Study review process determined that the only area in which MVCC utilizes third-party providers is through the CCED non-credit offerings. ([Attachment SIII.14](#)) CCED does a careful evaluation of the third-party provider’s program and reviews the class information, including the description, syllabus, topical outline, student learning outcomes, assessment procedures, and grading criteria. Instructors are mostly hired by the third-party provider; however, there have been some cases in which instructors have been MVCC employees. If this is the case, all required application information is kept in MVCC’s Human Resources Department.

There are no program offerings through CCED, per se. Even those offerings designated as programs in CCED [brochures](#) are actually courses of varying time lengths. CCED uses student class evaluations to assess all courses, including those offered by third-party providers. There are two: one for [CCED non-credit evaluation](#) and one for [CCED youth evaluation](#). The original evaluations are sent to the Office of Institutional Research and Analysis for scanning and are returned to CCED for statistical review. Results are stored in CCED and are used to inform future offerings of the courses. For enrichment online classes, there is currently no in-house evaluation process in place.

MVCC operates an off-campus [Education Outreach Center](#) to meet the needs of diverse student populations. Several state and federally funded programs are offered at the location, including Adult Literacy Education, YouthBuild, and preparation for the Test Assessing Secondary Completion (TASC) exam.

The Home of Innovative New Companies ([thINCubator](#)) is MVCC’s community-based startup accelerator for new businesses. Over the past three years, it has become the hub of the startup

ecosystem in the Mohawk Valley region, having received the Innovation Hotspot designation from the State of New York for the six-county region.

MVCC is the only community college in NYS to have received the regional Manufacturing Extension Partnership (MEP) award, a renewable five-year, \$575,000 annual grant to provide focused non-credit training for local manufacturers across the six-county region. In an effort to meet the growing need for highly trained technicians with the skills needed to work in the Nanotechnology Corridor along the NYS Thruway, MVCC created the [Advanced Institute for Manufacturing](#) (AIM) in January 2016.

Analysis

(Requirements of Affiliations 8, 9)

CCED is a driver of economic and workforce development in the Mohawk Valley. It responds to the community's economic development needs by offering courses for individuals with licensure and career needs and customized training to local industry. The processes and procedures developed by CCED for the non-credit offerings are well-defined to ensure accuracy of distributed materials. The information on the CCED web page and in publications provides clear contact information and descriptions for the non-credit offerings. The Center is responsive to change as well as consistent in both maintaining and communicating information. Student evaluation forms, employer comments, and the agencies served indicate that CCED is fulfilling its mission of supporting the community with quality non-credit educational programs.

([Attachment SIII.15](#), [Attachment SIII.16](#)) The use of College facilities, hiring of College full-time and adjunct instructors for non-credit training courses, and consultation with Academic Departments all indicate that CCED is leveraging the competencies of the College in developing and delivering its courses and services. CCED works to support, not compete with, the credit academic offerings.

The Self Study review identified that a systematic and consistent methodology does not exist for articulating student knowledge, skills, and competency levels for all non-credit offerings and the assessment of learning outcomes similar to credit offerings. This is due, in part, to the nature of non-credit, community-based offerings. Some are offerings just for personal development and enjoyment; others are for training purposes. Although CCED courses do have student learning outcomes, ([Attachment SIII.17](#)) it is not yet fully engaged in the process of assessing the SLOs of the non-credit offerings; further discussion on this is provided in Chapter 5. In addition, the College recognizes it will need to investigate ways to assess the effectiveness of the new offerings through the Education Outreach Center, thINCubator, and Advanced Institute for Manufacturing. **Commitment 3b**

Communication on Educational Offerings

Program descriptions and requirements for credit programs are displayed on the MVCC [Degree](#) and [Certificate](#) web pages and in the [College Catalog](#), as well as in various College publications, departmental program guides, and the [College Viewbook](#). The MVCC General Education program is clearly described online in the [College Catalog](#) and in the [Quick Reference Guide](#). Information on the [MVCC Dual Credit](#) program is available on its web page. Non-credit courses are displayed on the [CCED web page](#) and are distributed by mailings throughout the College's service area through [brochures](#).

In 2011, the College implemented [Ellucian's DegreeWorks](#), in which students and advisors are able to see at a glance in a Banner web account which courses apply to the program of study, and which course requirements remain for completion. Graduation certification is also mostly automated via DegreeWorks, which can track notes and course substitutions and other exceptions. Also included is a “What If” feature that allows students to see what credits would apply to a different degree program when they are contemplating a change of major or obtaining a dual degree. Many Argos reports have been developed to maximize the use of the DegreeWorks audits, such as identifying students who have met the requirements for graduation or are within a specified number of credits for doing so.

The one key function that the previous “Plan of Study” (an in-house planning tool) had that the DegreeWorks audit does not, is a semester-by-semester plan that allows students to see when they need to take specific courses. In AY2016-17, the College completed implementation of DegreeWorks Planner to fill this gap. As part of the College’s guided pathways and completion efforts, a primary goal for AY2017-18 is for all entering students to have a personalized plan created in their DegreeWorks accounts and for those plans to be reviewed and updated by advisors. On the 2016 SUNY SOS, students provided a mean of 4.08 on the item “Availability of advising tools” (such as DegreeWorks). For that administration of the survey, the MVCC mean was above the means of the other participating schools, and ranked first in relation to the medium-sized community colleges.

Analysis

A comparison of results on the SUNY Student Opinion Survey shows rating decreases by students for the items dealing with the *College Catalog*, communication to the students, and accuracy of information on College website.

SUNY Student Opinion Survey	2013	2016	Differences
Marketing			
College Catalog	3.93	3.74	-.19
Communication of college news/information to students	3.80	3.77	-.03
College website ease of use	4.08	4.08	.00
Accuracy of information on college website	4.01	3.98	-.03

One major stumbling block for students is determining what majors are actually offered by the College. The Catalog PDF is difficult to navigate, and program requirements don’t always match those in the publications. In addition, the College’s online course search does not tell students what semesters a given class is offered, making planning class sequencing difficult for students. Funding has been secured to address a reworking/redesign of the College website to ensure the information presented is more accessible and more intuitive for prospective and current students.

During the Self Study process, inconsistencies were found when a comparison was done between program displays on the [website](#) and in the [College Catalog](#). In the past, the lack of a clear communication plan between Learning and Academic Affairs and Marketing and Communications has led to discrepancies. Previously, with hard copy publications of the *Catalog*, there was a well-defined timeline for revisions. It was identified that a process is needed to update and maintain academic programs of study, with an emphasis on the synchronization of the various publications and a creation or revision date on the documents.

With the recent hiring of the new Executive Director of Marketing and Communications and the creation of the new position of Academic Project Coordinator, procedures are being established to ensure accurate and timely communicating of information about educational offerings.

Faculty

MSCHE Standard III states that faculty and professionals who are rigorous and effective in teaching should design, deliver, and assess student-learning experiences. Because full-time faculty members are integrally involved in the development and revision of the education curricula at MVCC, it is important that the College maintains hiring and evaluation processes and development efforts to support them.

Qualifications

(Requirements of Affiliation 15)

The criteria for faculty hiring are set by the hiring supervisor and approved by the appropriate Cabinet member. Once a position is approved for search, Screening Committee members are recommended by the hiring supervisor, approved by the appropriate Cabinet member. All positions are advertised in accordance with the College's advertising plan to reach a diverse applicant pool, and applicants are referred to the College's career site to review the job duties and qualifications of the position and to apply.

All applicants who have applied before the deadline are reviewed by the Screening Committee, initial screenings are conducted, and then finalists are interviewed. The Screening Committee then identifies the strengths and weaknesses of all finalists, and the committee chair sends the information to the hiring supervisor and appropriate Cabinet member. The hiring supervisor makes the hiring recommendation, and documentation is stored in a Human Resources recruitment file. It is an option for all Screening Committees to hold a 360 meeting at the end of the process to discuss the top candidates. Anyone directly involved in the interview process is invited to attend, and individual perceptions are shared. Qualifications for the top candidates are verified through background and reference checks. Upon offer and acceptance of a position, the College conducts a criminal background check. Official transcripts are housed in the faculty member's Human Resources file.

The [adjunct faculty](#) are teaching professionals with educational backgrounds similar to those of the full-time faculty. Minimum [adjunct qualifications](#) have been identified for each discipline. Although some adjunct faculty members may lack the same educational training or experience as their full-time counterparts, they sometimes possess professional experience that their full-time counterparts lack. Particularly in the technology areas, certifications and years of experience may count more than advanced degrees.

Analysis

Full-time faculty are qualified and dedicated to the teaching and service that promotes student success. The College is aware of the need to staff full-time faculty positions adequately, taking steps to ensure that fully qualified individuals hold those positions, in numbers sufficient to maintain effective educational practices. The College continues to invest in strengthening the recruitment process, and in the spring of 2017 implemented new software for recruitment and onboarding. The Employee Climate Survey item "An effective hiring procedure" had means of

2.82 and 2.91 respectively on the 2015 and 2017 surveys. However, the responses may not necessarily refer just to hiring of faculty.

The need for more full-time faculty is a concern raised by several Departments and complicated by budgetary constraints. The depth of the adjunct pool is not consistent across the disciplines, and the lack of qualified adjuncts has sometimes presented the potential to compromise the quality of education at the College. Due to late course additions or last-minute emergencies making faculty unable to fulfill their teaching commitment, the adjunct selection process may be accelerated to meet resultant staffing demands. Although this does not happen often, there is still concern that the quality of instruction may not be comparable to that of full-time faculty when the addition of instructors is made on such short notice. The College is persistent in advertising for adjunct faculty, and the Associate Deans are committed to adhering to the adjunct qualifications criteria when hiring within their Departments.

No national benchmark exists for the ratio of full-time faculty members to adjuncts. According to the [National Community College Benchmark Project](#) (NCCBP) however, MVCC typically has more full-time faculty teaching courses than do other community colleges.

Full-time versus Part-time faculty data from 2017 National Community College Benchmark Project	MVCC Data	Percentile with SUNY CCs	Percentile with National CCs
% Credit Hours by Full-time Faculty	63.40%	77%	71%
% Credit Hours by Part-time/Adjunct Faculty	36.60%	18%	29%
% Sections by Full-time Faculty	59.06%	68%	66%
% Sections by Part-time/Adjunct Faculty	40.94%	27%	34%
Student Credit Hours Taught Per Full-Time Faculty Member	304.17	64%	79%
Student Credit Hours Taught Per Part-time Faculty Member	65.09	14%	14%

Included in these data is the number of contact hours taught by the full-time faculty on load as well as on overload. The NCCBP expects that all institutions provide data in the same way, but there is no guarantee that this is the case.

Evaluation and Promotion

(Requirements of Affiliation 15)

Topics detailing with the appointment, evaluation, disciplinary action, and promotion of full-time faculty are covered in [Article 4](#) of the Professional Association Collective Bargaining Agreement, MVCC’s Collective Bargaining Agreement with the College’s faculty and professional staff. The [Board of Trustees Bylaws](#) discuss promotion and tenure, and provide general job descriptions as a basis for employee direction.

Full-time faculty and professional staff participate in an annual evaluation process. The adjunct faculty are evaluated in their first semester teaching and then on a three-year cycle. For full-time individuals without continuing appointment, the evaluation consists of the Planning Report and the Self-Report, evaluation form, including a classroom observation as appropriate, and a written report by the appropriate Associate Dean. ([Attachment SIII.18](#)) Individuals with continuing appointment must complete the Planning Report annually and the Self-Report at least every five years, with existing practice being every three years. This process includes the creation of yearly goals, which link to the Department Objectives and Strategic Goal Directions, as well as the assessment of the previous year’s goals. For faculty, at least one goal must address each of the

following: instructional issues, assessment of student learning, professional development, and collegial activities. The [Continuing Appointments for Faculty Committee](#) reviews all evaluation materials of candidates for continuing appointment, and the supervisor makes a recommendation to the President, through the Vice President for Learning and Academic Affairs, then the President makes a recommendation to the BOT.

A Student Class Survey (SCS) allows for student evaluation of each course and faculty member. The surveys are administered toward the end of the course in lecture classes and in laboratory classes without an associated lecture component (e.g., Life Sciences, Physical Education, and Fine Arts courses). Online students complete a modified version of the survey. The surveys are returned to the individual faculty member, and independently the Associate Dean and faculty member review the tabulated mean results, including summary data for the Department. Institutional means are available on the [Institutional Effectiveness web page](#), and data comparing departmental means to institutional means are distributed to each Associate Dean. More discussion on the Student Class Surveys can be found in Chapter 5.

The Application for Promotion in Academic Rank ([Attachment SIII.19](#)) is available through the Office of the Vice President for Learning and Academic Affairs. The College Senate Faculty Promotion Review Committee members are instructed to make their recommendations based solely on the candidate packet, which includes a self-report, classroom observation, and a written evaluation conducted by the Associate Dean of the faculty member’s Department. The promotion packet submitted by the faculty member also can include access to the personnel file if the candidate provides written authorization. The Committee forwards its recommendation to the Vice President for Learning and Academic Affairs, who appends a recommendation and forwards it to the President, who makes the final recommendation to the Board of Trustees. Promotion results for the past four years reveal that most candidates are promoted to the next academic rank.

Promotion in Rank	Effective AY 2014-15	Effective AY 2015-16	Effective AY 2016-17	Effective AY 2017-18
Instructor to Assistant Professor	12 out of 12	8 out of 8	5 out of 5	8 out of 10
Assistant Professor to Associate Professor	1 out of 1	2 out of 3	9 out of 12	10 out of 10
Associate Professor to Professor	2 out of 2	5 out of 7	4 out of 5	3 out of 4

Analysis

The Professional Association Collective Bargaining Agreement clearly outlines provisions for the promotion and evaluation processes. Full-time faculty are expected to be involved in collegial activities in addition to their teaching and other professional duties. Although the College administration has full purview over the evaluation and promotion processes (Article 3.1), a group of faculty and administrators are being convened to reexamine the procedures and to make recommendations for improvement. This was initiated by suggestions from the Faculty Promotion Committee in a recommendation to the Vice President for Learning and Academic Affairs. In addition, evaluation training has been conducted for the new Associate Deans to ensure consistency in the process.

Some faculty have expressed concern about the timeliness with which SCS results are returned; some believe the results are distributed too late in the semester to be used in meaningful ways.

The faculty has the results from the Spring semester surveys at the beginning of the Fall semester; however, for the Fall surveys, tabulation of the results is delayed until the high school concurrent enrollment courses are finished in February. The Office of Institutional Research and Analysis then distributes the results to faculty after spring break in March. Because a survey is administered in each class, around 20,000 surveys could be distributed in any given semester. For this volume of surveys, MVCC's distribution of the results is consistent with, if not even timelier, than that of other colleges using in-house surveys.

The SCS results are not currently used in faculty evaluation, although individual faculty members use them for improvement. No formal procedure exists about how to use the data. Academic Affairs recognizes the need to reinforce procedures for the administering, use, and analysis of SCS results, and to provide instruction to the faculty and Associate Deans concerning appropriate data interpretation and use.

Results of the 2013 SUNY SOS had means that were of concern on the items dealing with faculty and instructional issues. The IEC examined the results and discussed types of efforts that could be initiated to help improve the mean values. Professional development and New Faculty Institute opportunities were offered to help faculty with instructional delivery and engagement of students in the teaching/learning process. Results from the 2016 SUNY SOS displayed marked improvements in responses by students on items dealing with academic issues. ([Attachment SIII.4](#))

Faculty Involvement in Assessment

Full-time faculty demonstrate their involvement in the assessment process by identifying program goals and supporting outcomes, and by implementing assessment methods and criteria to show that the desired outcomes have been achieved. Full-time discipline faculty are responsible for completing the comprehensive five-year Academic Program Review. Course learning outcomes are determined by full-time faculty members and they develop curriculum maps to demonstrate how course learning outcomes link to the program goals and outcomes. Most of the program learning outcomes are assessed through assessments within the courses that are taught by both full- and part-time faculty members. Discipline faculty also were involved in developing MVCC's General Education Assessment Plan, which is used to document student attainment of the GE learning outcomes, critical thinking, and information management. A thorough discussion of the assessment of academic programs is found in Chapter 5.

Professional Development Opportunities

MVCC boasts a robust professional development program that supports faculty and staff in pursuing professional development opportunities outside of the institution.

MVCC's faculty and other appropriate professionals also engage in scholarly inquiry:

- [Sabbatical Leave Committee](#): Sabbatical leave goals must directly align with elements of the College's Strategic Plan. Faculty take sabbatical leave to work on projects such as research or writing course materials or textbooks. These projects expand the individual's understanding, but they also result in a professional contribution to the College upon the employee's return. Sixteen sabbatical leave projects have been approved within the past 10 years. ([Attachment SIII.20](#))

- Service: In the spirit of service, [Team MVCC](#) works to ensure that all members of the College have an opportunity to participate in community events. Team MVCC organizes a number of community and fundraising activities. ([Attachment SIII.21](#)) Faculty and staff also demonstrate service as evidenced by their positions on community councils and as board members throughout the community.
- Tuition Waiver/Assistance Program: Tuition waiver/assistance is available for faculty and staff for courses taken at the College and for [SUNY tuition assistance](#) for coursework at other SUNY units. The percentage waived depends upon the level of funding supplied by the State and the number of requests. The [Mohawk Valley College Consortium](#) provides cross-registration to students and full-time faculty and staff from MVCC, Hamilton College, Herkimer College, SUNY Polytechnic Institute, SUNY Morrisville, and Utica College. Those eligible may register for a maximum of one course per academic term on a no-cost, space-available basis.
- The [SUNY Center for Professional Development](#) provides training and development for SUNY member campuses in technical, professional, teaching, and learning areas. These may include workshops and conferences held across the State, webinars, and online tutorials. As a member institution, the College is afforded annual points, which are used to cover these training opportunities.

The [Office of Organizational Development](#) oversees and designs programming in professional development, employee recognition, employee enrichment, and wellness. Efforts to support faculty professional development are demonstrated in numerous ways.

- [New Faculty Institute](#): Covering pedagogy, teaching observations, and mentorship, NFI is a two-year mandatory program for new instructors. Designed to help new instructors succeed, NFI links new faculty with experienced faculty members in a mentorship program.
- [Leadership Academy](#): As the result of survey comments and campus discussions, it was noted that the College needed to identify leaders within the faculty and staff. Accordingly, the Leadership Academy was designed to build strong leaders and create successful teams by creating a two-year cohort of interested faculty and staff.
- [Leadership Mohawk Valley](#): For several years, MVCC has sent one employee annually to Leadership Mohawk Valley, a 10-month leadership program that develops a knowledgeable group of people prepared to be leaders in the community and to shape its future. In 2017, MVCC partnered with Leadership Mohawk Valley, which moved its offices to MVCC's Utica Campus, to broaden the scope of leadership development.
- [Enrichment Institutes](#): Three times a year, MVCC employees share their expertise and talents with colleagues, providing the opportunity to learn more about classroom management, technology, and pedagogy. Every semester, a variety of these internal workshops are offered to all employees of the College. These workshops range from sessions about learning styles, mental health, teaching strategies, College services, StrengthsQuest, technology tools, and more. Outside presenters may also provide workshops and plenary sessions.
- [CORE Workshops](#): These mandatory workshops are designed to bring the entire campus community together for engaging seminars focusing on campus-wide, regional, statewide, or national trends. Previous workshops have included topics of active shooter training, Title IX, diversity, and wellness.

- [New Employee Orientation](#): The College conducts a one-day orientation for new employees. Presentations are given from various areas of the College to help acclimate new employees to important College practices; new employees also participate in StrengthsQuest.
- [College Library](#): The College Library is integral in providing a plethora of resources, including books, audio-visual materials, and electronic resources to assist faculty and staff. Institutional memberships are handled through the Library budget, with the Vice Presidents approving initial memberships.
- [Strategic Horizon Network](#): The Strategic Horizon Network is a professional learning community of seven like-minded community colleges designed to explore disruptive innovation, strategic thinking, and vibrant organizational cultures to further strengthen member colleges for an increasingly uncertain and ever-changing future. MVCC facilitates the Network and creates the programming for member colleges to bring teams of faculty and staff to bi-annual three-day colloquia that provide common learning through uncommon experiences around the country.

Professional Development Funding

At times, faculty members have travel and conference costs covered by making presentations at conferences or by funding from book companies that are sponsoring the workshops. The College maintains a pool of money (in recent years around \$47,000) that is allocated among the academic faculty and staff. There is usually a stipulation that the persons receiving this funding will formally share with colleagues information gathered. Professional development opportunities are reported on the annual evaluation and promotion reports.

In the fall of 2014, the Academic Administration, in response to faculty feedback that faculty members lacked a strong voice and were seeking increased opportunity to engage in shared governance, revised the model for the disbursement of professional development funds. Staff development funds for travel to conferences/workshops were distributed equally among the Academic Centers. Each Center had a Staff Development Committee, chaired by a faculty member, which read proposals from faculty members and allocated funds for professional development opportunities.

In the fall of 2016, after the Centers were redesigned as Departments, it became necessary to halt the process until a new one could be decided upon. During AY2016-17, the Associate Deans assumed the work of the faculty committees by reading proposals and distributing the professional development monies to faculty members who applied for the funds. It is the intention of the Office of the Vice President of Learning and Academic Affairs to reconstitute the professional development committees during AY2017-18 to provide faculty involvement for oversight of the funds.

Analysis

A great many activities, workshops, and committees provide support for professional development of faculty and staff. By making the New Faculty Institute mandatory, MVCC has strengthened the training and support network for new faculty who often arrive with only education within their disciplines. Faculty are expected to demonstrate collegiality and professional growth through the evaluation and promotion processes. There have been cases where faculty members have not been promoted or have not received continuing appointment because they have not engaged in the collegial and professional growth activities at an

appropriate level. Seeking learning opportunities, attending trainings, contributing to their fields, and participating in community service are just a few of the ways that MVCC faculty are able to maintain their efficacy.

MVCC continually supports the design and delivery of the learning experience through a commitment to program development to meet community needs, through the hiring of qualified faculty and staff, and through funding for professional development and the physical resources needed to maintain a dynamic learning environment.

Commendations

- MVCC's award-winning Diversity and Global View Program continues to be a point of pride for the College.
- MVCC does an excellent job of leveraging community outreach through its non-credit offerings, either through assistance to businesses, children's workshops, adult professional development, updating workforce skills, or enrichment programs. Using third-party providers allows CCED to offer more programs to meet community needs.
- MVCC sponsors an extensive professional development infrastructure that provides a variety of venues and sessions available to all faculty and staff.

Commitments

Commitment 3a

MVCC commits to continuous review of all programs for compliance with SUNY, State Education, and accreditation requirements.

Commitment 3b

MVCC commits to having CCED, EOC, thINCubator, and AIM review and revise assessment processes for all offerings.

Standard IV: Support of the Student Experience



Chapter 4

Standard IV: Support of the Student Experience

MVCC is an open enrollment institution, allowing access to any student with a high school diploma or equivalency and providing pathways to equivalency for those who do not have one. With a few exceptions, students are able to enroll in nearly all programs that the College offers regardless of prior educational achievement. From the moment of their application, students are invited to build a personal relationship with the College by meeting with an Admissions counselor. This opportunity for students to connect with the College is fostered through the availability of a variety of advisors, tutors, completion coaches, and other individuals whose job it is to help them.

Marketing and Recruitment

The [Office of Marketing and Communications](#) works to promote MVCC through the marketing of academic, community, and athletic programs appropriate for students of all ages. The Office of Marketing and Communications showcases [college programs](#) through print and online publications and maintains a [social media presence](#). Communications concerning programs is discussed further in Chapter 2 and 3.

The Admissions Office, staff from the Rome Student Services Center, and many of the Academic Departments recruit students through trips, college fairs, on-campus events, and by holding information sessions. The College also hosts an [Open House](#) event in the fall and spring of each academic year.

Analysis

The MVCC website is welcoming to new students with easy access via a “Future Students” button. Students responding on the 2016 SUNY Student Opinion Survey generally reported being satisfied with the website: the item “College website ease of use” had a mean of 4.08; the item “Accuracy of information on college website” had a mean of 3.98. For both items, MVCC’s means were above other community colleges’ means.

Admissions Process

The [Admissions Office](#) and the [Rome Student Services Center](#) provide a first point of access to higher education. With step-by-step clickable links to each component of the admissions process, the [Steps to Enroll](#) web page clearly outlines how to begin taking courses at the College. All applications for first-time matriculated students are processed through the Admissions Office, and prospective students are encouraged to meet with an Admissions Counselor to discuss their educational goals, although only about one-fourth of the students do so. All students with a high school diploma or equivalency are accepted. Some program-specific curriculums require additional approvals or prerequisites before admission: Airframe and Powerplant students must test into basic math and be approved by the program Director; Fire Protection Technology students must be enrolled in the Utica Fire Academy; Law Enforcement students must be at least 20 years old; Emergency Medical Services/Paramedic students must be an EMT Basic and have a math and chemistry background; and the health care programs have their own set of admission protocols.

Admissions policies for undocumented immigrants, home-schooled students, correspondence diploma recipients, et al., are outlined in the *College Catalog*. These students must pass an Academic Opportunity Assessment (AOA) for admission to the College. They are then admitted under a specially designated General Studies major and complete 24 credit hours as required by the New York State Education Department (NYSED) to earn a NYS High School Equivalency Diploma. Students must complete these credits before matriculating to a different major or certificate, and are assisted by an advisor in filing the paperwork to earn their high school equivalency.

Information for international students can be found on the [International Student Services](#) web page. International Student Services provides support to assist international students with issues from involving immigration and visa requirements to insurance, scholarships, and getting to know the local area.

Analysis

The College does well with marketing itself and with receiving and processing admission applications. However, getting accepted students into “enrolled” status remains an issue.

Admissions Data							
Applications Received	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First time	5289	5095	4457	3940	3699	3787	3851
Previous non-matric	31	26	42	57	42	32	15
Transfers	1107	1283	1029	833	787	752	739
Application Totals	6427	6404	5528	4830	4528	4571	4605
Accepted Students	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First time	4220	3817	3410	2943	2736	2766	2870
Previous non-matric	21	19	29	30	29	27	7
Transfers	743	722	637	453	453	390	386
Acceptance Totals	4984	4558	4076	3426	3218	3183	3263

New Matriculated Enrolled Students (includes both Full-time and Part-time students)							
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Enrolled							
First time	1759	1530	1615	1427	1404	1322	1344
Previous non-matric*	12	11	18	19	10	22	4
Transfers	391	336	304	276	233	237	266
Enrolled Totals	2162	1877	1937	1722	1647	1530	1574

Sources: First time and transfer totals from IPEDS reporting, previous non-matriculated status from SIRIS NYS enrollment files
****Note:** Previous non-matric is a *subset* of first-time students, and is defined as students who were non-matric *in any semester (not necessarily a contiguous semester)* prior to the fall term specified.

With the increase of program entrance criteria, particularly in the Nursing and Allied Health areas, the percentage of accepted students becoming “enrolled” has decreased. There is a need to develop and implement additional yield enhancement strategies to address this issue. This is especially true for students who apply to, but do not meet the entrance requirements of programs

with such criteria. MVCC is exploring process interventions to assist students in choosing majors and to enhance the percentage of students converting from “applicant” to “enrolled.”

Enrollment trends and data are available on the College [Institutional Effectiveness web page](#). During the past five years, the enrollment decline has been a topic of discussion on the [Enrollment Management Council](#). Over this period, MVCC has experienced an enrollment decline of 13.4%. In context, this decline came after a robust period of growth from 2008-2011, when enrollment increased substantially. The leveling out of the employment rates in the Mohawk Valley, the College delaying its start date until after Labor Day to mirror the academic schedules of the K-12 partner schools, and the changes in the advisement and intake systems, have helped stabilize enrollment numbers for Fall 2017.

Student Services Center

The Student Service Center is designed as a one-stop location for enrollment and student support processes. The Utica [Student Service Center \(SSC\)](#) provides walk-up service for all Student Service offices. The recently redesigned Rome Campus also has [Rome Student Services Center](#) to provide one-stop services for all Rome Campus students. The [Student Service Center Advisory Council \(SSCAC\)](#) coordinates the activities of the Center, including staff training and team-building sessions, and recommends improvements to the appropriate Vice President. Membership includes mid-level managers with direct responsibility for any part of the enrollment process. The creation of the [Student Enrollment & Retention Services Team](#) as part of the Student Affairs reorganization in Spring 2012 was designed to break down department silos and increase communication and coordination to improve the student enrollment experience. Currently, in addition to the Advisory Council there also is a “front line communication group” that recommends and implements training and distributes a monthly shared calendar of processes and deadlines.

Analysis

The Student Service Center concept on both campuses has proven to be an effective way to address student needs through the easily accessed “one-stop” model. The Center allows the Student Affairs, Administrative Services, and Academic Affairs divisions to integrate processes and coordinate efforts to provide direct services to students in the most efficient manner. SSCAC members of each of these three divisions have attended training sessions together to address student service topics with the purpose of ensuring that students are provided with the most current information and are directed to the correct location to handle their questions. During Spring 2017, members of the SSCAC worked together to implement the change to a post-Labor Day semester calendar and to address adjustments to the timeline of the processes across all offices impacted by the change. The SSCAC also holds a de-brief (post-mortem) meeting after each enrollment cycle to review “what went well,” “what needs work,” and to brainstorm “ideas to improve.” This commitment to continual assessment of the effectiveness of the Student Service Center has led to changes in communication to students, such as through the creation of the peak enrollment period Call Center. In addition, the implementation of self-service functions in Banner SIRS has provided students with more options.

Transfer Credit

Traditional academic transfer credit is processed through the [Office of Records and Registration](#) (Registrar's Office) in adherence to the [Transfer Credit Policy](#). If a course has been accepted for credit in the past, it is listed in a Transfer Equivalency Database available on Argos, and credit is immediately awarded. If the course has never been evaluated, it is sent to the Academic Associate Deans for evaluation along with a course description. If no information is available, the student is asked to get appropriate description and outline/syllabus of the course. Following credit evaluation, the decision is sent back to the Registrar where it is entered into the transfer database. Registrar Office staff then enter the accepted credit into the student's Banner account, and an email is generated advising the student to check Banner or DegreeWorks for verification.

Analysis

The Self Study process revealed a need to provide better communication about MVCC's transfer policy as displayed on the website. The statement was revised to clarify the process, and the College decided to review the entire process to ensure that students easily understand how transfer credit is evaluated by MVCC. During Fall 2017, the Academic Policies and Standards Committee and the College Senate approved the new [Transfer Credit Policy](#) statement.

Although the College is following the policy outlined in the Catalog and on the website, there are still some issues that need to be resolved to improve the process for awarding transfer credit. In particular, it is ideal that all courses for which students are seeking transfer credit be evaluated based on alignment of Student Learning Outcomes (SLOs) with courses at MVCC. There is a process being designed to ensure this is strengthened; however, this is complicated by the fact that not all colleges make course student learning outcomes available on their websites. SUNY policy states that students should be notified of transfer credit status within two weeks of seeking credit, but it has frequently run longer than that, in part due to delays in obtaining verification of the learning outcomes. **Commitment 4a**

Nevertheless, on the 2016 SUNY SOS, an MVCC mean of 3.77 was displayed on the item "Ease of transferring credit," compared to a mean of 3.78 system-wide, and 3.74 for the other medium-sized SUNY community colleges. Clearly, students perceive the process at MVCC as on a par with other community colleges.

Experiential/Applied Learning

(Requirements of Affiliation 9)

The term "experiential learning" is referred to as "applied learning" throughout the SUNY system. SUNY defines [applied learning](#) as an educational approach whereby students learn by engaging in direct application of skills, theories, and models. The applied learning activity can occur outside the traditional classroom experience and/or be embedded as part of a course. Applied learning courses such as internships are evaluated by matching student learning outcomes to existing courses at MVCC. ([Attachment SIV.1](#))

Prior non-academic learning is referred to as both non-collegiate based learning and [credit for experiential learning](#) (CEL), and was formerly known as credit for life experience. Both of these are available only to matriculated students, and are evaluated by an Associate Dean and a faculty mentor. CEL credit requires completion of a form available in the Registrar's Office and an

associated fee. Credit for non-collegiate learning requires that training certificates or transcripts be submitted to the Associate Deans. Many of the Associate Deans indicated that physical education credit can be acquired by showing proof of military training. Competency-based assessment is referred to as [credit by examination](#) in the [College Catalog](#). In limited circumstances, students may also acquire credit through oral and written examinations administered by MVCC faculty. Advanced Placement credit is awarded to incoming students who took the College Board Advanced Placement exams in high school. Courses available for this type of credit are clearly delineated in the [College Catalog](#).

Analysis

The College offers many ways for students to be awarded course credit other than by completing traditional academic courses, including credit for experiential learning, credit by examination, and credit for non-collegiate learning, all of which are explained on the College website. MVCC makes every attempt to follow the processes and ensure that students are awarded credit for work through experiential and applied learning activities; however, MVCC is exploring more avenues for students to obtain credit for prior learning efforts while continuing to maintain high academic standards. **Commitment 4b**

Financial Support

The main goal of the [Financial Aid Office](#) is to assist students in securing adequate funding to meet their educational expenses. The financial aid page contains a variety of links to help students navigate the process. Additionally, the website contains quick tips, video tutorials, and mention of the impact of withdrawing from classes. [Expenses](#), including tuition for in-state, out-of-state, and international students, can be found on a single page on the College’s website. Additionally, this table provides information on mandatory fees such as the student support fee, student activity fee, insurance, technology, and lab fees. ([Attachment SIV.2](#))

Steps for applying for financial aid can be found at [Application Procedure](#) along with links that lead to external sites for online [tutorials](#), obtaining a [student aid ID](#) and [FASFA application](#), and student information on loans and loan limits can be found on the website. There is also outside contact information for the Direct Loan Consolidation Center. Rome Campus procedures mirror the Utica Campus as far as financial aid is concerned; however, they are “look only,” meaning they can secure and distribute funds and scan in and upload documents, but they cannot add any information to student accounts.

The [Office of Institutional Advancement](#) is responsible for the management and distribution of [scholarships](#) offered through the MVCC Foundation. Several mechanisms are used to inform students about scholarship availability, including publications, class presentations, and communications with Academic and Student Affairs Departments. The table below outlines the scholarship amounts awarded because of these efforts.

Fiscal year ending	Scholarship Dollars Awarded
8/31/13	\$329,393.73
8/31/14	\$296,412.50
8/31/15	\$289,003.65
8/31/16	\$317,468.72
8/31/17	\$314,954.93

The total amount available varies annually, affected by factors including investment performance, donor discretion, and the success of fundraising activities that provide contributions to the General Scholarship Fund. Each spring the Foundation hosts a scholarship dinner for students and their parents to celebrate the awards.

Analysis

The Financial Aid Office is committed to increasing the students' awareness of financial literacy, especially in light of MVCC's student loan default rate. ([Attachment SIV.3](#)) To this end, the office has been holding workshops regarding budgeting and personal finances, student loan repayments, and completing FAFSA. **Commitment 4c**

The MVCC Foundation has been generous in providing a variety of scholarships to students in need. It should be noted that Integrated Postsecondary Education Data System (IPEDS) reports for the College show no scholarship availability, as only funds administered through the Financial Aid Office may be reported in that survey.

Placement Testing and ESL/Developmental Courses

MVCC has an open admission process and recognizes its responsibility to determine incoming students' level of academic preparation. The College offers curriculum and academic support to those who are not fully prepared for college-level study, to ensure their success in meeting their educational goals.

The College assesses college readiness in several ways to help ensure student success. If an incoming student has taken one of the College admission tests, the SAT, or the ACT, under certain conditions the score on that test may be used to determine course placement even though the test is not required for admission. If the score on the SAT or ACT does not meet minimum cut-off requirements for the designated college-level coursework, the student takes ACCUPLACER, a College Board web-adaptive testing system that assesses reading and math skills. Students also complete a writing sample that is scored by faculty members in the Humanities Department to determine readiness for college-level English.

The [College Catalog](#) displays general information about placement testing. Requirements for non-credit preparatory coursework based on individual placement test scores and curriculum requirements are provided as part of placement test results. Testing information and details, and frequently asked questions, are available on the [College Placement Testing web page](#). Humanities faculty grade the writing sample and placement testing results are emailed to the students. Academic advisors may access student placement test scores on the student's DegreeWorks worksheet found in the Student Information and Registration System (SIRS).

Students placing in all three developmental areas (Reading, Writing, and Mathematics) are considered developmental students and take developmental courses during their beginning semesters. Computer lockout ensures student compliance with developmental mathematics and developmental English requirements. This system blocks students from registering for credit-bearing courses until prerequisite courses have been successfully completed.

The [Mohawk Valley Resource Center for Refugees](#) website indicates that 17.6% of the Utica population consists of foreign born residents and 26.6% of households speak a language other

than English. As a result, a significant number of English as a Second Language (ESL) students attend MVCC. After a student is identified as ESL on the basis of a writing sample, the student is directed to take the Michigan English Placement Test (EPT), the results of which are made available to the advisor. Based on the EPT score, the writing sample, and an informal interview, the student's level within the ESL program is determined.

The College has an [English as a Second Language Certificate](#) that provides students whose first language is not English with an opportunity to develop proficiency in English at an advanced Standard American English level. The program is designed for students who plan to continue in another College degree or certificate program, supplement an advanced degree from another country, or function in an English-speaking workplace, either in the United States or elsewhere. English skills of students entering the program are evaluated for appropriate placement. Once begun, movement through these courses is dependent upon the successful completion of courses level by level and the satisfaction of prerequisites, such as the completion of EN101 or EN105 before taking EN102. Students who wish additional study or need full-time status may matriculate in a degree or additional certificate program once they have successfully completed the required level 4 Advanced ESL courses. Students may complete the ESL Certificate while beginning coursework in their majors.

MVCC recently developed an Intensive English option, which combines the final two levels of ESL (levels 3 and 4) into one semester. This program is designed for highly motivated and well-qualified international students. Students must submit an appropriate TOEFL or IELTS score for admission to this program; it is not possible to enter this program via the MVCC placement test.

For international students, proof of English proficiency is required for issuance of an I-20 for an academic program. Proof of English proficiency may be demonstrated by MVCC's free online writing sample, or an appropriate TOEFL or IELTS score.

Analysis

Mohawk Valley Community College has a very thorough and complete 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. The placement testing web page provides a wealth of information regarding the tests themselves, a placement score chart, and many ACCUPLACER sample questions and tutorials.

The MVCC National Community College Benchmark Project data had consistently displayed low percentile ranks for success in MVCC's developmental coursework compared to the other SUNY community colleges. In response to these data, mathematics faculty formed a task force to examine additional approaches to teaching this level of mathematics and in 2014, four developmental mathematics courses replaced the previous one-semester course offering. Examination of completion rates in 2015 still showed that student success rates had not improved significantly. To help address this, three mathematics faculty attended training to institute a Quantway elementary algebra course that is currently being piloted. A portion of the College's Title III funded Pathways to Graduation project has been used to develop customized toolkits to provide faculty resources for the developmental mathematics courses. To further promote success rates in this area, during spring 2018 a mathematics faculty member will participate in

the [Faculty Tech Academy](#) to investigate new paradigmatic approaches to the developmental mathematics offerings.

A humanities faculty member recently attended an [Accelerated Learning Program](#) workshop to investigate ways to increase the mainstreaming success rates for basic skill-level writers. MVCC’s involvement in Guided Pathways 2.0 provides additional opportunity for the College to review accelerated completion of developmental work and to review/revise placement testing processes to support greater student success in these courses.

Scheduling and Registration

The [Business Office](#) is responsible for repayment and refunds as well as generating bills for tuition and fees/room and board. Additionally, the office distributes financial aid refund checks, collects payment for most of the charges students incur, handles [deferrals](#) for financial aid, veteran benefits, third-party sponsorships (such as ACCES-VR, TAA, employer, military), employer reimbursements, and enrollment in the [Nelnet Payment Plan](#), and collects [Certificate of Residence](#) forms. A notary public is in the office for employee and student needs. Tuition refunds are processed in accordance with the school’s [refund policy](#). Students can find information on the main [Business Office-frequently asked questions](#) page. All of these services are also available to students at the Rome Campus Student Services Center.

The [Office of Records and Registration](#) works to maintain students’ academic records and safeguard the privacy of student information. The Registrar’s web page provides forms and information on the Academic Calendar, the Amnesty program, and FAQ pages to help students navigate the process of understanding how transfer credit is applied and how to obtain a transcript. The Office certifies and processes all student records and transcripts including the [Co-Curricular Transcript](#), which provides a listing of student involvement in College life, information that does not appear on the academic transcript.

Analysis

The Student Enrollment & Retention Services Team provides a coordinated approach to helping students register and pay for their classes. Student responses on the 2016 SOS for the following items concerning registration and billing/payment processes show that the means for MVCC were higher than for other medium-sized community colleges within SUNY.

SUNY Student Opinion Survey Item	2013	2016
Course registration process	3.91	3.94
Billing and payment process	3.87	3.80

Student Privacy

The [Family Educational Rights and Privacy Act](#) of 1974 (FERPA) requires the protection of the privacy of student records and this is clearly stated in the [Student Handbook](#). In order to protect students’ privacy while still meeting requirements, the College will release only limited material to the public or individuals, unless the law requires it or the student approves the release. Unless a student signs a written request to withhold consent to release directory information, that

information may be released or published at the College's discretion. Examples are the publication of awards, honors received, and graduation information directory information. The College FERPA officer, the Assistant Registrar, has conducted FERPA training at Adjunct Orientations, all-faculty meetings, and throughout the College by request.

Analysis

The College has protocols for maintaining and securing confidential student disability records using BANNER, GOAMEDI, and the shared M:drive. In addition, access is limited to the supervisor and identified staff. The College is following proper policies and procedures for the safe and secure maintenance and appropriate release of student information and records and is diligent in making staff and faculty aware of FERPA protocols.

Orientation and Advisement

Once admitted, a student is advised using a recently developed model designed to address the student's long-term educational goals and build an immediate relationship with the College staff member who is most equipped to assist the student toward those goals. New students are unable to schedule any courses until they complete the advisement component of their enrollment, due to a hold that is placed on their account. This model is the result of experimentation with different advisement models in an effort to provide the best student experience, while remaining sustainable given available resources.

The first step of this advisement model is a questionnaire, received either on-campus or electronically, which asks questions regarding the student's goals, relative certainty regarding those goals, time constraints, and special support needs. The professional advising staff then uses this questionnaire, along with placement test results and student documents (high school and college transcripts), to build the student's first-semester schedule and an individualized degree plan, which is built into DegreeWorks. Once the schedule and education plan is in place, students are scheduled for a face-to-face meeting with an appropriate staff member on either the Utica or Rome Campus, depending on their location preference. These can include completion coaches, Veterans Services, Adult Learner Services, the Office of Accessibility Resources, an athletic coach, or any other staff member with whom the student can build a lasting relationship based on their goals. During this meeting, the staff person introduces the student to their degree plan and first-semester schedule and works with the student on strategies for success and engagement at the College. After this initial meeting, the student is introduced to their faculty advisor and for the remainder of their time at MVCC that person will work with the student and guide them to meet their educational goals.

Numerous changes have occurred in the way MVCC advises students in response to student feedback, best practice research, and the evolution of the institution. As the College embarked on the Achieving the Dream initiative, and then prepared to evolve the student experience within the Guided Pathways Framework, it has been necessary to adjust the advisement model accordingly. In response to low student turnout at the previous New Student Orientation, the advisement system was changed to the "SOAR" model, which involved students attending a session with other students. In April 2016, the model was temporarily returned to an individual appointment approach while the Advisement Design Team worked to develop a new strategy. In Spring 2016, the [Advise, Schedule, & Pay](#) (ASAP) initiative was launched. This is a marketing campaign that

encourages students to meet with their faculty advisor, schedule their classes early, and pay to secure them. It is hoped that ASAP will contribute to student completion as it meets students where they are to inform them of important deadlines, etc. In addition, the Goals+Plans=Success (GPS) program, was piloted for Spring 2017, and was implemented at full-scale for Fall 2017 accepted students.

Since Fall 2016, students attend [Student Convocation and Orientation](#), which is held in the Jorgensen Athletic and Events Center. This kickoff event has brought in between 1,200 and 1,600 new students, along with their parents, to meet with their faculty advisors and instructors of their ED100 College Seminar course, and to be greeted by the College faculty and administrators at an open forum. Information regarding this event is communicated to students through a variety of means, but primarily through the GPS appointment, which occurs prior to the Convocation and Orientation. Additionally, students are sent emails and postcards, and are alerted through MVCC's mobile app. A shuttle bus from the Rome Campus enables students living in Rome to attend the Student Convocation. Attendance at this event is expected. For those students who are not able to make the Convocation ceremony, there is an online version available.

Other retention efforts undertaken on both MVCC campuses include [Completion Day](#), a national community college movement in which MVCC participates. This College-wide effort encourages students to attend a signing ceremony in which students sign a "completion wall" indicating their commitment to complete their degree, as well as hearing stories of completion from College faculty and participating in raffles and contests. The event is advertised through the Goals+Plan = Success (GPS) initiative ([Attachment SIV.4](#)), College Seminar classes, and the College's social media accounts.

Analysis

The College's advisement system has taken on a number of iterations in recent years in order to find the best model to serve students while remaining logistically practical. Although the name and method of information delivery has changed, the idea has remained consistent as research shows that establishing a relationship with someone when they first arrive on campus promotes success. There has been concern about the communication of program requirements and about the dynamic between Student Service Center advisors and the faculty as academic advisors. Changes within academic program requirements are not always communicated to Admissions and the Student Service Center advisors, which sometimes results in students being misadvised or upset by changing degree requirements. This happened in the spring of 2017 when nursing students were told that the entrance requirements had changed. In addition, faculty advisors sometimes discover that students are taking courses that are not required within their majors. In these cases, students often claim they were advised to do so by a Student Service Center advisor. To prevent this, an Advising Design Workgroup was revitalized in Fall 2016. The group consists of members from Academic and Student Affairs, and the purpose is to explore and make recommendations to improve the advisement system. The College recognizes that better communication between the two sets of advisors would help to ensure that the best service is provided to students. **Commitment 4d**

On the 2016 SOS, the following items concerning advisement showed improvements in the means from the 2013 survey. The MVCC student results are on par with those of other SUNY

community college; however, it cannot be determined if students were responding to the advisors in the Student Service Center or to the faculty academic advisors.

SUNY Student Opinion Survey Item	2013	2016
Availability of Academic Advisor(s)	3.63	3.85
Information provided by academic advisor(s)	3.57	3.78

Support of Student Success

The [College has many initiatives and offices that work to promote student success](#). MVCC offers an array of innovative Student Success initiatives designed to enhance student completion, address student needs outside of the classroom, and create a welcoming and collegial environment.

Achieving the Dream (ATD)

MVCC joined the Achieving the Dream network in 2014. MVCC was the first of SUNY’s 30 community colleges to join this national network of more than 200 community colleges dedicated to improving student success and completion. ATD operates on seven capacities: Teaching and Learning, Engagement and Communication, Strategy and Planning, Policies and Practice, Leadership and Vision, Data and Technology, and Equity. Colleges in the network follow a process to identify where gaps occur, use disaggregated cohort data, dig deeper to understand why gaps occur, use data to create interventions, and evaluate/modify interventions based on results. MVCC’s ATD effort is structured around a core team approach that facilitates communication and strategic direction for various ATD groups.

Pathways to Graduation (Title III funded project)

MVCC was an honored recipient of a Title III Strengthening Institutions Program Grant from the U.S. Department of Education in 2015. MVCC was awarded over \$2.2 million to be used during a five-year period beginning in 2016. The grant funds have been used to finance the [Pathways to Graduation Project \(PGP\)](#). This effort builds MVCC’s capacity to meet the needs of low-income students by providing comprehensive, integrated academic support services on campus and online, and by enlivening learning engagement in 18 “gateway” courses that currently exhibit large gaps in successful completion. The College is committed to increasing student retention from fall-to-fall by 10% and graduation by 5% percent by September 2020. The starting point for this effort often focuses on developmental coursework. **Commitment 4e**

The PGP project consists of two components:

1) Student Success Portal, which includes:

- Renovation of the Utica Campus Learning Commons to provide a welcoming learning space with technology to support student success;
- Early Alert and Analytics Software (Starfish) to track student academic progress;
- Five Completion Coaches to provide a holistic approach that eliminates any barriers to academic success, with one Completion Coach being assigned to the Rome Campus two days a week; and
- A Librarian/Instructional Designer to help students with research projects and assist faculty with redesigning courses and creating attractive digital toolkits that include interactive activities and web-based support material.

- 2) Gateway Course Customization: Over the course of five years, a total of 18 gateway courses with high enrollment but low completion rates will be customized with [toolkits](#). Courses for toolkit timeline development:
- Fall 2017: EN101, MA110, PY101, EN099, MA091, HI101, DS090, BI141
 - Spring 2018: SO101, AC115
 - Fall 2018: MA115, IS101, HS101, CJ101, DS051
 - TBD: MA089, MA090 (or MA096), MA108

College Community Connection (C3)

The MVCC [College Community Connection](#) partners with local community agencies to provide wrap-around services to help students reach their educational goals: child and elder care services, transportation, health care services, family and/or employment assistance, legal aid, food assistance, housing assistance and other support services. Efforts are currently underway to expand these services to students attending the Rome Campus.

Health Center

The [MVCC Health Center](#) provides a number of services to students and staff, including basic first aid, health assessments, referrals for additional treatment, wellness programming and/or counseling. While not an infirmary, MVCC's Health Center employs an independent physician who is on campus approximately two hours a week to address student health issues requiring attention beyond the skill set of the registered nurse who staffs the Center. The Health Center is responsible for obtaining Public Health Laws 2165 and 2167 immunization records.

Collegiate Science Technology Entry Program

[MVCC CSTEP](#) provides eligible full-time college students enrolled in STEM, health, or licensed professions with nurturance and activities to foster academic excellence. More than 50% of the 2015-2016 group of more than 80 members were historically underrepresented populations (Black/African American, Hispanic/Latino, Alaskan Native, or American Indian) while more than one-third of the membership were students with refugee status. That cohort produced 24 CSTEP graduates, with over 70% transferring to four-year institutions. CSTEP students are required to maintain a minimum 2.8 GPA; the average GPA for MVCC during AY2016-17 was 2.99.

Adult Learner Services

The [Adult Learner Services](#) programming takes a "case management" approach to support adult students with enhanced follow-up and support for educational processes, technology, finances, and scholarships. The office also works closely with the local [One Stops](#) to assist those individuals experiencing job loss due to company closings, etc., and explores opportunities for re-training. The office collaborates with academic departments to enable working adults to learn in their workplace or by attending cohort-based model programs. During AY2016-17, this office assisted more than 450 adults on both campuses with various issues.

Upward Bound

[Upward Bound](#) is a federally funded program that provides tutoring and mentoring to low-income and/or first generation high school students. During AY2016-17, the Upward Bound program (grades 9-12) worked with more than 60 students.

Office of Civic Responsibilities

The [Office of Civic Responsibilities](#) has as its core function Judicial Affairs, tasked with providing a safe learning environment for both students and staff. The [Code of Conduct](#) governs expectations and is promoted throughout the academic year. Should a student violate the Code, due process for adjudicating the violation is followed and the student is found either responsible or not responsible based on the “preponderance of evidence standard.” Procedures are outlined in the [Student Handbook](#). On the Rome Campus, adjudication for violations is handled by the Director of Campus Services.

New Directions

The [New Directions](#) program at MVCC supports former jail and prison inmates who have made the decision to enroll in classes. For many of these individuals, this is their first time attending classes at the college level. New Directions comprises a team of individuals who respond to the unique challenges that persons coming out of prison typically encounter, which could range from readjusting to their family or significant other to assimilation into society. The program connected with more than 170 individuals during AY2016-17.

Veterans Services

The [Veterans Services](#) Office works to admit and retain veterans and their dependents. During enrollment periods, the office holds several information sessions, similar to Admissions information sessions, assisting veterans and their dependents with the VA funding process, ensuring proper documentation, and handling all Goals+Plan=Success (GPS) appointments. The office takes a “case management” approach from admission through graduation, acting as the veterans’ liaison between the VA and multiple offices on campus. The office works with the Student Veterans’ Association (SVA) club and Veteran Study Lounge, and during AY2016-17 provided assistance to more than 260 student veterans.

Counseling

Through on-campus counseling, the [Counseling Office](#) offers assistance to students navigating challenges within and beyond the classroom. In some cases, students are connected with the office even before they arrive on campus. The Counseling Office provides services on the Rome Campus one day a week and serves as a sponsor for the Healthy Lifestyles Committee, which offers a variety of health, wellness, and alcohol/drug awareness programming.

Office of Accessibility Resources

The [Office of Accessibility Resources](#) (OAR), formerly known as the Disability Services Office, is responsible for assistance to students with physical, emotional, and/or learning disabilities. The College adheres to all applicable laws and is committed to providing equal opportunity and a full college experience through a variety of support services. The office provides assistance with alternative testing arrangements, sign language interpreters, and securing e-texts and note takers, with referrals to other campus and community support services.

Analysis

As evidenced by the narrative, MVCC boasts numerous offices and initiatives concerned with student success. These areas focus on specific student success needs and are designed to assist our diverse student body with numerous barriers to success. As noted in this chapter under The

Assessment of Support Services, the Program Outcomes Assessment Report Templates for each initiative highlights the area of specific focus and the outcomes for each area.

Student Recognition

(Requirements of Affiliation 9)

MVCC supports a number of programs to build on and celebrate students' strengths.

[StrengthsQuest™ \(SQ\)](#) is a program that helps individuals identify and better capitalize on their strengths. Focusing on individual abilities and ways of seeing and interacting with others helps individuals more easily overcome obstacles to success. An MVCC StrengthsQuest philosophy has been developed to reinforce the concept that every student comes with strengths that will help them meet their full potential. All students complete the StrengthsQuest assessment as part of the ED100 College Seminar course to assist them to use their strengths to work to capacity. In addition, over 70% of all full-time employees have completed the assessment.

[Phi Theta Kappa \(PTK\)](#), the official international Honor Society of Two-Year Colleges, recognizes students who have shown exceptional academic achievement. PTK helps students participate in leadership and service opportunities. The MVCC PTK has been the recipient of the national 5-star chapter distinction for a number of years.

[SPIRE](#) National Honor Society allows MVCC to recognize adult learners and non-traditional students for their academic achievements.

[Phi Beta Lambda](#) encourages Business students to develop leadership, networking, and communication skills by participating in the MVCC chapter of the program.

[MVCC Student Leadership Academy](#) was recently formed to support student academic success and the development of leadership skills. The first Academy class consisted of pre-selected students; future participants will be required to apply.

[MVCC Honors Program](#), a member of the National Collegiate Honors Council, provides an opportunity for exceptional students to earn an Honors Degree distinction. Students participate in a one-credit Introduction to Honors course and complete either an Independent Research Project or Honors Seminar under the guidance of a faculty mentor.

Each year, MVCC faculty and staff nominate students who are worthy of receiving the [SUNY Chancellor's Award](#). Students who have best demonstrated, and have been recognized for, the integration of academic excellence with accomplishments in the areas of leadership, athletics, community service, creative and performing arts, campus involvement, or career achievement receive the award.

MVCC offers a [Presidential Scholarship](#) to any Oneida County high school student who graduates in the top 10% of the class and attends MVCC within one year. This award provides full tuition for the first year and is renewed for a second year if a 3.0 GPA is maintained.

Analysis

MVCC showcases student excellence through a number of initiatives. Each spring the College hosts [The Honors Brunch](#) to honor graduating students who have attained academic distinction and who have won awards at the local and state levels.

Transfer and Career Services

Career Services

The Career Services Office provides students with a clear picture of where the education they earn will lead them. Services are offered on both the Utica and Rome campuses. Through Career Coach software, students explore the career path for any major offered at the College, including projected salary and job market information. The office also offers links to the Department of Labor's job boards and other employment assistance.

While the office does not offer a specific job placement program, it does assist students with their career search through the use of Optimal Resume, and Purple Briefcase, which links employers and individuals seeking employment. The office also hosts a Career Fair on each campus every semester, as well as a number of career and résumé workshops.

University Partners and Transfer Center

Established in Fall 2015, the [University Partners and Transfer Center](#) offers a number of services to facilitate students' educational and transfer goals, including Transfer Information Sessions, Transfer Fairs, a Transfer Resource Library, Instant Admit Days, Articulation Agreements, Advisor-In-Residence Visits, and Individual Transfer Counseling. The UPTC's main office is on the Utica Campus, with a representative holding office hours on the Rome Campus to serve students at that location. The UPTC assists students with the NYSTAA (New York State Transfer and Articulation Association) scholarship and other scholarships. Through its web page, the Center maintains a living [articulation table](#) that shows how courses from a large number of colleges around the United States will transfer into MVCC. The College participates in the "First in the World" initiative through a Transfer Gateways and Completion Grant that is intended to enhance access to higher education for underrepresented students. This involves MVCC partnering with SUNY Oswego to expand articulation, dual enrollment programs, and course alignments that will help connect students at the community colleges with options for baccalaureate degrees. The office also collaborates with other institutions and outside agencies to provide advisement and one-on-one support to underserved populations, including dual enrollment programs, transfer pathways, faculty collaboration with other institutions, and a [Gateway to Business Success](#) course.

The UPTC currently has 32 [articulation agreements](#) with various institutions. These agreements specify requirements for transferring to parallel programs. Most of those institutions allow students to transfer in with full junior status. The office also emphasizes [SUNY Transfer Pathways](#), which summarize the common lower division requirements shared by all SUNY campuses for similar majors within most disciplines.

Through UPTC, MVCC has partnered with Keuka College, SUNY Cortland, Bellevue University, SUNY Oswego, SUNY Empire, and SUNY Oneonta to offer baccalaureate

completer programs on MVCC’s campuses. This affords MVCC students, especially those who are geographically bound because of work and personal commitments, to complete a bachelor’s degree by taking courses on the MVCC campuses.

The UPTC has recently taken on a reverse transfer initiative by contacting students who have left the College to give them the opportunity to transfer credits they have received elsewhere back to MVCC to receive their associate degree. Since it first began, this initiative has allowed approximately 20 former students to achieve their MVCC degree.

The College also is committed to supporting its graduates through the work of the [Alumni Office](#). The Coordinator of Alumni Relations and Annual Giving manages the MVCC Alumni Office and serves as the liaison to graduates. The office keeps in contact with alumni through annual [newsletters](#) and special events, and solicits contributions each year through a phonathon. Alumni volunteers form the MVCC [Alumni Association](#), with its primary purpose to promote the College throughout the community. Members of the Association participate in activities in support of MVCC and connect with current students to promote career and life guidance.

Analysis

The SUNY SOS showed increases since 2013 on items dealing with career and transfer planning services on campus, indicating that the College is improving in this area. However, the means showed a decrease on the item for assistance with search for jobs. To address this issue, MVCC has increased its efforts in the Career Services Office, restructuring the office organization, purchasing the Career Coach software, and expanding career counseling services.

Item	2013	2016	Difference
Job search assistance (regardless of whether you found employment)	3.34	3.29	-.05
Career planning services	3.36	3.49	+.13
Transfer planning services	3.46	3.61	+.15

Affiliated Organizations and Third-Party Services

Auxiliary Services Corporation

In 1962, the [Auxiliary Services Corporation](#) (ASC) of Mohawk Valley Community College was formed via a certificate of incorporation. As required by NYS law, all colleges must have a separate corporation to oversee expenditures of student fee revenue. Operational income is used to promote educational purposes of the ASC and the College. The ASC provides accounting and management services for the College Store, Dormitory Corporation, Student Congress, and Athletics, as well as other activities that use the Student Activity Fee. The ASC derives a majority of its revenue through sales of books and supplies.

The ASC Board comprises 15 members, as follows: seven students, including the President and the Treasurer of the Student Congress and five students elected or appointed by the Student Congress; a Board of Trustees member; an administrative officer appointed by the College President; and six professional staff members appointed by the College President and ratified by the College Senate. The College President serves ex-officio.

College Store

The [College Store](#) is owned by the Auxiliary Services Corporation, which oversees the operation of the College Store, which in turn has contracted with the Follett Higher Education Group to manage the stores on the Utica and Rome campuses. The College and the Auxiliary Services Corporation have developed electronic data sharing, allowing the College Store to charge textbooks and supplies against approved financial aid before disbursements. This provides students who have financial aid, in excess of College charges, the ability to purchase required educational materials.

Food Service

The College contracts for food services with [Sodexo Campus Services](#), which provides on campus dining opportunities through locations such as The Hawks Nest (Resident Dining Hall); MV Commons Snack Bar featuring Wholly Habanero, The Pizza Joint, and The Grill; and Sammies, a soup and sandwich shop in the Academic Building. An advisory council, composed of resident and commuter students, College staff, and Sodexo Campus Services staff, meets biweekly to discuss services and operations. Also, feedback is provided through social media such as Facebook, as well as annual surveys.

Birnie Bus

A partnership between [MVCC and Birnie Bus](#) provides free, direct shuttle service between the Rome and Utica campuses. To take advantage of the shuttle partnership, MVCC faculty, staff, or students must present their MVCC IDs. When the shuttle service between the two campuses commenced in 2011, it was limited to two days per week. At the request of Student Congress, this service was extended to five days per week (Monday through Friday) starting with the Fall 2015 semester. The shuttle runs between campuses three times daily Monday through Thursday and twice on Fridays.

Translation Services

[The Office of Accessibility Resources](#) uses local vendors to provide American Sign Language services to students of need in the classroom. As necessary, the Office of Accessibility Resources also works with vendors regarding captioning, assistive technology, and braille, among other services.

Analysis

During AY2015-16 there were some issues with the College Store, and the results on the 2016 SUNY SOS showed a mean of 3.36, which was a significant decrease of .49 from the 2013 survey. Faculty and students indicated they were upset with the high cost of texts after Follett took over the store and some book prices were not adjusted to reflect arrangements made between the faculty and the publishing companies. Adjustments in text pricing have been initiated after meetings were held between faculty and the College Store staff and faculty continue to provide feedback for how to improve the process.

Results on the 2016 SUNY SOS for the item “College food service” showed a mean of 2.98, a decrease of .21 from the 2013 survey. The dining facility renovations were completed in Fall 2017 semester, and it is hoped that improved services will result in greater satisfaction.

Co-curricular Activities

(Requirements of Affiliation 9)

Student Activities

Mohawk Valley Community College has a substantial [Student Activities](#) program overseen by the Director of Student Engagement and Outreach as well as the Coordinator of Student Activities. In any given year there are [40-50](#) unique clubs fostering academic, social, and civic professional development. Any student is welcome to join a club, and if they are unable to find one that meets their interest there is a procedure to start a new club.

Each club begins the semester with a set budget, but can make requests for additional funding through Student Congress. The Student Congress budget is generated from a portion of the Student Activity fee, which is a flat fee per semester or a fee based on one's credit hours. Upon paying this fee, MVCC students automatically become full members of the MVCC Student Congress. In addition to financing club activities and trips, Student Congress sponsors numerous campus events and fundraisers. The [Rome Campus Student Activities Planning Committee](#) is allocated funds for Rome Campus activities and events. Committee members there adhere to the same academic and fiscal policies and procedures as on the Utica Campus. Student Congress continually supports fundraising efforts by [Team MVCC](#) and campus DGV events.

Analysis

Though MVCC has numerous clubs and activities, each club is required to have an [advisor](#) who is a member of the MVCC faculty or staff. Each club must also choose a delegate and an alternate, each of whom is required to attend two [Student Congress](#) (the student governance structure described in Chapter 7) meetings per month. Student grades are monitored by the Coordinator of Student Activities, who tracks them through grade postings, and the club delegate and alternate are required to maintain a 2.0 GPA in order to continue participation in Student Congress. All Student Activities policies and procedures are clearly detailed in the [Student Activities Procedure Manual](#) available on the MVCC website, and the Student Activities budget is monitored by the ASC Board, and receives an independent audit each year.

Residence Life

In 1966, MVCC was the first community college in NYS to offer on-campus [residential living](#). Once students have been accepted, they receive information about [applying](#) for residence. There are currently five residence halls available on the Utica campus offering an array of [room types](#); there are no residence halls on the Rome Campus. Residence halls are considered private and receive no funding from the College; [costs](#) are displayed on the website.

The residence halls [staff](#) includes the Associate Dean of Student and Residence Life Services, an Assistant Director of Residence Life, a Resident Director for Academic Initiatives, and a Resident Director for Community Development. Resident Assistants (RA) are current MVCC students trained on a number of issues, including conflict resolution, fire safety, alcohol and drug education, and more. There is an RA assigned to each floor to encourage social development and academic enrichment through planned activities and programs. Students who become Resident Assistants must maintain a cumulative GPA of 2.0 and act as a role model both on- and off-campus. To support academic success among residence hall students, MVCC hired a Resident Director for Academic Initiatives to coordinate academic support programming.

Students accepted to the MVCC dorms must meet certain [eligibility](#) requirements. Confirmed incoming Residence Hall students are encouraged to attend the [S.T.A.R.](#) (Student Testing Advisement & Registration) Day, an overnight experience for incoming freshmen and their parent, guardian, or other supporter. At S.T.A.R., students are able to complete placement testing, meet with advisors, complete a schedule, and get assistance with applying for financial aid.

Analysis

The Residence Life staff monitors activities in the dorms and ensures that all regulations are adhered to. The Resident Director of Academic Initiatives position strengthens support for students to succeed academically while living in the residence halls. In addition, Residence Hall students entering the College with a less than C average are required to take a specialized ED100 College Seminar class and their grades and attendance are monitored throughout the semester.

During the past 10 years, MVCC has gone from being one of only seven to now one of 22 of the 30 SUNY community colleges with residence halls. MVCC recognizes that the competition in this area has increased, and that four of its halls are the oldest facilities amid this growth. As a result, the College is making strategic renovations to the facilities and is marketing the distinctiveness of its academic programs as incentive to come to MVCC.

Athletics

MVCC is committed to offering one of the most extensive and successful two-year college intercollegiate [athletic](#) programs. The diversity of the program, which includes nine sports for men and 10 for women, virtually assures any interested student an opportunity to participate in the sport of their interest at MVCC. The athletic teams, known as the “Hawks,” are members of the National Junior College Athletic Association (NJCAA), competing in Region III and the Mountain Valley Collegiate Conference. The program is administered under the guidelines for Division III, non-scholarship institutions.

Most MVCC coaches are full-time members of the Athletic and Physical Education Department, allowing for a great deal of interaction between the student-athletes and their coaches throughout the academic year. The coaches possess a high level of experience and expertise, as evidenced by the number of Conference, Regional, and National “Coach of the Year” awards they have won. The Athletic Department employs a full-time [athletic trainer](#) responsible for maintaining a list of student-athletes who have been cleared medically to compete in intercollegiate athletics.

The MVCC [Student Athlete Academic Success Program](#) requires student-athletes in need of academic intervention to meet with the faculty member and athletic program coordinator to develop an academic plan for success. Faculty members respond to email prompts for submitting student-athletes’ progress reports throughout the semester, and efforts have been made to improve reporting through this process.

Analysis

MVCC offers a number of opportunities for students to become involved in sports. During the last decade, over 30 MVCC teams have won the NJCAA Region III Championships and 10 have won NJCAA National Championship titles. ([Attachment SIV.5](#)) In addition, almost 200 students have been recognized as All-American in the various athletic sports. ([Attachment SIV.6](#)) The mean of 3.95 on the item ranking Athletic facilities on the 2016 SUNY SOS was a decrease from the 2013 mean of 4.11, but still higher than the means for the other SUNY community colleges.

Assessment of Support Services

(Requirements of Affiliation 8)

The College assesses the effectiveness of the support services in several efforts. The SUNY SOS includes a number of items that address Student Affairs areas. After the 2013 administration of the survey, the IEC and President's Cabinet conducted an in-depth examination of the data to formulate plans for improvement. The Student Affairs area initiated a number of changes from 2013 to 2016 to enhance services to students. ([Attachment SIV.7](#)) Comparison between the 2013 and 2016 results showed an increase in means for many areas. ([Attachment SIV.8](#))

Based on a CCSSE presentation that the Vice President for Student Affairs saw during a workshop, it was decided to more closely examine those questions on the 2014 CCSSE ([Attachment SIV.9](#)) that pertained directly to Student Affairs services. The Division devoted a full Professional Development day to better understand specific results, to further individual department discussion, and follow up where action steps were indicated. In addition, Student Affairs contracted with an outside consultant in the fall of 2016 to conduct focus groups with students regarding the onboarding, advising, and registration process. The information received has been reviewed by the administrative team and incorporated into the procedures of individual departments. Action steps are being evaluated during the 2017-2018 academic year, and 2018 CCSSE data will be reviewed.

In 2010, the Assessment Liaison met with units under the areas of Student Affairs, Administrative Services, and those reporting to the President to extend more formalized reporting of assessment with the development of the Program Outcomes Assessment Report (POAR) templates, similar to those used for the academic programs. ([Attachment SIV.10](#)) Assessment of these units is also discussed in Chapter 6.

During Spring 2016, units in Student Affairs began to focus on adding student learning outcomes to be included on the POAR templates. Three members of the Student Affairs division attended an all-day MSCHE workshop in Philadelphia titled "Developing Direct Assessment of Student Learning Outcomes in Student Services and the Student Experience." During Fall 2016, they partnered with the Assessment Liaison to conduct two workshops with members of the various Student Affairs departments. Workshop sessions included a presentation on rationale for including SLOs and examples. Members from each department then worked in groups to develop learning outcomes relevant to their departments.

Analysis

Student Affairs has been persistent over a number of years in examining survey results and completing the POAR templates and using data to initiate changes. Some departments find it difficult to focus on a manageable number of goals/outcomes due to the extensive nature of the work. In addition, there are few good examples of learning outcomes for Student Affairs areas and developing them continues to be a work in progress. It is common for the Student Affairs areas to focus on indirect measures, rather than direct measures, of assessment to determine whether students have met outcomes. The College is committed to providing additional training in this area. **Commitment 4f**

Commendations

- The College has opened a new Learning Commons on both the Utica and Rome campuses. Modern and state-of-the-art learning spaces complete with advisement, tutoring, library, and technology services, as well as faculty offices, are in the Commons to support the student success efforts.
- College Community Connection (C3) has developed partnerships within the local community, in particular the Compassion Coalition, Inc., which has allowed the College to provide a student pantry to assist students in need. The pantry is just one of the ways C3 is helping to remove barriers for students so they can stay focused on their studies.
- The College's involvement in Achieving the Dream, Completion Day, and Pathways to Graduation shows its continued commitment not just to access, but also to completion for all students.
- MVCC is one of the first community colleges in SUNY to implement DegreeWorks. Every matriculated student since 2011 can track their own completion progress in their SIRS account using DegreeWorks.

Commitments

Commitment 4a

MVCC commits to monitoring its adjusted policy on the acceptance of transfer credit for efficiency and compliance with all state and regional policies and guidelines.

Commitment 4b

MVCC commits to refining and expanding the process to increase student access to credit for prior learning services and opportunities.

Commitment 4c

MVCC commits to exploring and implementing new ways of informing students of financial literacy issues in an effort to reduce financial aid default rates.

Commitment 4d

MVCC commits to monitoring the success of the student orientation and advisement programs, including coordinating the advisement efforts to improve communication between Admissions, Student Service Center advisors, and faculty advisors.

Commitment 4e

MVCC commits to reevaluating its developmental courses in light of recent national research to ensure student success in subsequent college-level courses and to integrate developmental skills work into credit-bearing courses.

Commitment 4f

MVCC commits to continuing the process of identifying and assessing Student Learning Outcomes for all Student Affairs areas of the College.

Standard V: Educational Effectiveness Assessment



Chapter 5

Standard V: Educational Effectiveness Assessment

An Institutional Effectiveness and Assessment (IE&A) Plan ([Attachment SV.1](#)) serves as the guiding document to detail expectations of the assessment activities conducted at MVCC. The IE&A Plan is modified annually to reflect changes in assessment priorities and is composed of specific objectives and work steps addressing the various institutional effectiveness and assessment processes; the work steps have been linked to the revised Middle State Standards. References to work steps in the plan are noted as (WS__) in the following narrative for this Self Study chapter. A timeline of assessment and institutional effectiveness activities is included as part of the plan. (WS 2.4)

The [Institutional Effectiveness Council \(IEC\)](#) (WS 10.1) oversees the assessment processes and consistently promotes awareness of assessment to broaden efforts across the College community. (WS 1.1, WS 1.3) The IEC, a subcommittee of the Strategic Planning Council, is co-chaired by the Director of Institutional Research and Analysis and the Assessment Liaison. Membership on the IEC includes representation from all divisions of the College. Student participation with assessment and membership on the IEC is promoted (WS 1.4); however, because of the ever-changing student population of a community college, it is difficult to maintain representation from this cohort. Progress on the work steps of the IE&A Plan is monitored by the IEC, and annual updates are now provided to the Strategic Planning Council by the co-chairs.

The MVCC [Institutional Effectiveness website](#) (WS 2.3) provides information about the IEC, and is a point of reference for assessment information on procedures and results of assessment activities. Included on the site is the statement of [MVCC's Principles of Assessment](#), as well as information on the IEC, an [Assessment Handbook](#), and a [survey and data resource page](#). The MVCC [Assessment Statement](#) can be found on this website, as well as in the [College Catalog](#).

The assessment of educational effectiveness has been overseen by an Assessment Liaison, with assistance from the [Office of Institutional Research and Analysis](#). The Assessment Liaison is a full-time faculty member with release time to coordinate the assessment and accreditation efforts. The Assessment Liaison has been a member on the [SUNY Council on Assessment](#) (SCoA) since 2011, serving as one of the founding co-chairs for the group. The Assessment Liaison also serves as the College's Accreditation Liaison Officer and has been a reviewer on a number of Middle States team visits.

The Office of Institutional Research and Analysis, in addition to overseeing the institutional research functions, supports the assessment of educational effectiveness by coordinating all survey efforts, monitoring research proposals brought to the [Research Review Team](#) (MVCC's IRB), and collecting, analyzing, and reporting assessment results. (WS 2.1)

Analysis

As documented in the IEC minutes through the years, the annual Institutional Effectiveness and Assessment Plans indicate sustained and comprehensive commitment to assessing educational effectiveness. Longitudinal examination indicates that follow-up and "drilling down" are routine exercises initiated by examination of previous assessments. The IEC regularly and routinely discusses the merits of various assessment methods, both voluntary and stipulated, making

decisions regarding which assessment instruments to use, re-use, or discontinue, and the ways and means to make the results most useful for stakeholders at the administrative, support, and instructional levels.

For most of the past 10 years, an annual summary review has been given to the IEC identifying progress on the assessment initiatives planned for the academic year. This review is included in the minutes of the last IEC meeting of the academic year, and more recently in the Strategic Planning Council minutes. The IEC minutes are available to the College community via the Council's folder on the M:drive, and plans are in place to make them available on the College website. In addition, the Director of Institutional Research and Analysis presents a bi-annual update to the members of the Cabinet and reviews the institutional assessment data with them in detail. It should be noted, however, that no other detailed report of the Institutional Effectiveness Committee work is currently available to the general College community. **Commitment 5a**

Learning Outcomes

(Requirements of Affiliation 9)

The first step in providing effective assessment of student learning is the identification of learning outcomes. MVCC demonstrates an integrated approach, including student learning outcomes at the course, program (academic programs, general education, and diversity and global view), and institutional (College-Wide Competencies) levels.

Course-level Learning Outcomes (WS 5.1. WS 5.2)

Course-level learning outcomes for credit and developmental courses have been developed by full-time faculty members who teach the courses. When new courses are developed, or major changes are made to course content, the Assessment Liaison reviews the student learning outcomes before final approval is made by the Vice President for Learning and Academic Affairs. For each course, there is a course outline that includes a core set of student learning outcomes. Regardless of who is teaching the course, or the location and mode of delivery, the expectation is that the instructor will provide opportunities for the students to achieve the core learning outcomes; additional learning outcomes can be added by individual instructors. Course learning outcomes are distributed on faculty syllabi and can be found on the Registration menu in SIRS and on the [College website](#). Learning outcomes for non-credit courses are developed by the instructors hired through the Center for Corporate and Community Education (CCED) and are distributed to students in the course; those course outlines are stored in the CCED office.

Academic Program Learning Outcomes (WS 8.2)

For each academic program, goals and supporting outcomes have been developed by full-time discipline faculty who teach within the program. These goals and outcomes, some of which are learning outcomes, provide the expectations of learning for students completing the program. Program goals and outcomes are found on the program curriculum pages in the *College Catalog* and displayed on the website for each [degree](#) and [certificate](#). Discipline faculty review and revise goals based on business and industry requirements, transfer opportunities, SUNY and NYSED requirements, national standards, and program advisory board recommendations.

As discussed in Chapter 3, CCED does not offer non-credit programs, only courses and training workshops.

General Education Learning Outcomes (WS 7.1)

The learning outcomes for the General Education (GE) program are displayed in the [College Catalog](#) and on the [Institutional Effectiveness](#) web page along with additional expectations for successful completion of the GE program. These learning outcomes are integrated with the expectations of the [SUNY General Education initiative](#) and [learning outcomes](#) set forth by SUNY. Oversight of the MVCC General Education program is the responsibility of the College Senate [General Education committee](#), and additional discussion on the General Education can be found in Chapter 3 dealing with Standard III.

Diversity and Global View (DGV) Outcomes (WS 7.2)

Launched in 2004, the [Diversity and Global View](#) program provides students with an opportunity to expand their knowledge and understanding of the diverse populations with which they interact. The DGV plan identifies learning outcomes and graduation requirements that were instituted in 2008. ([Attachment SV.2](#)) As presented in the discussion in Chapter 3, the DGV program is monitored by the [Diversity and Global View committee](#), a subcommittee of the College Senate.

College-Wide Competencies (WS 7.2)

MVCC has long had established institutional-level learning goals. At the time of development of the [College-Wide Competencies](#) in the mid-1990s, the College surveyed not only the faculty, staff, and students, but also the broader College community, to determine the expectations of learning that would inform the writings of the Competencies. Although there is significant overlap between the Competencies and the General Education learning outcomes, per [New York State Education law](#), AOS and Certificate programs are not expected to include courses in the liberal arts and sciences. Therefore, the College-Wide Competencies designate the knowledge and skills that are expected of all program and certificate graduates, at a level appropriate to the coursework involved.

Interrelation of Learning Outcomes

The program-level and institutional-level learning outcomes are consistent with the College Mission and serve to advance student success, not just at the institution, but also as students pursue their career and transfer opportunities. Clear linkage between the three levels of learning outcomes has been established in several ways. Curriculum maps have been developed showing the relationships between courses and the program goals for each of the academic programs. ([Attachment SV.3](#)) In addition, for most of the program learning outcomes, assessment occurs within the courses. For the academic program goals and supporting outcomes, at least one goal is required to link to each of the College-Wide Competency statements to ensure that opportunities within the program will provide for students to meet the requisite learning outcomes displayed as part of the Competencies.

Due to the different wording of learning outcomes/objectives that is communicated from SUNY and Middle States, MVCC faculty has worked hard to demonstrate consistency among these expectations as well as those of program advisory boards and national standards. This is particularly challenging when the program is accredited by an external program. Crosswalk documents for these programs have been completed to ensure that students are meeting the College-Wide Competencies learning outcomes. ([Attachment SV.4](#))

Rigorous approval processes are in place to determine those courses that will receive General Education and DGV approval and they provide the opportunity for students to meet the appropriate General Education learning outcomes. In addition, a comparison document has been developed to ensure that the learning outcomes of the General Education and DGV programs coincide with the expectations expressed in the College-Wide Competencies. ([Attachment SV.5](#))

Analysis

The College clearly and openly states its learning goals and outcomes in a variety of places, and demonstrates the links among them. Curriculum maps have been developed to identify the link for courses supporting the program learning outcomes, which link to the institutional-level learning goals. The College also conveys this connectivity with the learning objectives of the General Education and Diversity and Global View programs.

Assessment of Educational Effectiveness

(Requirements of Affiliation 8, 9, 10)

Course Level

At the course level, the assessment of student learning outcomes is under the purview of the faculty members teaching the course and this is reinforced within the MVCC [Faculty Bill of Rights](#). Online courses are assessed similarly to on-campus courses, as appropriate to the online learning environment. (WS 6.1)

Guidelines are given to adjunct faculty to help ensure that the level of rigor will be consistent with the expectations of full-time faculty. Review of the grade distribution comparison between full-time and part-time faculty was conducted for the period of Fall 2013 and Spring 2017. Although course grades do not constitute direct assessment of learning outcomes, they indicate the evaluation of student performances as a compilation of the assessment results.

Grade	Number for Adjuncts	% for Adjuncts	Number for Full-time faculty	% for Full-time faculty
A	39415	42.4%	32747	30.6%
B	23583	25.4%	24958	23.3%
C	11899	12.8%	17781	16.6%
D	3817	4.1%	6918	6.5%
F	9147	9.8%	15783	14.7%
W	5038	5.4%	8849	8.3%

As reflected in the data, adjunct faculty assign more A grades than full-time faculty and more students fail or withdraw from courses taught by full-time faculty. However, with the large number of grades examined, the percentage differences between the grade distributions do not appear to be significant. There is always a concern that adjuncts have lower standards, but [adjunct qualifications](#) have been established for each discipline, and MVCC makes efforts to ensure that part-time instructors have the appropriate degrees and to connect full-time faculty with adjuncts in an effort to maintain consistent coursework standards.

The [Dual Credit program](#) is accredited by the National Alliance for Concurrent Enrollment Partnerships (NACEP). (WS 6.2) To maintain accreditation, MVCC must demonstrate that courses are assessed in accordance with the rigorous NACEP standards and that results are used for improvements of the program. Dual Credit instructors are high school faculty who meet the

adjunct discipline hiring requirements. Assessment instruments are reviewed by each course full-time faculty liaison to ensure an appropriate level and Dual Credit courses may be subject to assessment within the General Education plan.

CCED non-credit courses cover a gamut of offerings from corporate, technical, and medical training, to recreational topics. **(WS 5.2)** Depending on the type of course, student learning is assessed in various ways, or not at all (such as for recreational offerings). The Self Study process identified that most courses have learning outcomes, and the Assessment Liaison has been working with the new CCED Director of Community and Workforce Development to examine additional ways to monitor the assessment of non-credit courses. As discussed in Chapter 3, the College recognizes that more needs to be done in this area.

Faculty members indicate on the program and General Education plans that they use a variety of direct measures to assess student learning, including but not limited to objective tests, skills testing, laboratory reports, oral presentations, and assignments and research papers that are graded by rubrics. In addition, indirect measures of assessing student learning are employed, including Classroom Assessment Techniques, to get quick feedback directly from students.

Every instructor is required to administer a student survey in each class before the end of the course. **(WS 5.5)** The current [Student Class Survey](#) instrument consists of 22 items dealing with instructional and assessment methods, classroom management, course content, and student engagement. Eight additional items address the course meeting location and timeframe, as well as tutorial support. The results of the Student Class Surveys are scanned by the Office of Institutional Research and Analysis, and the original surveys are returned to the faculty member. The faculty and the Associate Dean of the Department that houses the course receives the summary means of each item, as well as a comparison to the Department means. Although the Student Class Survey results are not used in the evaluation of faculty, instructors examine the results to determine how they might improve teaching and learning in their classes. [Institutional SCS results](#) demonstrate that students rate their instructors and coursework on almost all items with Likert means consistently above 4.5 on a 5.0 scale.

There has been a continuing problem with the Student Class Surveys having low return rates for Dual Credit and online courses. For several years, Dual Credit instructors were not administering the SCS, either because they were not distributed in a timely manner to the high schools, or because Dual Credit faculty did not have students complete the surveys and return them to the College. The Assessment Liaison met with the Director of Dual Credit and changes were initiated to ensure that the student questionnaires would be completed. During Spring 2017, the return rate for Dual Credit courses improved to 64% over the Fall 30% return rate. One option being explored to improve return rates is to have those surveys administered online in a controlled setting at the high school locations. The recent hiring of a Project Coordinator for the program will facilitate this effort, and the College will continue to monitor this to ensure that Dual Credit course students complete the surveys.

The student questionnaire response rate for online courses has consistently been low, and discussions have occurred on the IEC about how this could be improved. Those surveys are administered online through the Blackboard learning environment and students are not motivated to participate to complete the surveys. Suggestions have centered around withholding grades until the surveys are completed by the students, or releasing grades earlier as students complete

the surveys. However, these options do not seem feasible with the current way of processing grades. The College continues to explore ways to improve the online course survey return rates.

General Education/Diversity & Global View (WS 7.1, WS 7.2)

Assessment activities for the General Education learning outcomes are documented in the MVCC General Education Assessment plan, ([Attachment SV.6](#)) and revolve on a four-year cycle. Each fall the Assessment Liaison notifies the Associate Dean about the classes that have been selected for assessment that academic year. For some courses, instructors use objective tests and assignments that are scored using faculty-developed rubrics. In other courses, such as in mathematics and basic communication, SUNY-developed rubrics are used to help determine the level that students have reached in meeting the outcomes. Faculty from different disciplines collaborate on the assessment processes when the General Education categories cross different academic departments.

Critical thinking and information management assessment is conducted through the Information Management Competencies Assessment ([Attachment SV.7](#)), which was developed by the Library faculty and the General Education Committee. Assessment of the College Diversity and Global View learning outcomes is also accomplished through this online instrument. This assessment is taken by students who are applying for graduation, and at that time they are encouraged to complete it as part of the online process. Results are tabulated by the Office of Institutional Research and Analysis, and data are sorted and reviewed by academic program. Although the assessment is not a requirement, there is a respectable rate of student participation. ([Attachment SV.8](#)) The overall results are reviewed by the IEC and the General Education Committee; program-specific results are examined as part of the Academic Program Review process.

The assessment has been revised several times over the years to ensure consistency with the learning outcomes of information management/literacy and recently to include a critical and analytical thinking component. A crosswalk has been developed to link the questions to the learning outcomes, and to assist in identifying areas of weakness. ([Attachment SV.9](#)) The Librarians are currently reviewing the instrument to ensure currency with the information literacy expectations.

Academic Program Assessment (WS 5.3, WS 8.2)

The assessment of academic program learning outcomes was formalized in 2004, and includes a process by which discipline faculty complete a Program Outcomes Assessment Report (POAR) template ([Attachment SV.10](#)) to monitor formative and summative assessment of program goals and outcomes. At the time of development, review of various institution-developed and commercial products led to a decision to adopt the design of the template as an expanded version of the five-column [Nichols assessment template](#) model. The MVCC template serves as an effective way to display program goals and outcomes, as well as the assessment measures and benchmarks for determining how well students are meeting the goals. The POAR template includes an additional column that links the program goals to the institutional-level learning goals (College-Wide Competencies). After assessments are concluded, faculty are expected to provide comments about what action may be taken to address the results.

Numerous workshops have been conducted by the Assessment Liaison over the years to assist faculty in revising the Academic POAR templates. The most recent workshop sessions occurred

in the Spring 2015 when faculty needed to review/revise the templates and curriculum mappings to reflect changes that had been made as a result of the SUNY-instituted 64 credit hour program requirement. POAR templates are available for viewing by all faculty and staff in the IEC folder on the shared College M:drive.

In keeping with SUNY and Middle States expectations, there is a comprehensive five-year program review for academic programs. **(WS 8.3)** Exceptions are made for low-enrollment programs and for those that have specialized program accreditation. This Academic Program Review (APR) process includes an examination of key components supporting the College Mission and expectations from national standards, and how assessment results are used to improve the program. During the initial development of the APR Tool ([Attachment SV.11](#)), the College examined the SUNY [Faculty Senate Guide for the Evaluation of Undergraduate Academic Programs](#) document and adapted relevant portions of that to inform the APR process. The current tool was revised in 2015 to display congruence with the Middle States Standards and updated in 2016 to reflect College organizational changes.

Each year the Assessment Liaison notifies the Academic Associate Deans of pending reviews, and packets are prepared for those programs. Discipline faculty who teach in the program complete the Academic Program Reviews, with assistance from the Assessment Liaison. As part of the APR process, faculty must include the results of assessments that have been reported on the POAR templates. Faculty are encouraged to have at least one external reviewer examine the APR document, meet with students, and discuss ideas for program improvement. A program strengths and weaknesses section is completed as part of the review.

Completed APRs are forward by the Assessment Liaison to the Vice President for Learning and Academic Affairs and the appropriate Assistant Vice President and Associate Dean. Copies of completed Academic Reviews are stored in the Office of the Vice President for Learning and Academic Affairs, in the IEC folder on the shared M:drive, and are included as attachments ([Attachment SV.12](#)) to this Self Study.

Results of the reviews are shared with appropriate groups (discipline faculty, program Advisory Boards, et al.), examined to make recommendations for purchasing of equipment/materials, and to initiate changes in the curriculum, faculty numbers, and course sequencing. Planning and budgeting allocations then incorporate the resources to address the suggestions, as feasible considering budgeting constraints. In some cases, the documentation presented in Academic Program Reviews has resulted in programs being discontinued; this was the case recently for the Medical Assistant and Medical Assisting programs. **(WS 8.1)**

Analysis

The POAR template revisions and changes to the Academic Program Review process have helped ensure that the assessment of the academic programs remains current and appropriate with respect to SUNY and Middle States requirements. But the processes have not been without issues. Faculty members have sometimes not conducted a thorough review of the program; other times they have delayed the process. Faculty are encouraged by the Assessment Liaison and their Associate Dean to be involved in completing the documents; however, some faculty do not feel they are as closely linked with the offerings as they need to be to make the review meaningful. This is particularly true for programs such as the LA&S: General Studies program, in which a

large number of faculty from different disciplines are involved in teaching courses within the program, but do not have direct control as a whole. Although the Academic Program Reviews have been completed in a more timely manner during the last five years, improvement is needed to more regularly engage faculty in the process.

Another concern is that some discipline faculty have not been regularly engaged in collecting assessment results through assignments in their courses, and this is particularly true for adjunct faculty. Consequently, it is sometimes difficult to assemble assessment data for the five-year review document. During AY2016-17 there was discussion on the IEC supporting the development of an electronic submission process that would streamline faculty reporting of assessment data. The Self Study review process reinforces this proposal, and recognizes that this would also ensure monitoring of full-time and part-time faculty involvement in reporting results.

Commitment 5b

Assessment results identified through the Academic Program Review process are reported on the summary sheet, which asks for program improvements made as a result of the previous assessment of the major. However, these changes and suggestions for improvement have not been documented in a centralized location, other than on the filed APR documents. The College is in the process of developing an inventory that will assist in helping to track changes that are identified as part of the Academic Program Review process.

MVCC clearly has assessment processes and procedures in place to determine the effectiveness of its courses and academic programs. The current POAR templates and Academic Program Review process provide a unified approach for faculty to display, review, and assess program goals and outcomes, as suited to each program. When used appropriately by departments, they are effective tools for helping faculty make changes in curriculum at both the program and course levels. However, it is sometimes unclear how the assessment data are gathered (valid samples, 100% reporting, etc.). The responsibility falls to the individual members of departments to keep and report results on the POAR templates, to ensure the APRs are accurate and complete, and to share the results from the periodic program assessments. An online Blackboard Basic Assessment Course has been developed and reviewed, ([Attachment SV.13](#)) which could be of benefit for introducing members of Academic Affairs to assessment principles. It is important that the involved individuals, particularly faculty, take the process seriously, so that the results gleaned from these assessments can foster improvement; the process must not be seen as simply busywork completed for accountability purposes. **Commitment 5c**

Third-Party Assessment

(Requirements of Affiliation 8, 9)

The Self Study process revealed a few instances that may constitute third-party assessments.

The [Assessments Technologies Institute](#) (ATI) provides an exam that is used as national testing guidelines for nursing students. The results of this exam predict how well nursing students will do on the [National Council of Licensure Exam](#) (NCLEX), which they are required to pass to obtain their license. Due to the results on the ATI, information resources have been added to address areas of student weaknesses, additional partnering was initiated with ATI to have more reviews and practice, early identification of at-risk students led to the hiring of another nurse to work with students in the Learning Commons, and adjustments were made to admission

requirements. These changes have recently resulted in a very positive review of the program accreditation status.

Certified Nurse's Assistants (CAN) take the [Prometric Exam](#), a computer (written) and clinical test for students to become certified after 120 training hours. MVCC secures results through a Public Health online portal.

MVCC Chemistry faculty have been using a national exam provided by the [American Chemical Society](#) for many years. The exam is given at the conclusion of the General Chemistry sequence (CH141 & 142), and constitutes the semester final for CH142. The results are graded by MVCC faculty and are then compared to available online [national averages](#). The test averages tend to fluctuate from year to year, with no meaningful pattern. Faculty use the result comparisons to make changes to course content and offerings, ensuring that MVCC students have appropriate knowledge and skills. It should be noted that this assessment is not mandatory; however, it is extremely useful for transferring students who have been able to demonstrate success on it.

Analysis

For the few areas in which third-party assessments are used, these outside assessors independently provide information related to degree programs, course content, and analysis of student potential success or preparedness for certification or licensure. Data are being analyzed from year to year and utilized in altering programs to best promote student success.

Use of Assessment Results

(Requirements of Affiliation 8, 9)

Many faculty members make changes to their course offerings based on assessment results gleaned from course and program assessments and from formal and informal student surveys; however, the results are not always shared, even within their departments. Faculty members are asked to develop goals dealing with student learning and assessment within their annual faculty evaluation Planning Document, and results on the progress of meeting the goals are reported in the subsequent year. ([Attachment SV.14](#)) Typically this information is discussed only between the faculty member and his/her Associate Dean. During Fall 2017, the faculty members were surveyed in an effort to identify specific changes that had been made within the courses they teach. The survey results demonstrate that many faculty are actively involved in making changes to their courses to improve student success. ([Attachment SV.15](#))

Drawing conclusions on these data during the completion of the Academic Program Review has been the most difficult part of the process for faculty. It is often hard to determine why students succeed or not, and to identify and improve key indicators of success. The Office of Institutional Research and Analysis is working on displaying more user-friendly graphs and charts for the APR process to communicate the program data in order to improve analysis.

College Wide Curriculum Committee (CWCC) approval is required for all catalog changes related to courses and programs. During the Self Study review process, CWCC files were reviewed for the years 2013 through 2017. The following table indicates the number of curricular changes recorded for that time period.

Academic Year	Course Changes	Program Changes
2013-14	22	41
2014-15	78	29
2015-16	96	34
2016-17	48	22

A sampling of those findings has been compiled and categorized under broad areas. ([Attachment SV.16](#)) Additional changes that would not require CWCC approval are documented within the actual Academic Program Review documents. In addition, the Institutional Effectiveness Council annually examines indirect measures of student learning attainment acquired from various surveys. As a result, the IEC may forward information to departments that can initiate recommendations for change, or may suggest a course of action that would lead to improved results.

A review of [National Community College Benchmarking Project](#) (NCCBP) data for the years 2009 through 2012 identified low comparisons with other institutions in the area of success in basic skills mathematics courses and subsequent completion of college-level mathematics courses. (**WS 5.4**) A task force of mathematics instructors was formed to further examine the data and make recommendations. The one-semester developmental course offering in arithmetic and elementary algebra was replaced in 2014 by four developmental mathematics courses. In 2015, studies were again conducted to examine student success rates, and it was concluded that one of the algebra courses was not as effective for those students. With support from SUNY, a Quantway elementary algebra course is being piloted in hopes that the non-traditional instruction will help students to master the material.

After examination of student success indicators, the College pursued a Title III Grant. Part of the over \$2.2 million grant for the Pathways to Graduation project was used to develop digital course toolkits, lodged in Blackboard, to promote learning engagement in 18 courses that are highly enrolled but which currently exhibit low rates of successful completion. Developmental courses, as well as selected entry-level credit courses, were targeted for toolkit development. Faculty teams and an Instructional Design Consultant will pilot, implement, and provide training to all full- and part-time faculty teaching these courses. The former Learning Centers were transformed into new Learning Commons on both campuses, staffed with Completion Coaches, tutors, and a Library resource person to help students successfully meet their goals. In addition, the [College Community Connection](#) (C3) collaboration project connects students with local community agencies for support services. All of these efforts provide a supportive environment to promote success in developmental work, as well as other college-level courses.

As discussed in Chapter 4, MVCC has a number of programs, services, and educational opportunities that support student success. The APR process asks for feedback on how effective the services are in supporting the program. Student Affairs services offered by these departments are examined to ensure that students are being serviced in the appropriate ways to help them achieve their goals. For example, APRs continually reported that students needed better advising regarding course placement and degree requirements to make informed choices about academic/career pathways, to learn about skills needed to improve their academic performance and transition rates, and to develop a plan for success in reaching their educational

goals. Yet 2014 CCSSE data revealed that, on average, half of the students rarely or never use any support service.

Percentage of Students who Rarely/Never Use Student Services (CCSSE 2014)			
Career Counseling	67%	Skills Labs (Writing, Etc.)	51%
Counseling	59%	Transfer Credit Assistance	40%
Peer or Other Tutoring	57%	Advising Center	57%

In response to these data, New Student Convocation was added in Fall 2016 as a unique structure to promote early connectedness between students and their faculty advisors. A proactive notification letter introducing students to their academic advisors, cross-training to eliminate uneven advising loads, and letters providing contact information for faculty advisors have been initiated in an effort to improve advising handoff between student services advisors and faculty advisors. Changes also were made based on direct observed assessment through the DegreeWorks Change of Major tool. Students now complete a worksheet, which demonstrates that they have examined the information they need to know about how changing the major may add to the length of time to degree, cause them to lose applied credits, etc. A semester-by-semester display is currently being integrated into DegreeWorks so students can easily see program requirements. The new Completion Coaches are encouraging more students to tap into the services that will help them meet their educational goals. The College will examine results of the 2018 CCSSE to determine if more students are availing themselves of the services.

The Self Study research showed that assessment data, although not necessarily direct assessment, have been used to inform changes to support services to students. As noted in Chapter 4, there is a comprehensive list of the changes that have been made within the past five years. ([Attachment SV.17](#))

The IEC consistently reviews data on learning needs from the SUNY Student Opinion Survey and the CCSSE for improvement and discusses ways to promote professional development programming in support of assessment findings. Three times a year MVCC offers Institutes that cover a variety of topics related to employees’ personal and professional growth. The 2009 CCSSE results identified areas in need of improvement, and the Assessment Liaison met with the Executive Director of Organizational Development to promote more professional development opportunities that would focus on those issues on the CCSSE. A number of initiatives added to the [New Faculty Institute](#) program emphasize various cognitive and affective aspects of learning, such as student-focused instruction and teaching strategies. ([Attachment SV.18](#)) The 2014 means increased for all eight of the items under the categories of Active and Collaborative Learning, Student Effort, and Academic Challenge. CCSSE comparisons will be examined again in 2018. ([Attachment SV.19](#))

Results of the 2013 SOS displayed means that needed improvement for items related directly to students’ opinions on how well MVCC contributed to their acquiring certain proficiencies: problem-solving; technical, scientific and mathematical thinking skills; speaking and writing skills; understanding of political, social, and historical issues; and knowledge and skills necessary for career and transfer. Again, the College’s Professional Development program was approached to create Institute sessions with an emphasis on these issues, and faculty were encouraged to attend. A specific [New Faculty Institute](#) (NFI) session also was expanded to provide examples of how to encourage student learning and apply good assessment practices

within courses. The College is encouraged that the values for 27 items on the SOS increased from the 2013 to the 2016 results. ([Attachment SV.20](#))

Institute sessions provide a variety of offerings, and popular sessions are repeated; individuals may also apply for funding to attend off-campus workshops and conferences. During AY2016-17, the Executive Director of Organizational Development initiated a comprehensive assessment of the professional development sessions. During Spring 2017, he shared the information with the Administrative Group during one of their monthly meetings. Evaluations of all Institute sessions also were reviewed to evaluate their effectiveness.

The New Faculty Institute has recently undergone revisions with adjustments in the length of the program to better serve the faculty. The Self Study research identified that some faculty, especially new faculty, are unaware of the sessions offered through the Institutes and funding available to attend conferences and workshops. Better communication about the support for professional development could be reinforced at NFI and reported at a booth at the Benefits Fair during one of the Institutes titled “What Else Can MVCC Do for Me?” This would let faculty and staff know that opportunities exist and can be utilized to their fullest potential. The Organizational Development web page could also be listed under the Faculty and Staff section of the website instead of being only a link on the Employee Recognition page. The College recognizes that there needs to be a continued focus on examining data points relative to learning needs and on providing professional development opportunities to assist faculty in improving teaching/learning practices.

The APR process requires the examination of graduation, retention, transfer, and placement data, supplied by the Office of Institutional Research and Analysis. (**WS 2.2**) MVCC’s recent data-driven initiatives through membership in the [Achieving The Dream](#) (ATD) provide a College-wide focus on using data to improve graduation, retention, transfer, and overall student success. The College’s subsequent receipt of the Title III grant to fund the [Pathways to Graduation](#) Project highlights some of the key indicators of student success that MVCC uses to evaluate educational effectiveness. Since 2015, the College also has sponsored a [Data Summit](#) each January. This event enables individuals from all departments to focus on information and initiatives being implemented to increase student success indicators. In Spring 2017, some faculty and staff participated in the [Institutional Capacity Assessment Tool](#), an online self-assessment to help colleges determine their strengths and areas for improvement in seven key dimensions. A “World Café” was held to celebrate strengths, prioritize areas for improvement, and identify concrete actions for building capacity to support student success efforts. The College is examining the discussion points to investigate suggested changes for improvement.

Decisions on resource allocation are affected by many factors, including assessment results, student outcomes such as retention and attrition, need for marketing and communications strategies, and student satisfaction with services. Direct and indirect assessment data are examined by the IEC, department faculty, and administrators, and areas in need of improvement are identified. (**WS 3.1**) The findings are correlated with the Strategic Plan, and individual planning and budgeting priorities are identified through the departmental objectives. If funding is required for new equipment, etc., that is reflected in budget submissions. The budget worksheet form requires assessment data to support changes in funding for any educational learning program. ([Attachment SV.21](#))

Analysis

The Self Study review showed that there is ample evidence supporting changes to pedagogy, curriculum, and student services to assist students in improving their learning and overall College experience. In addition, professional development activities are informed by assessment results. Within the past five years, budgeting and resource allocation for learning programs has been more closely related to assessment results.

Self Study research identified a need to strengthen efforts for periodically reevaluating the assessment processes. **(WS 3.2)** A review of progress on the Work Steps of the Institutional Effectiveness and Assessment Plan is conducted at the end of the Academic Year by the IEC, and more recently given in a report to the Strategic Planning Council. The IEC also has utilized the SUNY Council on Assessment's (SCoA) [Institutional Effectiveness Self Assessment](#) to gauge institutional effectiveness. The draft of the SCoA Academic-Program-Assessment Rubric ([Attachment SV.22](#)) has been examined by the IEC and determined to be a useful tool for helping to weigh the success of the educational effectiveness assessment. The Self Study Workgroup for this Standard suggested that the rubric should be used by Academic Departments to report annually on their status with assessment. These reports could be posted in the IEC folder, with accompanying information about where assessment results, modifications, and follow-up assessment decisions are located. Notices of postings and supporting documents locations also could be sent to faculty and other instructional staff for ease of access. This also could be incorporated into the Academic Program Review Tool in support of the process.

Commitment 5d

The College has come a long way in supporting and promoting assessment and institutional effectiveness processes. Resources have consistently been allocated to sustain assessment efforts, including the staffing of the Office of Institutional Research and Analysis with three full-time positions, maintaining an Institutional Effectiveness web page, supporting a reduced teaching load for an Assessment Liaison position, sponsoring an "[Eye of the Hawk](#)" assessment award **(WS 10.2)**, and communicating results. The Achieving the Dream involvement and annual Data Summit reinforce a College-wide emphasis on institutional and educational effectiveness. Results of the Employee Climate Survey item "A Culture of Assessment" have shown an improvement from the 2015 mean of 3.51 to the 2017 mean of 3.71. Although this item does not differentiate between educational effectiveness assessment and institutional effectiveness assessment, it still identifies MVCC as making assessment a priority. The College recognizes that efforts need to continue to encourage faculty and staff to see the benefits of conducting assessment activities and using the results for improvement.

Commendations

- MVCC was a pioneer in NYS in developing College-Wide Competencies that represent institutional-level learning goals expected of all graduates, at a level of learning appropriate to their earned degree.
- MVCC has a comparatively longstanding history of focusing on the periodic assessment of the effectiveness of programs of student learning, providing access to documents and statistical information regarding program review and assessment of student learning outcomes, and promoting a culture of assessment.

Commitments

Commitment 5a:

MVCC commits to an expansion of the communication efforts regarding assessment of student learning and the use of results.

Commitment 5b:

MVCC commits to implementing an electronic submission process for reporting academic and General Education assessment results, and to increasing training of faculty and academic leadership on the collection of student learning assessment data.

Commitment 5c:

MVCC commits to more consistent examination of data and documentation of changes made as a result of assessment processes.

Commitment 5d:

MVCC commits to strengthening the guidelines used to evaluate the effectiveness of the assessment processes. The SUNY Council on Assessment (SCoA) rubrics are possible resources.

Standard VI: Planning, Resources, and Institutional Improvement



Chapter 6

Standard VI: Planning, Resources, and Institutional Improvement

Planning

(Requirements of Affiliation 10)

As previously noted, the development of the current Mission and Strategic Plan: *Catalyst 2020* was a collaborative College and community process. The College interviewed 874 people from the community, student body, and MVCC employees in an effort to survey the constituents it serves. During AY2014-15, the Strategic Planning Council held meetings to help develop the Mission and Strategic Goals and the Board of Trustees reviewed and approved the documents.

A more refined planning procedure that ensures the process is informed by the College community and follows a timeline that allows for better integration between the annual unit objectives and the Strategic Plan benchmarks set by the Strategic Planning Council (SPC) is now emerging. Metrics, updated annually, provide a basis for MVCC to monitor the process of Strategic Goal Direction benchmarks. ([Attachment SVI.1](#)) Each spring a review of the departmental objectives is conducted and special institution-wide objectives are identified as priorities for the coming year.

The development of the Planning Pivot Table displaying the link between the departmental objectives and the Strategic Plan. ([Attachment SVI.2](#)) This provides a mechanism for the SPC and Cabinet to sort the data, examine different perspectives, and monitor how departments at the College are supporting each of the individual Strategic Goals. Chapter 1 provides more detail on the development and monitoring of *Catalyst 2020*.

Facilities Plan

MVCC has facilities to support the work of the College, and recent building projects have changed and added to the structures available on both the Utica and Rome campuses. ([Attachment SVI.3](#)) Through the 2010 planning process, a 20-year [Master Plan](#) was developed that included evaluation and growth management strategies for buildings and renovations. These strategies include a [timeline](#) for campus planning for existing and new facilities, along with land use and financial planning to meet projected needs.

Portions of the Master Plan have already been completed, some with changes to the timelines and original designs. A major \$30 million renovation construction project from 2015-2017 on the Rome Campus included changes to parking lots and two new wing additions to the Plumley Complex. ([Attachment SVI.4](#)) One wing now has updated classrooms and office spaces and Learning Commons space including accommodative testing rooms, conference room, math and writing labs, tutoring stations, and a computer lab shared with the expanded Library space. The other wing includes expanded labs and classrooms, and for the Hospitality programs, a dining hall and event space, modernized classrooms, upgraded hospitality equipment, and office space. Included in the renovations are meeting spaces that can be utilized by community organizations. The completion of the project resulted in the demolition of the old Rome Academic Building and barn storage building.

When the College was awarded the \$2.2 million Title III grant and a generous donation from an alumnus, the Master Plan projections for the Utica Campus were adjusted to incorporate the new [Mandia Family Learning Commons](#). This area houses tutoring services, library resources, computers, technical assistance, an iTeach Learning Lab for faculty/staff, and seminar areas. In addition, five Completion Coaches are in the Commons to assist students with academic and personal issues. The area includes faculty offices, group study rooms, and “soft space” areas.

At least twice a year, Facilities and Operations employees walk through all College buildings and perform a visual assessment of whatever needs to be repaired, replaced, or upgraded. Annual facilities planning focuses on long-term benefits, not just patchwork fixes. Examples could include roof replacement, equipment replacement, and upgraded classrooms. This internal assessment is used to inform the facilities budget for the following year. That budget includes a renovations account, which contains a lump sum of money for “catastrophic” events (major repairs/damages, etc.).

In 2009, faculty were asked for comments on classroom conditions, and a Classroom Assessment Survey was conducted by the Director of Facilities and Operations and the College Senate Chair. ([Attachment SVI.5](#)) Individuals also toured the Utica classrooms and assigned grades of 1-5 (1 being the most unsatisfactory, 5 being superior) of every aspect of each classroom. Based on their assessments, both individuals provided an overall average score. In 2011 and 2013, MVCC administered follow-up surveys to both faculty and students regarding changes made to specific classrooms. ([Attachment SVI.6](#)) The survey questions varied from the effectiveness for teaching and learning, to the ease of access to tables and chairs, to the overall comfort of the furniture. The results of these surveys were used to purchase new faculty podiums and student seating.

Near the end of every semester, instructors are required to conduct the Student Class Survey for every section they teach. A portion of the survey relates to the campus location of the course, the building in which the section is taught, and the classroom itself. [Institutional SCS results](#) demonstrate that students rate items dealing with the classrooms, facilities, support, and class scheduling with Likert means consistently above 3.5 on a 5.0 scale. The SUNY SOS item “General condition of buildings and grounds” had a decrease from the mean of 3.80 in 2013 to 3.66 in 2016. During that time period, there were major construction projects on both the Utica and Rome campuses, undoubtedly leading to student dissatisfaction with College facilities. The item “Well-maintained facilities” on the Employee Survey increased from 3.48 to 3.52 for the 2015 to 2017 administrations. The College is confident that the Utica and Rome Campus renovations will result in higher means on both surveys in the future.

The College maintains a [Sustainability Council](#), displaying its commitment to promote active participation from faculty, staff, and students in conserving energy and recycling efforts. MVCC is involved in a number of sustainability efforts that are monitored by the Council. ([Attachment SVI.7](#))

Analysis

MVCC assesses the adequacy and efficient utilization of MVCC’s physical and technical resources through various means including course surveys, periodic surveys of faculty and students, and internal assessments made by facilities staff. Enrollment fluctuates each semester; however, the facilities that MVCC has at its disposal are adequate to support this number of students. In addition, MVCC utilizes off-campus locations for course and program offerings.

Some of the current off-campus locations are necessary because on-campus facilities are not adequate or appropriate to house the programs. This is the case for the Airframe and Powerplant Technician Certificate, the Carpentry and Masonry Certificate, the Fire Protection Technology degree program, and programs offered at the local prisons. Courses offered at off-campus sites also increase community relations and provide locations that are more accessible to students.

The College has a facilities Master Plan in place to meet student and enrollment needs. Portions of the plan have been implemented, although not necessarily following the timeline or projected changes because of additional funding through grants and donations that accelerated the work. Also, the designs for construction may not match what is actually built; however, the important factor is that the projects completed are better for servicing students than originally described in the plan. The Self Study review process noted that, at the time of the plan development, the Academic Affairs area was organized into Centers and the plan accounted for renovations based on that model. With the 2016 redesign and formation of Academic Departments, modifications need to be made to that portion of the Master Plan. **Commitment 6a**

Additional Planning

(Requirements of Affiliation 10, 15)

Information and Educational Technologies Plan

The College recognizes that information and educational technologies support is vital to College functionality and student success. In Fall 2016, a three-year [Information Technology Strategic Plan](#) was developed and approved by the newly formed [Information Technology Council](#). The plan designates the staffing structure, planning sequence, annual operational priorities for each of the three years, and a timeline for the IT strategic priorities. Also included in the plan is a section dealing with Educational Technologies.

The newly formed [Information Technology Council](#) is a recent development to assist with assessing the effectiveness of Information and Educational Technologies. Plans are in place for proper updates and upgrades to services, hardware, and software. Budget requests are made to support planned upgrades and updates.

Academic Plan

Academic Affairs has developed an Academic Plan that delineates the action steps outlined by the division for the time period 2015-2017. ([Attachment SVI.8](#)) Included in the plan steps are goals, measurable outcomes, and measures and benchmarks that will determine the extent to which the action steps are being accomplished. In addition, each of the goals link back to at least one of the College Strategic Goals to ensure that priorities align with the MVCC Mission.

Enrollment Management Plan

The [Enrollment Management Council \(EMC\)](#) has a traditional understanding of strategic enrollment management based on recruitment, retention, and program mix. In response to the need to adapt, and the ever-changing landscape of education, the EMC developed a commitment to “nimble” and “out-of-the-box” thinking, as well as taking a data-focused approach (gathering data from enrollment trends, [surveying](#) employees, asking faculty and staff for [enrollment ideas](#)).

EMC began working under its new [charter](#) and with new membership in October 2014. The discussions have focused on taking a creative approach by asking directed questions on how the College could effectively use data to focus on strategic preparation to be flexible in adapting to

emergent opportunities and community needs and to engage a broad number of internal and external stakeholders. For example, it was determined that EMC could conduct surveys and/or focus groups, conduct tabletop “what if” exercises, explore case studies of successful program development, as well as keep a close eye on the three legs of the enrollment stool: recruitment, retention, and academic programs. As a result of the work of EMC, the recommendations and enrollment projections serve as a “real time” [Strategic Enrollment Plan](#) for the College.

In support of enrollment management, a six-step integrated marketing communication process has been developed to help MVCC connect to its key student audiences. The components include the identification of students from behavioral data and assessments; valuation of students or other audiences with the creation of student and marketing personas; creation and delivery of messages and incentives; estimation of return-on-student/audience investment and metrics; managing budgeting (investments), audience-specific allocation, evaluation, and recycling; and re-assessment and repositioning for the future.

With the help of the [Community College Equity Assessment Lab](#), MVCC has identified and prioritized certain populations in need. Using the [Community College Success Measure \(CCSM\)](#), MVCC identified the factors that influence student success for underserved students. The CCSM is a comprehensive assessment tool for evaluating student success in community colleges, with a focus on students who have been historically underserved in postsecondary education. Speaking with local minority leaders, MVCC identified avenues to more effectively reach out to target populations. These include non-traditional marketing in churches, hair salons, convenience stores, barber shops, and local publications targeting those demographics. Outreach efforts to underserved populations are spearheaded by MVCC’s [Education Outreach Center](#).

Analysis

Some items on the Employee Climate Survey related to Information and Education Technologies have shown only slight changes from 2015 to 2017, while others have shown increases in several areas, some reporting the highest means (✓) since the initial 2005 survey.

Employee Climate Survey Item	2015	2017
The adequacy of the technology in the classrooms	3.55	3.70✓
Desktop/laptop hardware	3.76	3.76
Desktop/laptop software	3.81	3.79
Laboratory hardware	3.59	3.57
Laboratory software	3.61	3.70✓
Internet speed	3.81	3.72
Access to printers	3.78	3.83✓
Technical Support	4.11	4.17✓

SUNY SOS results indicate that students are generally satisfied with the computers/technology and have shown increases on most items.

SUNY SOS Item	2013	2016
Availability of computers when you need them	3.64	4.05
Computer/technology support services	3.97	3.99
Availability of power sources for my technology	3.60	3.61
Internet access (including wireless)	3.81	3.68

Both employees and students indicate less satisfaction with the internet access than other issues and the IT department continues the work to improve on this. With the upgrade of the wireless infrastructure planned for AY2017-18, means for all of these items are expected to increase.

The Enrollment Management Council has provided stability and foresight in predicting and providing solutions to support enrollment at the College. When enrollment data and research have led in promising directions, the EMC has made recommendations to the College leadership about how to commit resources to support enrollment growth in specific areas. The EMC has built an [enrollment projection model](#) based on trend analysis and the various factors that might bend the trend lines, and has developed an annual calendar to provide a regularly updated enrollment projection to the President’s Cabinet throughout the annual cycle of preparing the College budget.

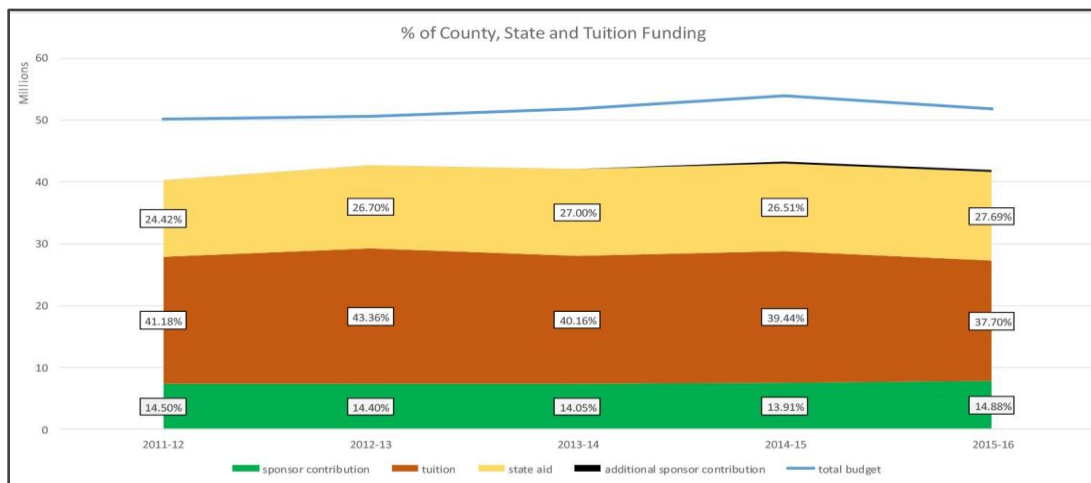
Funding

(Requirements of Affiliation 11)

Operating Funds

SUNY community colleges are funded through three major funding sources: local sponsor, student tuition, and state support. MVCC has only one sponsor, Oneida County, under this model. Specific portions of the New York Code of Rules and Regulations (NYCRR) specifically state what are allowable and non-allowable operating costs (Ed.L.§6304[1][a]; 8 NYCRR Part 602 and 8 NYCRR §602.4[d] and [e]). For NYS community colleges, tuition is treated as a source of revenue in support of the operating budget (8 NYCRR §602.4[a][1]).

MVCC, considered a “Full Opportunity” college (Ed.L.§6304[1][a] and 8 NYCRR §601.6), must admit recent high school graduates and returning veterans, regardless of high school graduation date, who are Oneida County residents. Consequently, the College must provide adequate remediation, instruction, and counseling necessary to support student success. As a result, MVCC should receive support from the State funding of 40% and local sponsor support of at least 27%, with student tuition and fees making up the balance. ([Attachment SVI.9](#)) Analysis of the past five years shows the revenue share received from tuition and fees has been around 40%.



Historically, when the State has experienced a decrease in revenue, or has decided to fund special initiatives, base aid to community colleges has been reduced or static, causing the College to raise student tuition and fees and/or reduce the number of faculty and staff. As reflected in the adopted AY2017-18 budget, the student tuition share of net operating costs stands at 37.2%, versus 41.1% in AY2011-12. Sponsor share has increased slightly from 14.5% in AY2011-12 to 15.8% in AY2017-18, an increase of approximately \$640,000. The State share has been relatively consistent with slight fluctuations between 26.5% and 27.7% from AY2012-13 to AY2017-18. Fees, grant funded positions, and chargebacks to other counties make up the balance of the revenue. It should be noted that the increase in the percentage of State share for AY2017-18 is not due to a larger increase in revenue per Full-Time Equivalent (FTE). Rather, the College made intentional changes to reduce expenditures through grants and retrenchment. Despite the fiscal challenges of continuing to offer a broad array of technical and career programs, MVCC consistently ranks sixth lowest for cost per FTE among the 30 SUNY community colleges.

Mohawk Valley Community College		Budget Change From Prior Year	
Budget Year	Total Operating Budget	\$\$	%
2012-13	\$ 50,553,210		
2013-14	\$ 51,804,021	\$ 1,250,811	2.47%
2014-15	\$ 53,902,042	\$ 2,098,021	4.05%
2015-16	\$ 51,902,536	\$ (1,999,506)	-3.71%
2016-17	\$ 51,437,073	\$ (465,463)	-0.90%
2017-18	\$ 49,968,925	\$ (1,468,148)	-2.85%

The College operating budget consists of approximately 85% fixed costs for personnel, fringe benefits, and insurance and utilities, leaving little for discretionary expenditures. Expenses for retirement funding, medical insurance, Collective Bargaining Agreement salaries, utilities, and other mandated programs have increased each year. However, State funding per FTE student currently is equal to that of AY2008-09 and has not been sufficient to keep pace with rising costs.

There has been recent discussion at the State level regarding funding community colleges. Specifically, the methodology used to calculate chargeback rate for out-of-county students has been examined and a new methodology has been proposed. The New York State Legislature has thus far declined to enact the change, and it remains uncertain whether or not it will ever be made. It is also unclear how the change in methodology would impact individual community colleges over time. Currently there is a formula used whereby the cost per FTE per the enacted budget is calculated and this amount is charged to non-sponsor counties whose residents attend MVCC. This cost per FTE is adjusted via a reconciliation of budget to actual costs from two years prior.

The County has limited revenue, and many County departments and unfunded Federal and State mandates compete for the same funds as the College. Despite this, the County has been generous in its support, especially in helping to fund special projects. Additional monies from the County for the past four years have included \$100,000 per year for the purchase of equipment and \$125,000 per year for Achieving the Dream (ATD). The total of \$900,000 is not considered part of the local sponsor share, which would be subject to the maintenance of effort rules and thus subject to renewal from year to year.

Capital Project and Program Funding

New York State statute provides that the State and local sponsor share on a 50-50 basis the cost of capital projects (Ed.L.§6304[8] and 8 NYCRR §603.1), because NYS community colleges cannot incur debt or bonds for major construction or renovations. The local sponsor share may come from various sources such as Oneida County, the College Foundation, or the Auxiliary Services Corporation. Once local funding has been obtained, the College submits to SUNY a capital funding request, which includes a local sponsor resolution outlining the commitment to funding. The project is then approved for inclusion in the request for funding from NYS, and SUNY negotiates on behalf of the College to secure the funding, which becomes available once NYS approval is complete.

Alternate Funding Sources

In 1966, the Board of Trustees established a 501(c)(3) Foundation as a fourth partner to engage the private sector in raising funds for the College. These additional resources are necessary to close the gap in funding student success efforts that are not fully supported by the public funding streams. The [MVCC College Foundation](#) is a nonprofit corporation that solicits, accepts, manages, invests, and distributes contributions, and communicates with donors and prospects regularly. It serves as a repository for all private, non-governmental gifts and support received on behalf of the College. Several Board of Trustees members, the College President, and community leaders make up the [Foundation Board](#).

The current Vice President for Community Development and Executive Director of the MVCC Foundation was hired in 2008 to oversee the Foundation and lead all fundraising endeavors. Foundation efforts also include awarding of student scholarships, alumni mailings and outreach, and major donor campaigns. A Memorandum of Understanding between the College and the Foundation was established to designate the clear roles of the Board of Trustees and the Foundation. ([Attachment SVI.10](#)) The distribution policy of the Foundation Board provides support for items not funded through traditional sources. The Memorandum of Understanding states that the Foundation commits to contributing from its fundraising efforts no less than 5% of unrestricted revenue to support educational programs, capital projects, equipment purchases, and community enrichment endeavors.

In recent years, the College has pursued and successfully obtained many outside grants to support various College projects. ([Attachment SVI.11](#)) The [Grants Council](#) coordinates grants planning and management and includes members from across the divisions of the College. MVCC has contracted for grant-writing services and has just filled a new position titled Project Coordinator – Grants Compliance and Reporting to lead the grants effort. This Coordinator will search out grant opportunities and coordinate the writing of grant applications, with a focus on ensuring required matching funds are available, and will work to safeguard proper accounting and reporting for all grants.

Analysis

The College has been successful in getting funding for major building projects and renovations under the 50-50 state-sponsor matching capital program. This has recently included the construction of the [Jorgensen Center Field House](#) on the Utica Campus and renovations to the [Rome Campus](#). However, because of revenues generated by State and County taxes, funding for operational needs has been problematic over the years.

Enrollment fluctuates each semester, but for AY2016-17 total FTE enrollment was 4,664.1 and unduplicated headcount was 8,818, which includes full-time, part-time, online, and Dual Credit students. From 2011 to 2016, fall enrollment at the College decreased by 13.4% due to declining Oneida County and high school student populations; this was amplified by an unemployment rate that fell from a high of almost 10% during the recession to less than 5%. During the same period the State decreased its funding by 26%. In addition, compared to other NYS community colleges, MVCC offers a number of highly technical [programs](#) that are more expensive to maintain. But the fiscal viability of the College has been maintained as a result of several strategies: leveraging funding through Fund Balance allocations, which had been built up during years when enrollment was high; by seeking out additional funding sources; by securing supplementary monies from Oneida County, the MVCC Foundation, ASC, and grants; and by developing quality in-demand offerings that serve the needs of the community. The College also had to make difficult cuts and layoffs, which included closing the Childcare Center, resulting in retrenchment of full-time staff members. The Board of Trustees reviews the College financial reports at its meetings, and in January 2017 approved a [policy](#) requiring the College to take the necessary steps to maintain a fund balance equivalent ranging from 5% to 15% when proposing the annual budget for the coming year.

Funding from tuition directly contributes to the operating funds, and a number of initiatives have been recently launched to help increase enrollment. There was a change to the academic calendar to begin the Fall 2017 semester after Labor Day in an effort to service students who have summer employment and/or children who begin public school at that time. This calendar change resulted in a thorough review of course scheduling to better meet student needs. Express Enrollment Days were initiated during Summer 2017, and the Advise, Schedule, and Pay (ASAP) and Goals+Plan = Success (GPS) initiatives were implemented to provide student awareness for staying on track to reach their educational goals. Recently opened Learning Commons on both campuses house Completion Coaches, faculty, and advisors who encourage students to complete their degrees. Marketing strategies and social media outreach efforts were conducted for both campuses, with a special focus on the newly completed Rome Campus renovations. The [NYS Excelsior Scholarship](#) was launched and resulted in 193 students who qualified under the tuition-free effort. At the time of the writing of this document, enrollment for Fall 2017 had not decreased as much as was predicted when preparing the AY2017-18 budget.

The ancillary monies received from the County, the MVCC Foundation, and ASC have continued to provide much-needed financial support to College programs, initiatives, and facilities. The College will seek out additional initiatives, such as Guided Pathways and business/social enterprise opportunities, to reinforce the student-college connection, generate resources, and improve retention and graduation rates. Grant funding activities have increased in terms of overall funding of College efforts and personnel, and additional third-party grants have helped to offset the potential impact of a downward swing in revenues from governmental sponsors. With ongoing concerns over the volatility of revenue streams and the impact of the NYS Excelsior initiative, the College will need to continue to be proactive in seeking support from external grant opportunities, with careful consideration of how that revenue source will affect future staffing and budget issues. **Commitment 6b**

Budget and Financial Oversight

(Requirements of Affiliation 10, 11)

Budget Process

Each year's budgeting process begins the previous fall, when a memorandum is sent by the President to the budget managers who will be involved in the process. The Vice President of Administrative Affairs sends to each budget manager an Excel document that contains past budget amounts for their individual departments, as well as reference documents and planning sheets for the coming year's budget. ([Attachment SVI.12](#)) There is a tab containing the current Strategic Goals and supporting Directions, coded to be used in completing the budget requests. Each budget manager must include annual departmental objectives for the coming year, each of which links to one or more of the *Catalyst 2020* goal Directions. Budget managers can request new line items to be inserted where needed after justifying them to the Cabinet for approval. Any department requesting funding for an initiative, or for increasing or reducing the amount of money necessary in one of the three categories (personnel, contractual/operating, equipment) must also present a rationale and assessment data to support the request. At least one of the Strategic Goal codes is used to support the request, providing a direct link between requested resource allocation for new efforts and the Strategic Goals.

To assist with building the budget and to monitor spending, the Cabinet members use the Budget Pivot Table document, which shows the previous two years of expenditure requests with actual spending for the fiscal year by department and budget code. Cabinet members can see and evaluate each expense line item and decide if they need to increase or decrease any of their previous year's expenditures to stay within their budget cap. ([Attachment SVI.13](#))

Once the budget managers have completed their budget packets, they forward them to the appropriate supervisory Cabinet member and meetings are held to review and revise the objectives, budget items, and money amounts. The Cabinet convenes to discuss the budget priorities and to decide the areas of importance and highest need that support the Strategic Plan. Cabinet members then meet multiple times to review the submissions to recognize where savings can be realized, especially in coordinating efforts across the divisions of the College. Amounts are adjusted to ensure that there is a balanced budget, in reference to the expected revenue sources for the coming year. The appropriate Cabinet member communicates changes back to the departments and the process is concluded after final approval by the Board of Trustees.

The Business Office monitors spending under each of the budget codes. MVCC has defined policies in place for appropriating funds from each budget line, including purchase orders, travel authorizations and vouchers, and payment vouchers. These all have controls in place whereby approval is needed from an area supervisor or department head to ensure the expenses are justified in accordance with the department's budget. Controls are also in place for budget transfers that may arise after the fiscal year has begun.

The Auxiliary Services Corporation

As discussed in Chapter 4, the College is required by NYS Law to maintain an auxiliary enterprise known as the [Auxiliary Services Corporation](#) of Mohawk Valley Community College (ASC). This entity is a campus-based, not-for-profit corporation, which as an independent contractor, operates, manages, and promotes educationally related services for the benefit of the College community. Although the Corporation is a separate legal entity, it carries out operations

that are integrally related to the College and is therefore included in the financial reporting entity of MVCC.

Dormitory Corporation (MVCCDC)

The College maintains a dormitory operation known as the Mohawk Valley Community College Dormitory Corporation (MVCCDC). The purpose of this not-for-profit corporation is to provide student resident facilities on the MVCC Utica Campus. Although the Corporation is a separate, legal entity, it shares the same Board of Trustees and President as the College, carrying out operations that are integral to the College and, therefore is included in the financial reporting entity of MVCC.

Center for Corporate and Community Education (CCED)

[CCED](#) is a self-sustaining entity of the College, and is the only department in which overspending is allowed due to revenue generated by its course offerings. The fees and tuition charged to the students or businesses offset the staff salaries, books, and supplies. Fees and tuition collected over and above the operating cost of the programs, salaries, and supplies are deposited into the College's general operating budget. Information on CCED offerings was discussed in Chapter 3.

Student Activity Fee

The [student activity fee](#) is set each year by the Board of Trustees and is managed by the Auxiliary Services Corporation. The revenue is used to fund [student activities](#), including Athletics, the MVCC Cultural Series, and Student Congress. The monies generated by the student activity fee are not part of the operating budget. The budget generated by the student activity fee is monitored at least quarterly by department heads and Associate Deans where appropriate to determine whether there is overspending. When necessary, departments combine non-committed monies to adequately support operations and institutional programs supported by the activity fee.

Audit Process

New York State Education Law dictates that the College be audited annually by an independent certified public accounting firm. The audits cover the College operating budget, as well as other areas including Federal Title IV financial aid funds and grants. The books examined include the General Ledger activities on assets, receivables, aging of old accounts receivable, accounts payable, Financial Aid awards, and their separate general ledgers. As required by the Department of Education, Financial Aid refunds and Financial Aid on student accounts, payroll, and many other items are reviewed by the auditors. At the end of the audit, the auditors present their findings to the Board of Trustees.

Analysis

MVCC has a resource allocation process in place to link budget requests to the current Strategic Plan and its underlying Objectives and Metrics. Budget requests are assessed to ensure that available resources are linked to assessment data. The Budget Pivot Table allows analysis of past expenditures during the process of creating the budget, which enables the President's Cabinet to have alternate views of the budget lines and to conduct a line-by-line analysis while examining multiple budget scenarios. The Banner budget screens and expenditure Budget Pivot Table are valuable tools that are beginning to be used by the different departments. The College recognizes

that additional training on the effective use of these tools is necessary to ensure that they are used to the fullest potential. **Commitment 6c**

Although the President attempts to make the budgeting process more transparent through email postings, budget-related campus conversations, and presentations at Board of Trustees and College Senate sessions, there are still comments that individuals do not know how resources are allocated. Cabinet members discuss budget issues with their budget managers; however, information is not always shared with other members of the department. Items on the Employee Climate Survey indicate that employees feel there is room for improvement in the two areas dealing with budgeting and efficient resource allocation.

Employee Survey Item	2015	2017
Budgeting reflecting the mission and priorities	3.20	3.25
Efficient resource allocation	3.92	2.97

The President and Cabinet members will continue to examine ways to provide open transparency on how resources are appropriated. **Commitment 6d**

Annual audits for the past 10 years have shown that the College has been in compliance with generally accepted accounting practices and has maintained appropriate internal controls to safeguard College assets. State and federal standards are adhered to by the College, and MVCC has always responded in a timely manner to correct any audit irregularities.

Human Resources

MVCC faculty and staff are competent to carry on the work of the College, as displayed on the organizational chart. ([Attachment SVI.14](#)) To increase the diversity and educational background of MVCC employee demographics, Human Resources has been actively expanding advertising sources when positions need to be filled. A continued problem that existed was that vacant positions took a significant amount of time to fill, on average 126 days. Oftentimes the pool of applicants is well-qualified, but due to the length of the process, many drop out and accept employment elsewhere. In Spring 2017, Human Resources implemented new software that tracks the hiring system to speed up the process. In addition, screening committees were reduced in size to three members, with a 360-degree meeting model encouraged whereby all key players meet at once to discuss the final candidates. It is hoped that these changes will result in a better experience for screening committee members and applicants.

[New Employee Orientation \(NEO\)](#), [New Faculty Institute \(NFI\)](#), [Adjunct Orientation](#), [Spring, Summer, and Fall Institutes](#), [MVCC Leadership Academy](#), and [PEAKS Leadership Development Program](#) all represent the onboarding and professional development opportunities afforded to employees to promote the positive aspects of MVCC’s organizational culture. All full-time employees are subjected to very comprehensive and detailed evaluation and promotion processes as outlined in Chapter 2. In addition, each employee has the opportunity to participate in a variety of collegial activities that support the work of the College and student success.

MVCC has an [extensive awards program](#) to recognize the achievements of faculty and staff. [MVCC Awards for Excellence](#) in teaching and service for areas of Adjunct Teaching, Classified Service, Faculty Service, Librarianship, Part-Time Service, Professional Service, Scholarship and Creative Activities, and Teaching are awarded, usually annually. Excellence in Service

Committees review the nominations and select the winners. The College provides a monetary reward, and recipient names are submitted for the corresponding [SUNY Chancellor's Awards](#), where applicable, in the following year. Recipients are also acknowledged for their particular award in the *College Catalog*.

MVCC, in conjunction with the MVCC Foundation, boasts an extensive recognition program promoted as the "[Hawks That Soar](#)" Awards. These include eight awards: [Aeries](#), [Altitude](#), [Eye of the Hawk](#); [Heart of the Hawk](#), [Heart of Hearts](#), [Pride of the Hawk](#), [Pride of Pride](#), and [Wings of the Hawk](#). Some of the awards include a monetary reward that can be used by the recipient or the recipient's department or group, or is slated to support a charity of choice. Years of service recognition certificates are given to individuals for milestone anniversaries and employees are encouraged to nominate individuals for the "[Who Made Your Day](#)" recognition.

Faculty and staff are acknowledged through other awards and publications. Two MVCC faculty members have been awarded the [SUNY Distinguished Teaching Professorship rank](#).

Some of the Hawks That Soar Award winners are recognized at Senate meetings. The recognition luncheon at Summer Institute held each May honors faculty and staff for promotion, length of service, and for receiving the MVCC Awards for Excellence, SUNY Chancellor's Awards for Excellence, and the Hawks That Soar Awards.

Analysis

Self Study review efforts indicate that the number of staffing positions are appropriate for the current size and work of the institution. During the past three years, a number of positions have been retrenched or redefined in response to decreased revenue as a result of declining enrollment and State funding support. Although these changes may have saved money, they have contributed to concern among the employees. The 2017 Employee Climate Survey item "Job security" had a mean of 2.98; this was the lowest mean for this item throughout the administration of the survey. As the College assesses the effectiveness of these changes and the expectations of work responsibilities are reevaluated, consideration should be given to additional ways that teamwork and collegiality can be promoted within the new structure.

To monitor employee opinion with the recognition program, an item was added to the Employee Climate Survey in 2015 asking about satisfaction with "How the College recognizes employee accomplishments." Despite the numerous award and recognition opportunities earned by the faculty and staff, the mean of 3.37 in 2017 for that item had declined by .04 from the 2015 mean. The College intends to continue to showcase the awards and recognitions in its publications.

Institutional Effectiveness and Assessment

(Requirements of Affiliation 8)

The College has an Institutional Effectiveness and Assessment plan to support and monitor assessment activities throughout the institution. ([Attachment SVI.15](#)) In 2010, the Program Outcomes Assessment Report (POAR) template prototype was expanded from the academic program model to include departments across the institution. ([Attachment SVI.16](#)) The Assessment Liaison conducted workshops for departments in the areas of Student Affairs, Administrative Services, and those reporting to the President for the development of the Program Outcomes Assessment Report (POAR) templates. ([Attachment SVI.17](#)) These templates

delineate the operational goals and supporting outcomes of the programs/services/activities of the departments. In addition, they provide for systematic assessment, review of data, and action plans for improvement for the operational programs and services offered within the departments. Since that time, numerous workshops have been conducted by the Assessment Liaison to assist the department heads in reviewing and revising the goals and supporting outcomes and documenting the linkage between the departmental POAR goals and the College's Strategic Plan. Departments complete the assessments for the listed goal outcomes, usually on an annual basis, and review data to determine whether the programs/services are effective or if changes need to be made in the goals/outcomes, to inform resource allocation, and to discuss ways to improve the operations of the department. As noted in Chapter 4, there were also workshops for examining student learning outcomes for the Student Affairs departments.

In addition to the assessment of programs/services/activities reported on the POAR templates, a number of surveys and database repositories are used to assess institutional effectiveness. Surveys or measures may be added or removed as necessary to maintain currency in the measure of important institutional goals or initiatives.

- Integrated Postsecondary Educational Data System (IPEDS): As a participant in federal student aid programs, MVCC reports data on enrollments, program completions, graduation rates, student outcomes, faculty and staff, finances, institutional prices, and student financial aid. MVCC data are reported on the MVCC [Institutional Effectiveness web page](#).
- Achieving the Dream: MVCC [ATD data](#) continue to provide three years of information on key performance indicators.
- SUNY Student Opinion Survey: The SOS survey results provide feedback from students on a range of items and are available on the password-protected section of the MVCC [Institutional Effectiveness web page](#).
- National Community College Benchmark Project: The [National Community College Benchmark Project](#) (NCCBP) displays core indicators of institutional effectiveness allowing peer comparisons. MVCC results are found on the password-protected section of the MVCC [Institutional Effectiveness web page](#).
- Community College Survey of Student Engagement: The CCSSE surveys students on College programs and services. MVCC results are available on the [CCSSE website](#).
- Voluntary Framework of Accountability: The [VFA](#) is a national accountability system for community colleges that uses a number of Metrics dealing with the areas of Developmental Education Progress Measures, Two-year Progress Measures, Six-year Outcomes Measures, Career and Technical Education Measures, Non-Credit Workforce Courses, and Adult Basic Education/GED.
- Student Achievement Measure: SAM, required by SUNY, provides a way to report student progress and graduation by reporting on the percentage of students who have graduated, are still enrolled, have transferred to a subsequent institution, or whose enrollment or completion status is unknown. Results are available on the [SAM website](#).
- MVCC Commencement Survey: This survey is administered to students at the time of their graduation and asks for information about their experiences at the College. Results are found on the password-protected section of the MVCC [Institutional Effectiveness web page](#).

- MVCC Graduate Survey: This survey is administered shortly after graduates have left the College and asks for information pertaining to their future plans. Results are found on the password-protected section of the MVCC [Institutional Effectiveness web page](#).
- MVCC Institutional Profile: The MVCC Institutional Profile provides longitudinal data on a number of College areas (finances, enrollment, etc.) and student information. Results are found on the password-protected section of the MVCC [Institutional Effectiveness web page](#).

Data gathered from surveys, along with feedback and analysis from the IEC, are presented to the President's Cabinet by the Director of Institutional Research and Analysis. The President's Cabinet reviews the analysis of the data and then uses the information to inform resource allocation and planning. A number of changes have been instituted through the examination of data and longitudinal results. ([Attachment SVI.18](#))

Analysis

The POAR template reporting model has provided a simple and direct way to report on and review data dealing with the departments' operations; however, there are some issues with the process. A few areas have not developed templates at all, or have not put much effort into developing goals/outcomes that would provide meaningful assessment results. Some areas struggle with revising the templates to maintain a manageable number of goals and outcomes that address the priority functions of the department. In addition, due to the changing dynamics of the community college setting, revisions are made from year to year to improve processes, and sometimes goals that were identified in the previous year are for programs that have since been discontinued or replaced.

Departments are required to develop annual budget process objectives that will be completed during the following year. Some budget managers remain confused about the differences between the operational goals and supporting outcomes that appear on the POARs and the annual departmental objectives required as part of the yearly planning process. At a Spring 2017 SPC meeting, a discussion developed concerning a way to merge the POAR document with the budget objective document. This effort will be reviewed in more detail by the SPC during AY2017-18. The Planning Pivot Table will assist with making this project a reality.

Commitment 6e

Annually the College administers surveys to the College community and maintains databases of the results. The Institutional Effectiveness Council and Cabinet take an active role in analyzing the data and disseminating the results to the appropriate committees, departments, and administrators. The Office of Institutional Research and Analysis works to ensure all data collection activities yield information that is meaningful, usable, and beneficial to the College. Survey results and feedback are used by the Cabinet and budget managers to make data-informed decisions in relation to planning and resource allocation.

Commendations

- Since the start of the Foundation's Major Gifts Campaign, the unrestricted funds available to the MVCC Foundation have increased, which has allowed the Foundation to exceed the 5% committed and increase the amount transferred to the College on an annual basis.

- MVCC has met the challenge of declining enrollment and funding revenue through focused efforts to pursue additional funding sources and to preserve the core functions of the College.
- Portions of the Master Plan have already been completed, including a major \$30 million renovation construction project from 2015-2017 on the Rome Campus. Also, when the College was awarded a \$2.2 million Title III grant and a generous donation from an alumnus, the Master Plan projections for the Utica Campus were adjusted to incorporate the new Mandia Family Learning Commons.
- The College maintains a Sustainability Council, displaying its commitment to promote active participation from faculty, staff, and students in conserving energy and recycling efforts.
- In 2016, MVCC developed a comprehensive Diversity, Equity, and Inclusion Plan to document existing practices and solidify the College's commitment to advancing principles for creating a safe and welcoming environment for all students and employees.
- A six-step integrated marketing communication process has been identified to help MVCC connect with its key audiences.
- The College has pursued and successfully obtained many outside grants to support various endeavors. The Grants Council coordinates grants planning and management activities and includes members from across the divisions of the College.
- MVCC has a resource allocation process in place to link budget requests to the current Strategic Plan and its underlying Objectives and Metrics. Budget requests are reviewed to ensure that available resources are linked to assessment data. The Budget Pivot Table allows analysis of past expenditures during the process of creating the budget, which allows the President's Cabinet to have alternate views of the budget lines and to conduct a line-by-line analysis while examining multiple budget scenarios.

Commitments

Commitment 6a

MVCC commits to adjusting the nomenclature of the current facilities Master Plan, which refers to Academic Centers, to reflect the Academic redesign to departments.

Commitment 6b

MVCC commits to developing new, and monitoring all, revenue streams to ensure the long-term financial stability of the College.

Commitment 6c

MVCC commits to refining the Planning and Budgeting Pivot Tables for identifying and monitoring annual objectives that support the Strategic Plan and effective resource allocation across all departments.

Commitment 6d

MVCC commits to examining additional ways to ensure transparency of the resource allocation process.

Commitment 6e

MVCC commits to training budget managers to integrate operational goals and POAR goals/outcomes into one reporting model to enhance planning, assessment, and resource allocation processes.

Standard VII: Governance, Leadership, and Administration



Chapter 7

Standard VII: Governance, Leadership, and Administration

Board of Trustees

(Requirements of Affiliation 7, 12, 13, 14)

The [Board of Trustees](#) is the governing body of the College. The State University of New York is the only related entity for the College and as such provides policy concerning the composition of the Board of Trustees. Per [SUNY Governance](#) policy for community colleges, the Board is composed of [ten](#) trustees who receive no compensation for their involvement. The Oneida County Executive appoints five Trustees, and the Governor appoints four. Each of these are for seven-year terms. A Student Trustee is elected annually for a one-year term as part of student government elections. Board of Trustee members' qualifications and areas of expertise are outlined on the [Board of Trustees web page](#). Currently, the Board of Trustees has [six committees](#). ([Attachment SVII.1](#)) Updates are shared by these committees at the monthly Board meetings as documented in the [meeting minutes](#).

The [Board of Trustee Bylaws](#) guide the way in which the Board operates, whereas the [Board Policies](#) are the primary governing documents of the College. The Board's Governance Committee convenes at least three times annually, and reviews and recommends to the Board any changes, additions, or deletions to Board Policy.

Annually, the Board of Trustees, along with the Foundation Board, participates in lobbying efforts with the State Legislature at SUNY Day. Generally, at least one member from each of the two boards accompanies the College delegation, which is composed of faculty, students, staff, and administrators. One current Board member serves as Director of Workforce Development for Oneida County.

The Board complies with regional accreditation disclosure via the President's Office. Through the Office of Institutional Research and Analysis, the President annually submits the Institutional Profile to the Middle States Commission on Higher Education. In the instance of a need for substantive change at the College, the Accreditation Liaison Officer gathers information and forwards completed forms to the President, who submits the appropriate documentation to MSCHE. The primary contact to the MSCHE is the President's Office.

New Board members meet individually with the College President for orientation concerning Bylaws, policies, procedures, etc. The Board Chair also meets with new members to discuss expectations and provide background information.

The Board approves the [Mission](#), [Vision](#), and [Values](#) statements of the institution as indicated in subsection N of Section 1004 of the [Board of Trustees Bylaws](#). The Board also is committed to fulfilling the College Mission, Vision, and [Strategic Goals](#), according to its Bylaws. The Board gets regular updates on the Strategic Plan, ensuring that the College is meeting its Strategic Goals as stated in its [Bylaws](#).

The [Board](#) approves the conferring of certificates and degrees. New programs are submitted to the Board for consideration, and the Board also oversees changes to Article 3.3 of the

[Professional Association Collective Bargaining Agreement](#), which substantiates that the curriculum is owned and administered by the Board.

The Board approves all administrative, faculty, and professional staff hires, and is provided the CV/resume prior to approval for each new hire as evidenced by the Board of Trustees agenda packets, which include the supporting documentation. Minimum qualifications for adjunct faculty are outlined on the [adjunct faculty web page](#) and approved by the Board.

The Board approves [policies](#) that govern all administrative procedures regarding personnel. In addition, the Board has a Personnel Committee that is currently chaired by a member of the Board. At its April 2016 meeting, the Board approved a revised policy governing [Academic Freedom](#), as recommended by the College Senate and supported by the President's Cabinet.

Board [Bylaws](#) state that it is responsible for approving budgets and the ways and means to support the operations of the College. The Board receives a Treasurer's Report from the Vice President for Administrative Services at each monthly meeting as documented in the [Board minutes](#). As appropriate, the Board discusses needed transfer of funds and grant monies. The Board also has a Finance and Audit Committee that is currently chaired by a member of the Board and facilitates approval of the College Budget. There are clear Board [policies](#) on the review and decision-making regarding purchasing, travel, outside vendor approvals, investment policy, transfer of funds, refund policy, naming of physical and nonphysical assets, contract services, identity theft prevention, the implementation of the budget, and approval of [tuition and fees](#). Each year the results of the fully comprehensive annual audit conducted at the College by an independent accounting company are presented to the Board.

The members of the Board of Trustees belong to both state ([New York State Community College Trustees, NYCCT](#)) and national ([Association of Community College Trustees, ACCT](#)) professional organizations. As schedules permit, Board members attend conferences for each of these organizations to help inform their role through collegial interactions, learning and sharing of best practices, as well as staying informed of national trends and current challenges facing community colleges. Several of the current [Trustees](#) have received awards for their work on the Board and are active, in both NYCCT and ACCT.

Pursuant to Sections 800-808 of the General Municipal Law, the Board policy on [Conflict of Interest](#) requires that no College officer or employee shall be interested financially in any contract entered into by the College. This also precludes acceptance of gratuities, financial or otherwise, by those persons, from any supplier or materials or services to the College in excess of \$75. If a conflict of interest arises, the party who is part of the conflict must disclose the conflict in a letter addressed to the College. Section 1007 of the Board [Policies](#) states that the very nature of trusteeship prohibits a trustee from any breach of duty. Interference by Board members in the day-to-day operations of the College is not explicitly prohibited by Board policy. However, the [Board Bylaws](#) (Subsection H of Section 1004), while not precluding interference, specifically defines the Board's role as the policy-making body of the College.

Analysis

The governance documents clearly articulate the structure of the governing body and its roles and responsibilities in the organization. Along the continuum of appointment approval, from the

SUNY Governance Policy to annual evaluations, the MVCC Board of Trustees holds the primary governing responsibilities for the institution.

The Board of Trustees Bylaws state that the Board is responsible for financial matters relating to the College operations. Reviews of the Board's monthly meetings provide evidence that it is informed of the institution's financial status, Finance Committee meetings, and an annual outside company's thorough audit of the College's finances. Board policy specifically states that the Board is responsible for approval of programs and all curriculum, as well as awarding of degrees. Through reports at its scheduled meetings, the Board of Trustees regularly receives updates on the activities happening at the College, including updates on Student Congress, and the work of the College Senate, which is composed of representatives from all areas of the institution.

The Board Bylaws and policies clearly prohibit Board members from having any conflict of interest with respect to their duties, in perception or actuality. While Board policy does not specifically preclude Board member interference in the operations of the College, there are roles defined in the Bylaws with respect to the President and the Board. The Bylaws and Board Policies clearly indicate the MVCC Board of Trustees is responsible for meeting the MSCHE criteria, and Board practice ensures that these policies are upheld. The Self Study process identified that there is currently no statement specifying that a Board member should not be directly involved in the day-to-day operations of the College. Therefore, the Board of Trustees has begun conversation about strengthening policy language that will more directly outline the Board's non-involvement in those matters.

The Board conducts its own bi-annual self-assessment, and College employees have an opportunity to express their satisfaction with the Board on the Employee Climate Survey. ([Attachment SVII.2](#)) The item "An Effective Board of Trustees" had Likert means of 3.36 and 3.45 respectively for the 2015 and 2017 administrations of the survey. The 2017 mean was the highest mean for the last six administrations of the survey. Although Board of Trustees meetings are open to all, there are usually not many employees who attend any given meeting. Board minutes are available on its web page; however, it is not known how many employees below the administrative level keep updated on Board activities.

College Senate

(Requirements of Affiliation 12)

The [College Senate](#) is a representative body whose [membership](#) includes all constituent groups, both campuses, and students at the institution. According to its [Bylaws](#), the Senate provides the College community the opportunity to discuss College policy and to formulate positions on policy and procedure to be recommended to the President who, in turn and where appropriate, makes recommendations to the Board of Trustees. The Senate meets monthly during the fall and spring semesters, a [Senate Advisory Committee](#) determines the agendas of the meetings, and meeting notices are sent out one week in advance. For each of the past four years, the Cabinet and Senate Advisory Committee have met in a half-day retreat to review the previous year's governance activities, evaluate progress on shared goals, and set joint goals for the coming year. The College Senate Chair attends the Board meetings and reports Senate activity on a monthly basis to the Board of Trustees.

The Senate coordinates shared governance through a committee structure maintained by the College Senate. The [Senate committees](#) provide input on matters of academic curricula, academic policies, continuing and career appointments, and promotions.

Within the last four years, the College Senate has been more actively involved with the SUNY [Faculty Council on Community Colleges](#) (FCCC), and a formal liaison has been elected to attend the FCCC meetings and workshops. The liaison provides periodic updates to the Senate and the Board of Trustees concerning the resolutions the FCCC has passed and other information acquired after attending FCCC plenary sessions. As a result of this involvement with FCCC, the Senate decided in 2015 to form a Senate Faculty Caucus with the purpose of having faculty discuss and make recommendations to the Senate concerning academic issues. A [charter](#) for the Faculty Caucus informs its discussions, and a regular monthly meeting schedule is maintained at a time when faculty Senate members are available to attend. Meetings are open to all faculty members with a meeting reminder sent out at least a week in advance.

Analysis

With respect to the accountability of the organizational structure, the College Senate includes representation from administration, faculty, staff, and student constituencies. Students participate in the discussions and have consistently been proactive in introducing student-supported initiatives. These ideas have included the student-driven initiative for the College to become [smoke free](#); this was accomplished beginning August 2016. Most recently students were involved in conversations on the [SUNY Micro Credentials](#) effort and the MVCC Hawks against Hate and Harassment initiative. ([Attachment SVII.3](#)) The relationship between the Board and Senate is well-defined, but some concerns have been expressed about Senate committee recommendations being set aside by the President and/or members of the President's Cabinet without adequate explanation or justification. Some faculty also hold the opinion that there is not a clearly defined Shared Governance Culture at MVCC. However, though such dissatisfaction has been expressed and discussed at the Faculty Caucus meetings, the purview of the administration is clearly defined in Section 3.1 of the [collective bargaining agreement](#) between the College and the Mohawk Valley Community College Professional Association. All constituents, however, will recommit to engaging in shared governance activities and address the cultural perceptions of shared governance at the institution. **Commitment 7a**

The list of committees at MVCC is extensive, providing faculty and staff with ample opportunity to participate in collegial efforts. The Employee Climate survey item measuring satisfaction with "The accomplishments of the committees I serve on" had means of 3.59 and 3.61, respectively, on the 2015 and 2017 administrations. The 2017 mean was the highest for all administrations of the survey.

The College Senate conducts its own self-assessment, and in 2017 adopted a new self-assessment plan, which better reflects the Senate's current work. ([Attachment SVII.4](#)) Senate Bylaws do include an assessment clause. The Employee Climate Survey also provides an opportunity for employees to express their opinion about the Senate. The Senate has worked to improve communication with the wider College community through emails soliciting items to be discussed at the monthly meetings and a reminder and agenda before each meeting. The item, "An Effective College Senate," showed an increase in the mean from 3.33 to 3.49 for the 2015 and 2017 administrations of the survey.

Student Congress

(Requirements of Affiliation 12)

The Student Congress *Constitution* states, “The [Student Congress](#) shall act as a liaison between the student body and College Administration and shall represent the student body on College Committees, Boards, Councils, and other organizations as mutually agreed by the Student Congress and College.” It has a Constitution and Bylaws that govern its activities. ([Attachment SVII.5](#)) Student Congress provides opportunities for the continuing personal, social, and educational development of each student participant.

Student Congress [meets weekly](#) and teleconferences with the Rome Campus members. Student Congress elects its officers, who serve as members of its Executive Board, and hires its administrative staff independent of the College. Full- and part-time students who pay the Student Activity Fee and have at least a 2.00 GPA are eligible for membership. The Student Activity Fee supports Student Congress programs, and the Student Activities Office monitors the budgeting use, and perceived value, of the Student Activity Fee. Student Congress elects the Student Trustee, who serves on the Board of Trustees as a voting member and provides a report at each Board meeting.

The Student Congress President appoints students to the College and Student Congress committees. In the event that Student Congress cannot or does not, the Vice President of Student Affairs has the right to make the appointments. There also are three Student Congress representatives on the College Senate who provide regular updates and are proactive about raising concerns and issues affecting the student body. Students have many opportunities to serve on governance bodies and College committees, and students actively participate on College committees, as their schedules permit.

Student Activities has implemented various evaluation methods to measure the effectiveness of Student Congress. The Evaluation Committee evaluates the officers and the hired positions.

Analysis

Student Congress has input on College policies and procedures through its representative seats on the College Senate and the Board of Trustees. It is a semi-independent organization, with its establishment approved by the Board. Student Congress and each of its student clubs (discussed in Chapter 4) have a constitution and/or bylaws. Student Congress partners with the College and affirms students’ rights to participate directly in establishing policies and procedures associated with student life. A student committee evaluates the Student Congress officers and paid positions, and an annual independent audit has always met professional accounting standards. There is no review schedule for the Student Congress Constitution and Bylaws; however, when students perceive a need for change, amendments are made following set procedures defined in the documents. Amendments become final upon approval by the Vice President for Student Affairs. On the 2016 administration of the SUNY Student Opinion Survey, the question that specifically dealt with student governance had a Likert mean of 3.47. This mean was above the mean for other community colleges that participated in the survey that year.

Community Leadership

MVCC is proud to be a leader institution in the community by providing programs and services that address the greatest community needs ([Attachment SVII.6](#)) As an anchor institution, MVCC rests at the nexus between education, business, social service/non-profit, and governance sectors with an expansive network of relationships and resources. The College has been able to leverage these local connections to create powerful partnerships to the benefit of the community. For example, MVCC's [thINCubator](#) (short for "the home for innovative new companies"), a startup ecosystem located in the historic Bagg's Square District, is a business incubator and student accelerator. thINC exists to help build startups and grow businesses in Central New York. The College does that by using a combination of People, Programs, and Place. MVCC also has partnered with [Leadership Mohawk Valley \(LMV\)](#) to establish a Center for Leadership Excellence with a broad array of leadership programming for the region. Additionally, MVCC's [Education Outreach Center](#) in the urban center of Utica is a strategic alliance with the Utica Municipal Housing Authority (MHA). Housed in a leased MHA facility, the College has hosted The Arc Oneida-Lewis Chapter's CollegeWorks program serving developmentally challenged students 18 to 24 years old for the past 12 years.

In the area of economic development, MVCC is a leader in the field of Cybersecurity and has leveraged meaningful partnerships with Utica College, the Air Force Research Lab, Griffiss Institute, and several private companies to become a National Security Agency designated [National Center of Academic Excellence in Cyber Defense](#). MVCC also has led the way in the Mohawk Valley in the emerging field of [Remotely Piloted Aircraft Systems](#) (drone technology) and through partnerships with neighboring Herkimer College and Fulton-Montgomery Community College, established the [Advanced Institute for Manufacturing \(AIM\)](#) to serve local manufacturers in the College's six-county region.

MVCC also hosts a number of unique community events placing the College at the center of the cultural life in the Mohawk Valley. Each summer the [Boilermaker Expo](#) is held at the College. This event in preparation for the internationally known 15K Boilermaker Road Race, brings thousands of participants and their families to the Utica Campus for two days of information and activities. MVCC also hosts the [Karen New Year](#), [the Relay for Life](#), and [numerous other community based events](#).

The [MVCC Cultural Series](#) showcases more than 150 lectures, concerts, comedy, theatre, and other events each year, all available to the larger Mohawk Valley community. The series is designed to enrich the College and the surrounding community through the planning, promoting, and facilitating of a bi-semester Cultural Series that reflects and enhances diverse interests and strengthens learning opportunities.

Analysis

Through interviews and focus groups involving nearly 900 individuals from more than 100 organizations that led to MVCC's creation of [Catalyst 2020](#), the College is perceived by the community as an educational resource, a community hub, and a thought leader. This confirms that the community understands the role the College plays in enhancing the cultural life and the economic growth of the region. In [Catalyst 2020](#), MVCC placed a strategic focus on the

workforce, the community, and its commitment to advancing diversity at the College, and in the wider community.

President

(Requirements of Affiliation 13)

Dr. Randall VanWagoner, the fifth president of the College, is serving his 11th year. He is evaluated by and reports to (but is not a member of) the governing body and is responsible for the executive and administrative function of the College. During his time at MVCC, Dr. VanWagoner has embraced his role as President of a community college by being actively involved in the work of the College and community, as noted in the community and professional service portion of his vitae. ([Attachment SVII.7](#)) He is currently serving on several boards of directors, including those for the [Utica Boilermaker Road Race](#), the [Community Foundation of Herkimer and Oneida Counties](#), and [Mohawk Valley EDGE](#). He also serves as a co-chair of the [Oneida County Vision 2020](#) Task Force and the President of the New York Community Colleges Association of Presidents.

As stated in its [Bylaws](#), appointment and evaluation of the President is the responsibility of the Board. The President of the College is evaluated annually, as noted in the contract under item #6. ([Attachment SVII.8](#)) The President's Performance, Evaluation, and the Consideration of Extension of the contract are completed by August 1 of each fiscal year. The Board and the President meet in a closed-door session in which the Board expresses its recommendations and observations on the President's performance and whether the College's goals are being met. The Board then decides whether another one-year contract extension is approved.

The President has written and published a [blog](#) to the College regularly since January 2008. The President's Campus Conversations allow for College-wide input on topics that include the budget, enrollment, redesign of the Academic and Student Affairs areas, future initiatives, and the Strategic Plan. He regularly contacts the College through emails and provides updates at the Board of Trustees and College Senate meetings. At the beginning of each academic year he holds a Fall Opening (formerly Convocation), and a Data Summit for the last three years at the opening of the Spring semester. The President invites student groups to a monthly "Lunch with the President" session, and he attends Student Congress meetings when appropriate. He also schedules regular "walk arounds" on both campuses to informally connect with students, faculty, and staff, and maintains an active Twitter account with tweets typically being posted weekly.

Analysis

Dr. VanWagoner is [well qualified](#) for the President's position and his tenure at MVCC has provided stability during the challenges presented by declining enrollment and decreased funding from the State of New York. His participation in numerous community activities and outreach efforts demonstrate his commitment to fulfilling the [Mission](#) statement that MVCC is the community's college.

Administrative Structure

The President maintains a Cabinet to support him in his endeavors to fulfill the principal goals of the College Mission and Strategic Plan, as well as other proposals that strive toward student success. Its [Charter](#) explains the purpose and duties of the Cabinet, and the [Cabinet meeting summaries](#) exhibit how each member supports the work of the College. [Membership](#) on the Cabinet ensures representation from across the College.

Despite the fact that the Cabinet has had a complete turnover in membership during the past 10 years due to retirements and resignations, the average tenure among the current eight members is six years. The job descriptions are clearly explained for each member of the Cabinet and are sufficiently defined to be consistent with the Mission of the College and the specific mission of the organizations overseen by each Administrator. Prior to Board approval for hire, a list of qualifications is presented to the Board of Trustees for each Administrator in the Cabinet. The credentials and professional experience are compared to the job description to assure that the qualifications meet the needs of the organization and the Administrator's functional role.

The College structure has four broad divisions: Academic Affairs, Administrative Services, Student Affairs, and units reporting directly to the President. The organizational and reporting lines are displayed in the current Organizational Chart and Staffing Plan. ([Attachment SVII.9](#)) As retirements and new hires are approved by the Board of Trustees, these documents are updated to reflect those changes.

Over the last 10 years the College has undergone several organizational changes. In Fall 2009, Academic Affairs underwent a reorganization that moved the structure from 13 Academic Departments to five Academic Centers. The reorganization was designed to bolster interdisciplinary collaboration, strengthen systems, and increase consistency throughout the academic unit. However, results and comments on the Employee Climate Survey indicated that within the new structure the faculty and staff felt that they had lost a sense of departmental cohesiveness and disciplinary voice. In response, in the summer of 2016, the Learning and Academic Affairs Unit redesigned, creating two schools housing a total of nine areas overseeing the academic disciplines. Along with the nine academic departments, the redesign formed a Center for Academic Development and Innovation, which also oversees the Hospitality Program, a Rome Campus exclusive program. The Center helps to direct multiple large-scale projects and assists in streamlining academic systems for further efficiencies. The redesign also created the Institute for Emergency Preparedness and Public Service. This institute connects MVCC's Academic Programs in the Emergency Preparedness and Public Service fields to external public service agencies. The institute increases awareness and provides educational and training opportunities for those interested in supporting and advancing these fields. The intent of this redesign was to foster more discipline-focused opportunities for collaboration and consultation.

The new structure created 12-month Associate Dean positions to oversee the work of the [Academic Departments](#) and to lead change projects. The Associate Deans were all co-located on the third floor of Payne Hall, the administrative building, to make a single location for ease of student access. An Executive Dean of Academic Development and Innovation position also was created to oversee development and innovation. Two Assistant Vice President/Dean positions for the two schools were created to drive and support all operations of the Academic Departments. The creation of these two positions "propped up" the organizational structure to facilitate

communication between the administrative layers of the institution and the faculty. This created fewer direct reports to the Vice President for Learning and Academic Affairs, allowing that position to increase the focus on larger academic initiatives.

The new organizational structure allows MVCC to function at multiple levels, depending on the project, and reinforces MVCC's ability to stay nimble and responsive to the needs of the College and the community. The 12-month Associate Deans are able to lead their own departments with much more authority and collaborative innovation, and they have the opportunity to work more closely with senior administration. There was a further value-added component to this redesign in that, at a time of budget challenge, it saved the College \$290,000.

In July 2011, a new Vice President for Student Affairs was hired and the Student Affairs organizational structure was evaluated. The decision was made to move all direct student-related functions to Student Affairs. As a result, the Vice President had 15 direct reports involving much redundancy. In addition, the 15 individual departments worked independently of each other, which did not maximize communication, collaboration, or service to students. Within each department the organizational structure was flat, so career development and laddering to the next level did not exist.

Over the course of six months, biweekly meetings were held with all 15 of the leadership team members to determine jointly what Student Affairs currently did well and what could be improved. At the conclusion of the process, [Student Affairs](#) drafted a Mission and Vision statement. During the subsequent spring semester, steps were put into place to reorganize the Student Affairs into three teams that would mirror a student's journey through the College: Student Enrollment and Retention Services, Student and Residence Life Services, and Student Development and Transition Services. Although the administrative team still existed, this reorganization resulted in the Vice President having only five direct reports that have direct supervision over their respective areas.

The College administrative staff possess the skills necessary for performing their duties. During the Self Study process, examination of résumés and job descriptions, available at the Board of Trustees meetings, establish that the qualifications of the administrative hires are consistent with the requirements in the position postings. Administrators represented by AMVA undergo evaluation according to the [bargaining unit agreement](#). Excluded administrators undergo evaluation annually using the SUNY Leadership Evaluation templates and participate in a 360 evaluation process. ([Attachment SVII.10](#))

The Vice Presidents attend the College Senate meetings, providing updates every three months on a rotating schedule. Each Vice President regularly attends meetings of groups they are members of and connect with students by attending award presentations and social events. All three Vice Presidents hold bi-annual divisional meetings of various formats and structures.

The two Assistant Vice Presidents of Academics and Deans of the Schools meet weekly with the Associate Deans of the departments within their respective schools. They also meet with students, faculty, and staff as needed. They are involved in the work of the College through participation on Committees and Councils and regularly engage with faculty and staff during the meetings. The Academic Associate Deans hold department meetings at various times throughout

each semester, meet with faculty and students as the need arises, and are engaged with faculty and staff through involvement on the various committees.

During the last reaccreditation process, it was identified that the College needed to implement a succession plan to address future retirements in the administrative area. The [Leadership Academy](#) and [PEAKS](#) are two leadership development programs the College has implemented to help train new leaders. These efforts have helped MVCC identify qualified internal candidates to successfully fill positions left vacant by retirements.

Analysis

The Board has oversight over the hiring of administrators to the extent that they are given the candidates’ qualifications along with the respective job descriptions. It is apparent that the College does have a President and an administration that possess the skills, assistance, and information systems knowledge required to perform their respective job duties. However, during the Self Study process some administrators indicated that they do not have sufficient time to meet their responsibilities.

Continuous efforts have been made to improve the organizational structure. Changes to Academic Affairs and Student Affairs were intentionally made to aid in the strengthening of communication, efficiencies, and consistencies throughout the College. Based on the last [IPEDS Data Feedback Report](#), MVCC is comparable to other colleges in its cohort, with a few exceptions of overrepresentation in instructional support occupations, management, community service, legal, and arts and media, and underrepresented in computer engineering and science.

Personnel and technological infrastructures support the Mission and student success. The College maintains an Organizational Chart and Staffing Plan that display organizational reporting lines. Each division has administrators and support staff to facilitate the work of the individual departments. Organizational changes have been made in the last five years in an effort to maximize service to students. As shown below, the two most recent Employee Climate Surveys show little or no increases in the means, and indicate room for improvement in the items dealing with the organizational structure and the decision-making process. Because the redesign of the Academic Affairs division was initiated in Fall 2016, the impact of changes made are likely too recent to be reflected in the survey results. Although changes to Student Affairs began during the 2015-2016 academic year, adjustments were still being made to the organizational structure during AY2016-17. It should be noted that items dealing with the employee/supervisor relationship showed increases in the means from 2015 to 2017.

Employee Climate Survey Item	2015	2017
The extent to which this institution is appropriately organized	2.94	2.94
The effectiveness of the Cabinet at this college	3.20	3.19
The extent to which decisions are made at the appropriate level of the institution	3.01	3.05
A good working relationship with my supervisor	3.99	4.09
My relationship with my immediate supervisor	3.97	4.13

The IEC and Cabinet have consistently discussed the results of surveys and decided where further analysis and investigation is needed. The responsibility for evaluation and restructuring rests with the President and the Cabinet members, in conjunction with the Board of Trustees.

Through examination of the Employee Climate Survey results and feedback from employees, a number of organizational changes were made at the College; however, more time is needed to see what improvements will result from these changes. In light of this need, and the implementation of new initiatives such as Guided Pathways and the continued ATD effort, MVCC will strategically assess the organizational structures of the college. **Commitment 7b**

Commendations

- MVCC has a Board of Trustees, President, and Administrative staff who are engaged in the work of the College and provide the appropriate leadership to allow the College to meet its Mission.
- MVCC has a College Senate and a Student Congress that are proactive in drafting policies and procedures to benefit the faculty, staff, and students.

Commitments

Commitment 7a:

MVCC commits to continuing to actively identify ways to strengthen the effectiveness of the governance structure and processes.

Commitment 7b:

MVCC commits to assessing the effectiveness of the administrative structure changes for the areas of Learning and Academic Affairs and Student Affairs.

Conclusion



Conclusion

The following summarizes the major conclusions and recommendations that resulted from the Self Study process at Mohawk Valley Community College. The Commendations highlight the initiatives that MVCC takes pride in. The Commitments identify the areas where the College needs to continue or begin efforts to strengthen its work to better meet its Mission and Goals in support of student success.

Commendations and Commitments

Chapter 1

Commendations

- Mohawk Valley Community College did an excellent job of encouraging collaborative participation in the development of its Mission and Strategic Goals. The Board of Trustees members, employees, and external constituents had multiple opportunities to discuss their ideas.
- MVCC recognizes that strong and diverse students create strong and diverse communities, and vice versa, and has thereby required a focus on diversity and inclusion in its Mission and Strategic Goals.
- The development of an Excel Planning Pivot Table, a spreadsheet with department objectives/measures from the budget packets enables the SPC to receive the information accurately and review it more quickly, as well as utilize this information for the next year of *Catalyst 2020*.
- The annual Strategic Plan objectives are gleaned from the departmental objectives and provide clarity to the coordination of priorities across the institution. Because of this process, the Strategic Plan objectives are focused and measurable.
- The institutional goals are broad enough while still focused enough to provide direction for departments to write plans that encourage individual and collaborative pursuit of scholarly inquiry and creative activity.

Commitments

Commitment 1a

MVCC commits to exploring better ways of enabling the CWCC to review a proposed academic program, in terms of how the program links to the Strategic Goals and how it integrates with the Mission of the College.

Commitment 1b

MVCC commits to investigating new methods of communicating the Mission and Strategic Goals of the College and to reviewing the Mission with the development of the next Strategic Plan, commencing with the 2019-2020 academic year.

Chapter 2

Commendations

- The Board of Trustees has well-defined policies that are readily available on the College website, are adhered to, and that cover the working aspects of the College. These policies have been recently reviewed and updated, as appropriate.
- The Human Resources web page, which houses all employment-related forms, is accessible to all employees and is well-organized.
- The College offers walk-up one-location services in the Utica Student Service Center. The newly renovated Rome Student Services Center provides one-stop/single person services for all Student Services offices.
- Student Affairs has been able to offer services to meet the needs of the diverse groups of students. Offices such as Adult Learner Services, New Directions, Veterans Services, Upward Bound, and STEP/CSTEP have been instrumental in assisting students on their educational journey.
- MVCC's Foundation Scholarships have been instrumental in helping students finance their education. In the 2016-2017 academic year, \$314,954.93 in scholarship money was awarded.

Commitments

Commitment 2a

MVCC commits to ensuring that all documents, both in print and online, contain accurate and consistent information and that all academic program displays in the Catalog and publications clearly delineate program requirements and tracks.

Commitment 2b

MVCC commits to continuing to pursue and implement strategies to maintain and strengthen communications to address labor/management concerns.

Commitment 2c

MVCC commits to increasing the security of confidential materials across all departments of the College.

Chapter 3

Commendations

- MVCC's award-winning Diversity and Global View Program continues to be a point of pride for the College.
- MVCC does an excellent job of leveraging community outreach through its non-credit offerings, either through assistance to businesses, children's workshops, adult professional development, updating workforce skills, or enrichment programs. Using third-party providers allows CCED to offer more programs to meet community needs.
- MVCC sponsors an extensive professional development infrastructure that provides a variety of venues and sessions available to all faculty and staff.

Commitments

Commitment 3a

MVCC commits to continuous review of all programs for compliance with SUNY, State Education, and accreditation requirements.

Commitment 3b

MVCC commits to having CCED, EOC, thINCubator, and AIM review and revise assessment processes for all offerings.

Chapter 4

Commendations

- The College has opened a new Learning Commons on both the Utica and Rome campuses. Modern and state-of-the-art learning spaces complete with advisement, tutoring, library, and technology services, as well as faculty offices, are in the Commons to support student success efforts.
- College Community Connection (C3) has developed partnerships within the local community, in particular the Compassion Coalition, Inc., which has allowed the College to provide a student pantry to assist students in need. The pantry is just one of the ways C3 is helping to remove barriers for students so they can stay focused on their studies.
- The College's involvement in Achieving the Dream, Completion Day, and Pathways to Graduation shows its continued commitment not just to access, but also to completion for all students.
- MVCC is one of the first community colleges in SUNY to implement DegreeWorks. Every matriculated student since 2011 can track their own completion progress in their SIRS account using DegreeWorks.

Commitments

Commitment 4a

MVCC commits to monitoring its adjusted policy on the acceptance of transfer credit for efficiency and compliance with all state and regional policies and guidelines.

Commitment 4b

MVCC commits to refining and expanding the process to increase student access to credit for prior learning services and opportunities.

Commitment 4c

MVCC commits to exploring and implementing new ways of informing students of financial literacy issues in an effort to reduce financial aid default rates.

Commitment 4d

MVCC commits to monitoring the success of the student orientation and advisement programs, including coordinating advisement efforts to improve communication between Admissions, Student Service Center advisors, and faculty advisors.

Commitment 4e

MVCC commits to reevaluating its developmental courses in light of recent national research to ensure student success in subsequent college-level courses and to integrate developmental skills work into credit-bearing courses.

Commitment 4f

MVCC commits to continuing the process of identifying and assessing Student Learning Outcomes for all Student Affairs areas of the College.

Chapter 5

Commendations

- MVCC was a pioneer in NYS in developing College-Wide Competencies that represent institutional-level learning goals expected of all graduates, at a level of learning appropriate to their earned degree.
- MVCC has a comparatively longstanding history of focusing on the periodic assessment of the effectiveness of programs of student learning, providing access to documents and statistical information regarding program review and assessment of student learning outcomes, and promoting a culture of assessment.

Commitments

Commitment 5a

MVCC commits to an expansion of communication efforts regarding assessment of student learning and the use of results.

Commitment 5b

MVCC commits to implementing an electronic submission process for reporting academic and General Education assessment results, and to increasing training of faculty and academic leadership on the collection of student learning assessment data.

Commitment 5c

MVCC commits to more consistent examination of data and documentation of changes made as a result of assessment processes.

Commitment 5d

MVCC commits to strengthening the guidelines used to evaluate the effectiveness of the assessment processes. The SUNY Council on Assessment (SCoA) rubrics are possible resources.

Chapter 6

Commendations

- Since the start of the Foundation’s Major Gifts Campaign the unrestricted funds available to the MVCC Foundation have increased, which has allowed the Foundation to exceed the 5% committed and increase the amount transferred to the College on an annual basis.

Mohawk Valley Community College 2018 Self Study

- MVCC has met the challenge of declining enrollment and funding revenue through intentional efforts to pursue additional funding sources and to preserve the core functions of the College.
- Portions of the Master Plan have already been completed, including a major \$30 million renovation construction project from 2015-2017 on the Rome Campus. Also, when the College was awarded a \$2.2 million Title III grant and a generous donation from an alumnus, the Master Plan projections for the Utica Campus were adjusted to incorporate the new Mandia Family Learning Commons.
- The College maintains a Sustainability Council, displaying its commitment to promote active participation from faculty, staff, and students in conserving energy and recycling efforts.
- In 2016, MVCC developed a comprehensive Diversity, Equity, and Inclusion Plan to document existing practices and solidify the College's commitment to advancing principles for creating a safe and welcoming environment for all students and employees.
- A six-step integrated marketing communication process has been identified to help MVCC connect with its key audiences.
- The College has pursued and successfully obtained many outside grants to support various endeavors. The Grants Council coordinates grants planning and management activities and includes members from across the divisions of the College.
- MVCC has a resource allocation process in place to link budget requests to the current Strategic Plan and its underlying Objectives and Metrics. Budget requests are reviewed to ensure that available resources are linked to assessment data. The Budget Pivot Table allows analysis of past expenditures during the process of creating the budget, which allows the President's Cabinet to have alternate views of the budget lines and to conduct a line-by-line analysis while examining multiple budget scenarios.

Commitments

Commitment 6a

MVCC commits to adjusting the nomenclature of the current facilities Master Plan, which refers to Academic Centers, to reflect the Academic redesign to Departments.

Commitment 6b

MVCC commits to developing new, and monitoring all, revenue streams to ensure the long-term financial stability of the College.

Commitment 6c

MVCC commits to refining the Planning and Budgeting Pivot Tables for identifying and monitoring annual objectives that support the Strategic Plan and effective resource allocation across all departments.

Commitment 6d

MVCC commits to examining additional ways to ensure transparency of the resource allocation process.

Commitment 6e

MVCC commits to training budget managers to integrate operational goals and POAR goals/outcomes into one reporting model to enhance planning, assessment, and resource allocation processes.

Chapter 7

Commendations

- MVCC has a Board of Trustees, President, and Administrative staff who are engaged in the work of the College and provide the appropriate leadership to allow the College to meet its Mission.
- MVCC has a College Senate and a Student Congress who are proactive in drafting policies and procedures to benefit the faculty, staff, and students.

Commitments

Commitment 7a

MVCC commits to continuing to actively identify ways to strengthen the effectiveness of the governance structure and processes.

Commitment 7b

MVCC commits to assessing the effectiveness of the administrative structure changes for the areas of Learning and Academic Affairs and Student Affairs.

Appendices



**CATALYST 2020
STRATEGIC PLAN
2015-2020**

MVCC VISION STATEMENT
Transforming lives through learning

MVCC MISSION STATEMENT
MVCC (With links to Strategic Goal (G) Statements) provides accessible, (G3b) high-quality educational opportunities to meet the diverse needs of our students. (G3a, G3c) We are the community's college, (G5a, G5b) committed to student success (G1) through local partnerships, (G2b, G4, G5b) transfer and career pathways, (G2b, G2c, G4) and personal enrichment. (G4)

MVCC VALUES STATEMENT
Inspire excellence; Embrace community; Model the way; Encourage confidence

THREADS
Assessment; Partnerships; Communication; Resources; Enrollment



STRATEGIC GOALS



**1
INCREASE
STUDENT
COMPLETION**

- 1A. Increase the fall to fall retention rate.
- 1B. Increase the graduation rate.
- 1C. Increase the student success rate.

2 STRENGTHEN THE EDUCATIONAL PIPELINE

- 2A. Strengthen outreach efforts to increase the number of K-12 career and educational opportunities.
- 2B. Strengthen university partnerships to increase the number of bachelor and graduate program partners and students enrolled in completer programs.
- 2C. Strengthen transfer success by increasing the percentage of AA and AS graduates, who transfer to a four-year institution.



3 ADVANCE DIVERSITY AND INCLUSIVENESS

- 3A. Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.
- 3B. Advance student recruitment, offerings, and services to support and increase the number of adult students (25 years or older) enrolled at the College.
- 3C. Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.



4 EXPAND APPLIED LEARNING

- 4A. Expand the number of students completing internships and service learning experiences.
- 4B. Expand the number of sites for internships and service learning.

5 DEVELOP THE WORKFORCE AND COMMUNITY

- 5A. Develop or redevelop programs (5 credit and 7 noncredit) annually to meet community needs.
- 5B. Develop 8 community partnerships annually with educational impact.



www.mvcc.edu

Results of the Spring 2017 MVCC Employee Climate Survey

Who Got the Survey?

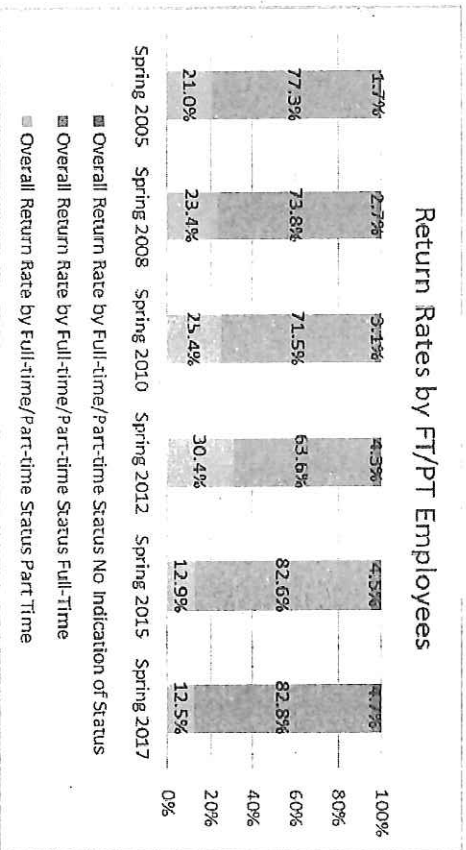
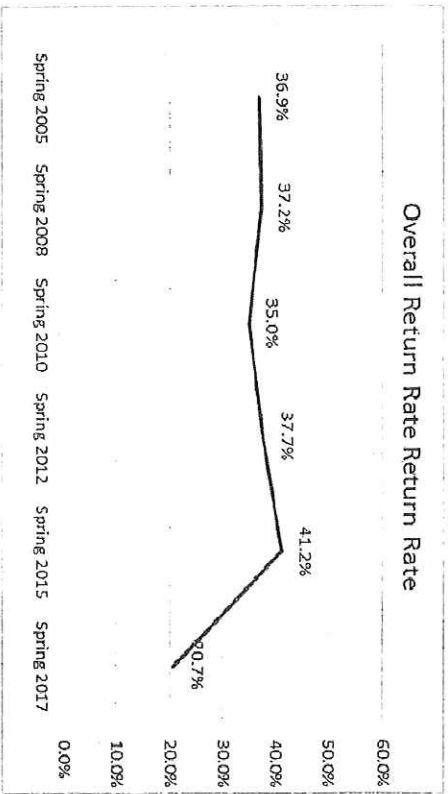
The survey was distributed to 754 employees (436 full-time and 318 part-time) employees via email and paper copies. A total of **168 surveys total** were returned through Survey Monkey or to collection boxes in the library (both Utica and Rome campuses). The return/completion date was April 10, and the survey was open for a total of 11 days

Overall Return Rate

Year	Return Rate
Spring 2017	20.7%
Spring 2015	41.2%
Spring 2012	37.7%
Spring 2010	35.0%
Spring 2008	37.2%
Spring 2005	36.9%

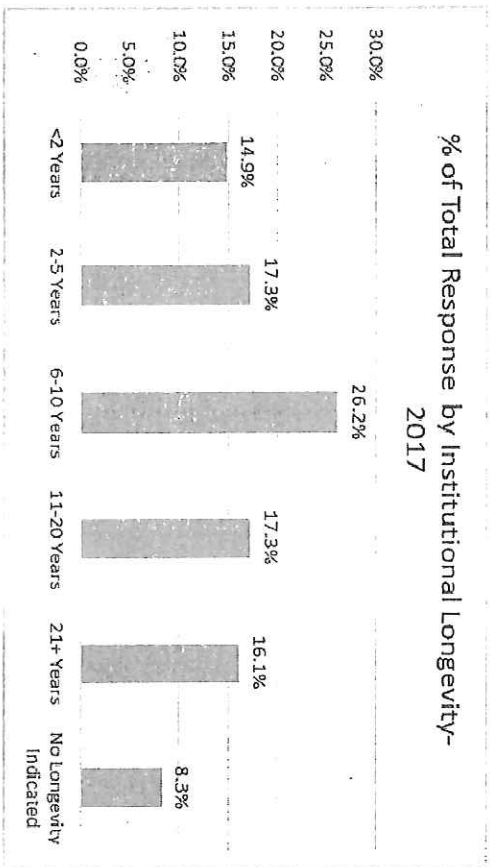
Surveys Returned by Full-time/Part-time Status

Year	Part Time	Full-Time	Indication of Status
2017 Count	21	139	8
Spring 2017	12.5%	82.8%	4.7%
Spring 2015	12.9%	82.6%	4.5%
Spring 2012	30.4%	63.6%	4.3%
Spring 2010	25.4%	71.5%	3.1%
Spring 2008	23.4%	73.8%	2.7%
Spring 2005	21.0%	77.3%	1.7%



Return Rate by Institution Longevity

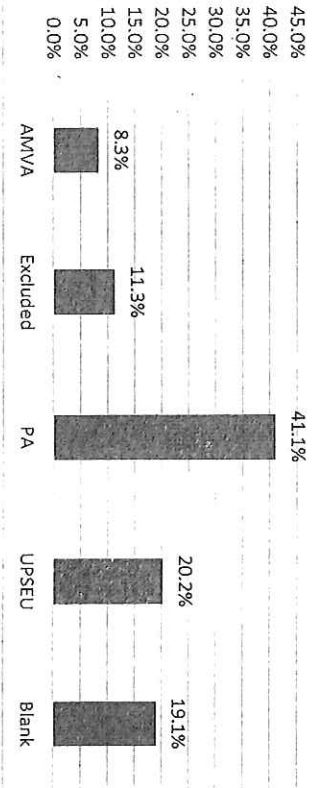
Year	<2 Years	2-5 Years	6-10 Years	11-20 Years	21+ Years	No Longevity Indicated
% of Total	14.9%	17.3%	26.2%	17.3%	16.1%	8.3%
2017 Count	25	29	44	29	27	14



Full-Time Employee Response by Union Affiliation

Union Responses	Count	% of Total
AMVA	14	8.3%
Excluded	19	11.3%
PA	69	41.1%
UPSEU	34	20.2%
Blank	32	19.1%

Full-Time Employee Union by % of Total Responses



PART A														
All Respondents (MVCC and other) - original order														
		Don't Know	SA	A	N	D	SD	Blank	2017 Mean	2015	2012	2010	2008	2005
A1	A focus on students in what we do	2	53	74	22	8	8	1	3.95	3.98	4.10	4.22	4.00	3.90
A2	A well-known Mission Statement	5	33	77	27	19	5	2	3.71	3.69	3.75	3.73	3.64	3.65
A3	Well-known Strategic Priorities	6	29	63	40	21	7	2	3.54	3.32	3.45	3.63	3.27	3.20
A4	A Curriculum reflecting the Mission	19	29	60	43	5	8	4	3.67	3.56	3.74	3.82	3.67	3.58
A5	Planning reflecting the Mission & Priorities	14	27	63	32	16	11	5	3.53	3.48	3.50	3.67	3.43	3.20
A6	Budgeting reflecting the Mission & Priorities	21	19	54	31	20	18	5	3.25	3.20	3.20	3.26	3.06	2.73
A7	Efficient resource allocation	17	17	39	36	35	21	3	2.97	2.92	3.01	3.00	2.81	2.60
A8	Effective communication	3	14	38	43	42	26	2	2.83	2.83	2.97	3.00	2.81	2.69
A9	An effective Board of Trustees	24	23	52	42	11	12	4	3.45	3.36	3.22	3.35	3.04	2.57
A10	An effective College Senate	22	19	56	49	9	8	5	3.49	3.33	3.10	3.52	3.40	3.09
A11	Job security	4	14	51	42	27	28	2	2.98	3.36	3.12	3.83	3.75	3.48
A12	Clear work expectations	2	34	73	25	21	11	2	3.60	3.54	3.76	3.61	3.67	3.52
A13	Appropriate work expectations	2	29	65	32	23	15	2	3.43	3.47	3.66	3.49	3.54	3.24
A14	Teamwork & collegiality	0	30	68	31	20	17	2	3.45	3.37	3.51	3.42	3.50	3.35
A15	Time allowed for professional development/enrichment	8	29	72	24	20	10	5	3.58	3.59	3.60	3.50	3.16	2.84
A16	A good working relationship with my supervisor	0	81	51	16	7	12	1	4.09	3.99	4.28	4.24	4.24	4.00
A17	A climate which suits my career satisfaction	0	30	55	43	24	13	3	3.39	3.39	3.49	3.48	3.55	3.21
A18	An effective hiring procedure	6	15	41	42	41	22	1	2.91	2.82	3.06	2.96	3.08	2.68
A19	An effective grievance procedure	58	11	31	44	14	6	4	3.25	3.20	3.34	3.38	3.29	3.06
A20	Satisfactory opportunities for staff development/enrichment	13	29	61	35	18	9	3	3.55	3.53	3.48	3.50	3.20	2.93
A21	A safe campus environment	0	47	90	14	9	3	5	4.04	3.96	3.77	3.92	3.72	3.68
A22	An effective College approach to Crisis Management	32	23	63	29	8	10	3	3.61	3.48	3.50	3.54	3.30	
A23	Well-maintained facilities	0	25	78	29	24	9	3	3.52	3.48	3.56	3.38	3.08	3.43
A24	A climate that embraces diversity	3	40	88	21	8	5	3	3.93	3.83	3.84	3.99	3.78	3.73
A25	Fair distribution of work among faculty/staff	11	18	31	40	40	26	2	2.84	2.92	3.18	2.91	2.93	2.80
A26	An opportunity for advancement within this institution	7	15	50	35	37	21	3	3.01	3.05	3.08	2.98		
A27	An opportunity to develop new ideas	3	29	64	35	17	17	3	3.44	3.45	3.54	3.62	3.33	3.17
A28	An opportunity to implement new ideas	5	25	58	38	22	15	5	3.35	3.26	3.35	3.37	3.23	2.96
A29	A culture of assessment	14	32	62	36	10	6	8	3.71	3.51				
A30	Effective succession planning	35	11	31	39	24	21	7	2.90	2.91				
A31	An improved institutional climate since the last survey (2015)	36	13	25	32	33	24	5	2.76	2.82	2.57	2.96	3.97	2.62

Note: Years prior to 2012 means are based only on "All MVCC"-they do not include "affiliated" units.
 Outlined cells represent the highest value over the five years.
 Shaded cells represent the lowest value over the five years.

PART B		Don't Know	VS	S	N	D	VD	Blank	2017 Mean	2015	2012	2010	2008	2005
All Respondents (MVCC and other) - original order														
B1	The trust I have in my co-workers at this college	1	35	72	32	11	14	3	3.63	3.52	3.66	3.73	3.70	3.66
B2	The quality of my interactions with colleagues	0	35	95	24	9	3	2	3.90	3.76	3.88	3.88	3.93	
B3	My relationship with my immediate supervisor	0	82	50	14	10	9	3	4.13	3.97				
B4	The extent to which my supervisor expresses confidence in my work	4	78	45	24	9	6	2	4.11	3.95	4.12	4.03	3.99	3.88
B5	The extent to which my supervisor provides timely feedback regarding my work	4	67	47	21	18	7	4	3.93	3.81	3.79	3.81	3.77	3.62
B6	The extent to which this institution's climate motivates my performance	0	26	48	44	33	14	3	3.24	3.29	3.21	3.29	3.44	2.91
B7	The effectiveness of the Cabinet at this college	38	17	34	44	16	14	5	3.19	3.20	2.96	2.97	3.90	2.49
B8	The extent to which open and ethical communication is practiced at this institution	6	20	41	38	38	20	5	3.02	3.07	3.07	3.25	3.51	2.78
B9	The extent to which I have the opportunity to express my ideas in appropriate forums	4	24	66	44	17	10	3	3.48	3.40	3.40	3.47	3.68	3.27
B10	The accomplishments of the committees on which I serve	23	20	67	37	8	7	6	3.61	3.59	3.43	3.54	3.56	3.24
B11	The extent to which decisions are made at the appropriate level at this institution	13	13	47	40	38	14	3	3.05	3.01	2.91	2.86	3.26	2.50
B12	The extent to which this institution is appropriately organized	6	13	49	36	38	23	3	2.94	2.94	2.91	2.87	3.15	2.74
B13	How the College recognizes employee accomplishments	3	25	63	36	25	14	2	3.37	3.41				
B14	The College's collective ability to respond to change	7	13	53	40	30	22	3	3.03	3.02				
B15	The level of cooperation between management and union(s)	26	10	20	30	42	37	3	2.45	2.80	2.43	2.75	3.26	2.72
B16	The relationship between management and union(s)	25	6	20	40	34	35	8	2.47	2.82	2.39	2.79	3.31	2.65
B17	My understanding of the current Mission statement	9	30	80	30	7	6	6	3.79	3.70	3.69	3.73	3.25	
B18	My understanding of the new Values statement	13	32	66	38	5	7	7	3.75	3.60				
B19	My working conditions	0	45	68	33	14	3	5	3.85	3.73	3.77	3.74	3.69	3.55
B20	My evaluation system	10	26	59	32	24	12	5	3.41	3.26	3.41	3.24	3.30	3.15
B21	My job--Moved from Part A "Overall job satisfaction"	0	56	73	20	8	6	5	4.01	4.02	3.66	3.64	3.74	3.24
B22	My salary	0	19	48	39	36	21	5	3.05	3.03	2.90	2.87	2.72	2.52
B23	My benefits	2	40	71	30	7	11	7	3.77	3.74	3.37	3.40	3.25	3.11
B24	The process for applying for professional development funds	51	14	29	40	10	14	10	3.18	3.24				
B25	The quality of the teaching environment	47	17	58	29	7	3	7	3.69	3.51	3.59	3.75	3.55	
B26	The adequacy of technology in the classrooms	45	17	60	27	8	3	8	3.70	3.55	3.51	3.56	3.37	

Part A- Rank Ordered by 2017 Mean Value																														
All Respondents (MVCC and other)											Don't Know	2017 Mean	2015	2012	2010	2008	2005													
A16	A21	A1	A24	A29	A2	A4	A22	A12	A15	A20	A3	A5	A23	A10	A9	A14	A27	A13	A17	A28	A19	A6	A26	A11	A7	A18	A30	A25	A8	A31
A good working relationship with my supervisor											0	81	51	16	7	12	1	4.09	3.99	4.28	4.24	4.24	4.00							
A safe campus environment											0	47	90	14	9	3	5	4.04	3.96	3.77	3.92	3.72	3.68							
A focus on students in what we do											2	53	74	22	8	8	1	3.95	3.98	4.10	4.22	4.00	3.90							
A climate that embraces diversity											3	40	88	21	8	5	3	3.93	3.83	3.84	3.99	3.78	3.73							
A culture of assessment											14	32	62	36	10	6	8	3.71	3.51											
A well-known Mission Statement											5	33	77	27	19	5	2	3.71	3.69	3.75	3.73	3.64	3.65							
A Curriculum reflecting the Mission											19	29	60	43	5	8	4	3.67	3.56	3.74	3.82	3.67	3.58							
An effective College approach to Crisis Management											32	23	63	29	8	10	3	3.61	3.48	3.50	3.54	3.54	3.30							
Clear work expectations											2	34	73	25	21	11	2	3.60	3.54	3.76	3.61	3.67	3.52							
Time allowed for professional development/enrichment											8	29	72	24	20	10	5	3.58	3.59	3.60	3.50	3.16	2.84							
Satisfactory opportunities for staff development/enrichment											13	29	61	35	18	9	3	3.55	3.53	3.48	3.50	3.20	2.93							
Well-known Strategic Priorities											6	29	63	40	21	7	2	3.54	3.32	3.45	3.63	3.27	3.20							
Planning reflecting the Mission & Priorities											14	27	63	32	16	11	5	3.53	3.48	3.50	3.67	3.43	3.20							
Well-maintained facilities											0	25	78	29	24	9	3	3.52	3.48	3.56	3.38	3.08	3.43							
An effective College Senate											22	19	56	49	9	8	5	3.49	3.33	3.10	3.52	3.40	3.09							
An effective Board of Trustees											24	23	52	42	11	12	4	3.45	3.36	3.22	3.35	3.04	2.57							
Teamwork & collegiality											0	30	68	31	20	17	2	3.45	3.37	3.51	3.42	3.50	3.35							
An opportunity to develop new ideas											3	29	64	35	17	17	3	3.44	3.45	3.54	3.62	3.33	3.35							
Appropriate work expectations											2	29	65	32	23	15	2	3.43	3.47	3.66	3.49	3.54	3.24							
A climate which sustains my career satisfaction											0	30	55	43	24	13	3	3.39	3.39	3.49	3.48	3.55	3.21							
An opportunity to implement new ideas											5	25	58	38	22	15	5	3.35	3.26	3.35	3.37	3.23	2.96							
An effective grievance procedure											58	11	31	44	14	6	4	3.25	3.20	3.34	3.38	3.29	3.06							
Budgeting reflecting the Mission & Priorities											21	19	54	31	20	18	5	3.25	3.20	3.20	3.26	3.06	2.73							
An opportunity for advancement within this institution											7	15	50	35	37	21	3	3.01	3.05	3.08	2.98									
Job security											4	14	51	42	27	28	2	2.98	3.36	3.12	3.83	3.75	3.48							
Efficient resource allocation											17	17	39	36	35	21	3	2.97	2.92	3.01	3.00	2.81	2.60							
An effective hiring procedure											6	15	41	42	41	22	1	2.91	2.82	3.06	2.96	3.08	2.68							
Effective succession planning											35	11	31	39	24	21	7	2.90	2.91											
Fair distribution of work among faculty/staff											11	18	31	40	40	26	2	2.84	2.92	3.18	2.91	2.93	2.80							
Effective communication											3	14	38	43	42	26	2	2.83	2.83	2.97	3.00	3.14	2.69							
An improved institutional climate since the last survey (2015)											36	13	25	32	33	24	5	2.76	2.82	2.57	2.96	3.97	2.62							

Part B- Rank Ordered by 2017 Mean Value														
All Respondents (MVCC and other)	Don't Know	VS	S	N	D	VD	Blank	2017						
								Mean	2015	2012	2010	2008	2005	
B33	Technical support	0	66	70	17	6	3	6	4.17	4.11	3.95	3.77		
B3	My relationship with my immediate supervisor	0	82	50	14	10	9	3	4.13	3.97				
B4	The extent to which my supervisor expresses confidence in my work	4	78	45	24	9	6	2	4.11	3.95	4.12	4.03	3.99	3.88
B21	My job--Moved from Part A "Overall job satisfaction"	0	56	73	20	8	6	5	4.01	4.02	3.66	3.64	3.74	3.24
B5	The extent to which my supervisor provides timely feedback regarding my work	4	67	47	21	18	7	4	3.93	3.81	3.79	3.81	3.77	3.62
B2	The quality of my interactions with colleagues	0	35	95	24	9	3	2	3.90	3.76	3.88	3.88	3.93	
B43	Cultural Series	16	29	78	31	1	5	8	3.87	3.80	3.92	4.11	4.09	
B19	My working conditions	0	45	68	33	14	3	5	3.85	3.73	3.77	3.74	3.69	3.55
B32	Access to printers	3	35	88	17	15	5	5	3.83	3.78	3.61	3.77	3.70	3.60
B17	My understanding of the current Mission statement	9	30	80	30	7	6	6	3.79	3.70	3.69	3.73	3.25	
B28	Desktop/laptop software	12	30	79	22	12	5	8	3.79	3.81				
B23	My benefits	2	40	71	30	7	11	7	3.77	3.74	3.37	3.40	3.25	3.11
B27	Desktop/laptop hardware	13	26	81	23	13	4	8	3.76	3.76				
B18	My understanding of the new Values statement	13	32	66	38	5	7	7	3.75	3.60				
B31	Internet speed	1	24	88	33	12	4	6	3.72	3.81	3.82	3.65		
B30	Laboratory software	76	12	37	29	2	1	11	3.70	3.61				
B26	The adequacy of technology in the classrooms	45	17	60	27	8	3	8	3.70	3.55	3.51	3.56	3.37	
B25	The quality of the teaching environment	47	17	58	29	7	3	7	3.69	3.51	3.59	3.75	3.55	
B42	Parking	1	22	99	18	11	12	5	3.67	3.57	3.28	3.12	2.97	3.20
B1	The trust I have in my co-workers at this college	1	35	72	32	11	14	3	3.63	3.52	3.66	3.73	3.70	3.66
B10	The accomplishments of the committees on which I serve	23	20	67	37	8	7	6	3.61	3.59	3.43	3.54	3.56	3.24
B44	This College in general	0	31	72	32	16	12	5	3.58	3.67	3.73	3.86	3.83	3.49
B29	Laboratory hardware	73	13	35	25	9	2	11	3.57	3.59				
B41	Institutes	13	25	65	38	11	10	6	3.56	3.52				
B39	Commencement	29	14	67	40	2	10	6	3.55	3.46	3.65	3.55	3.52	3.15
B9	The extent to which I have the opportunity to express my ideas in appropriate forums	4	24	66	44	17	10	3	3.48	3.40	3.40	3.47	3.68	3.27
B37	Fall Opening	16	15	61	52	8	9	7	3.45					
B38	New Student Convocation (qualifier "new student" added)	38	14	49	43	8	9	7	3.41	3.34	3.58	3.62	3.67	3.16
B20	My evaluation system	10	26	59	32	24	12	5	3.41	3.26	3.41	3.24	3.30	3.15
B13	How the College recognizes employee accomplishments	3	25	63	36	25	14	2	3.37	3.41				
B6	The extent to which this institution's climate motivates my performance	0	26	48	44	33	14	3	3.24	3.29	3.21	3.29	3.44	2.91
B40	Core Workshops	15	19	48	42	21	18	5	3.20	3.19				
B34	The MVCC website	2	21	58	29	33	18	7	3.19	3.28	3.45		3.67	3.38
B7	The effectiveness of the Cabinet at this college	38	17	34	44	16	14	5	3.19	3.20	2.96	2.97	3.90	2.49

B24	The process for applying for professional development funds	51	14	29	40	10	14	10	3.18	3.24							
B35	The MVCC catalog and publications	10	17	50	45	25	16	5	3.18	3.15	3.51			3.49		3.56	
B36	External marketing	23	11	39	51	19	17	8	3.06	3.09	3.29						
B22	My salary	0	19	48	39	36	21	5	3.05	3.03	2.90			2.87	2.72	2.52	
B11	The extent to which decisions are made at the appropriate level at this institution	13	13	47	40	38	14	3	3.05	3.01	2.91			2.86	3.26	2.50	
B14	The College's collective ability to respond to change	7	13	53	40	30	22	3	3.03	3.02							
B8	The extent to which open and ethical communication is practiced at this institution	6	20	41	38	38	20	5	3.02	3.07	3.07			3.25	3.51	2.78	
B12	The extent to which this institution is appropriately organized	6	13	49	36	38	23	3	2.94	2.94	2.91			2.87	3.15	2.74	
B16	The relationship between management and union(s)	25	6	20	40	34	35	8	2.47	2.82	2.39			2.79	3.31	2.65	
B15	The level of cooperation between management and union(s)	26	10	20	30	42	37	3	2.45	2.80	2.43			2.75	3.26	2.72	
	Desktop hardware/software										3.69			3.64	3.31	3.42	
	Laboratory hardware/software (question retired)										3.54			3.63	3.22	3.26	
	Internet access (including Wi/ireless)-(question retired)									3.91	3.89			3.88			
Part C - Rank Ordered by 2017 Mean Values																	
All Respondents (MVCC and other) - Rank Ordered by Mean Value																	
		Don't Know															
C2	I am happy working at MVCC	5	89	147	46	20	11	16	3.90		3.78			3.90			
C3	The Academic Redesign was effectively communicated to me	14	23	46	36	30	12	7	3.26								
C6	The Academic Redesign is effective as it pertains to my area	22	14	37	53	20	12	10	3.15								
C5	The Academic Redesign was effectively communicated to the college	18	16	46	36	33	12	7	3.15								
C8	The Academic Redesign has positioned the college for the future	46	13	30	41	13	17	8	3.08								
C4	The Academic Redesign has had a positive effect on my attitude	19	16	23	70	19	13	8	3.07								
C7	The Academic Redesign addresses student needs	43	13	32	38	18	17	7	3.05								
C1	Issues that are being raised are being dealt with	33	15	93	79	59	37	18	2.96		2.84			2.91			

SUNY SOS Results Spring 2016

- 1) The results are reported according to the 2016 instrument. When "similar" results are available from previous years, they are included as well. Otherwise, only the 2016 results are shown.
- 2) Since the 2016 instrument is different from previous versions, care must be taken in interpreting results.
- 3) MVCC returned 610 surveys; 607 were considered valid (student answered correctly the "random response" item).
- 4) Percentages are for the valid responses only. Moreover, percentages are given only for those items where a mean does not make sense. (Percentages do not include blanks.)
- 5) 24 Community colleges participated this year (FIT has only been included twice in the past--2000 and 2003; this year, Herkimer, North Country, Sullivan, Finger Lakes, Nassau are not included). Cayuga and Corning were medium prior to 2013, but are now small, which changes the number of medium community colleges from 11 to 9. Finger Lakes is considered a medium school, so this year the comparison uses 8 medium colleges.
[To make comparisons to previous years easier, the bracketed number uses to a denominator of 30 for CCs and a denominator of 11 for medium CC's; e.g. 15/24~19/30; 5/8~7/11; 5/9~6/11]
- 6) An * indicates the difference is statistically significant at the 0.05 level; ** at 0.001 level; *** at 0.00001 level
To the left of the "/" the results apply to "Other CC's"; to the right of the "/" the results apply to "Other Medium"
- 7) There were 9 schools which conducted the survey online this year. For those schools the number of surveys processed only includes cases where students responded to 25 or more of survey items from sections II, III, and IV. Anecdotal evidence seems to suggest that online students respond differently than in-class students when completing the survey. It is unknown what affect this may have on MVCC's comparisons (MVCC used an in-class administration).
- 8) The number of records from each institution used to compute group statistics for the Comparison Reports was randomly reduced to the "required" sample size specified by SUNY officials. MVCC sample size was reduced from 607 to 533.

SECTION I COLLEGE IMPRESSIONS AND PLANS

1. If you could start over, would you choose to attend this college again?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.05	4.04	3.95	*/	17 [21]	6 [8]
2013 Mean	3.98	3.95	3.91		18	5 [6]
2010 Mean	4.00	4.01	3.98		17	8
2006 Mean	4.01	4.06	3.82	**/**	26	11
2003 Mean	4.00	4.02	3.77	**/**	30	11
2000 Mean	3.80	3.87	3.45	**/**	29	11
1997 Mean	3.79		3.88		10	
1994 Mean	3.79		3.74		20	
1991 Mean	3.77		3.95		6	

2. Before you enrolled, what was your impression of the quality of education at this College?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.33	3.32	3.28		16 [20]	6 [8]
2013 Mean	3.29	3.30	3.26		20	8 [10]
2010 Mean	3.33	3.33	3.34		16	6

3. Since you enrolled, what is your impression of the quality of education at this College?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.76	3.73	3.65	**/*	18 [23]	6 [8]
2013 Mean	3.71	3.68	3.59	**/*	23	7 [9]
2010 Mean	3.72	3.73	3.67		19	7
2006 Mean	3.70	3.76	3.62	*/**	21	10
2003 Mean	3.70	3.77	3.66	/*	30	11
2000 Mean	3.98	4.03	3.73	**/**	29	11
1997 Mean	3.99		4.01		10	
1994 Mean	4.00		3.94		20	
1991 Mean	4.01		4.11		6	

4. Has this college helped you meet the goals you came here to achieve?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.04	4.01	4.03		12 [15]	3 [4]
2013 Mean	4.00	3.96	3.94		21	5 [6]

5. Comparing the cost to the quality of education, is this college a good value?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.34	4.34	4.35		12 [15]	3 [4]
2013 Mean	4.36	4.36	4.36		14	4 [5]

6. Has it been difficult to finance your college education?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.63	2.63	2.41	**/**	22 [28]	7 [10]
2013 Mean	2.56	2.61	2.43	*/*	23	7 [9]

7. How satisfied are you with this college overall?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.98	3.95	3.92		16 [20]	6 [8]
2013 Mean	3.97	3.93	3.86	**/*	25	7 [9]
2010 Mean	4.00	4.02	3.99		19	8
2006 Mean	3.99	4.03	3.85	**/**	24	11
2003 Mean	4.01	4.05	3.90	*/**	25	10
2000 Mean	3.85	3.91	3.50	**/**	28	11
1997 Mean	3.84		3.86		17	
1994 Mean	3.85		3.76		21	
1991 Mean	4.01		4.09		11	

SECTION II COLLEGE SERVICES AND FACILITIES

1. Availability of Academic Advisor(s)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.93	3.86	3.85		17 [21]	6 [8]
2013 Mean	3.88	3.79	3.63	**/**	26	8 [10]
2010 Mean	3.77	3.76	3.62	**/*	26	8
2006 Mean	3.80	3.78	3.65	**/*	26	9
2003 Mean	3.86	3.94	3.60	**/**	29	11
2000 Mean	3.63	3.68	3.34	**/**	29	11
1997 Mean	3.64		3.52		24	
1994 Mean	3.60		3.52		21	
1991 Mean	3.77		3.63		24	

2. Availability of advising tools (such as DegreeWorks)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.84	3.92	4.08	**/**	2 [3]	1 [1]

3. Information provided by academic advisor(s)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.85	3.80	3.78		18 [23]	6 [8]
2013 Mean	3.81	3.71	3.57	***/*	28	8 [10]
2010 Mean	3.74	3.70	3.65	*/	24	8
2006 Mean	3.77	3.76	3.67	*/	24	9
2003 Mean	3.80	3.87	3.59	**/**	28	10
2000 Mean	3.63	3.68	3.47	*/**	27	10
1997 Mean	3.64		3.63		19	
1994 Mean	3.60		3.59		18	
1991 Mean	3.75		3.73		20	

4. Library resources (physical collections, online databases, etc.) and library services (reference support, research assistance, etc.)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.23	4.19	4.23		14 [18]	4 [6]
2013 Mean	4.18	4.13	4.24	/*	9	1 [1]
2003 Mean	4.32	4.36	4.37		13	7

In 2006 and 2010, resources and services were separated:

Library Resources:

2010 Mean	4.04	4.00	4.11	*/	8	3
2006 Mean	4.03	4.08	4.08		11	5

Library Services:

2010 Mean	4.02	3.96	4.07	/*	9	4
2006 Mean	4.01	4.05	4.07		11	6

5. College tutoring services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.96	3.91	4.07	*/	8 [10]	3 [4]
2013 Mean	3.81	3.74	3.89	/*	10	2 [2]
2010 Mean	3.78	3.71	3.86	/*	7	2
2006 Mean	3.77	3.77	3.83		11	4
2003 Mean	3.78	3.80	3.79		16	7
2000 Mean	3.63	3.66	3.40	**/**	28	10
1997 Mean	3.61		3.54		20	
1994 Mean	3.61		3.29		30	
1991 Mean	3.63		3.62		17	

6. Computer/technology support services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.94	3.85	3.99	/*	10 [13]	3 [4]
2013 Mean	3.94	3.92	3.97		11	3 [4]
2010 Mean	3.69	3.66	3.62		22	7
2006 Mean	3.68	3.67	3.64		20	7
2003 Mean	3.72	3.75	3.70		20	7

7. Availability of online support services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.73	3.68	3.68		16 [20]	5 [7]
2013 Mean	4.10	4.10	4.21	*/	4	1 [1]
2010 Mean	3.98	3.98	4.07	*/	9	4

8. College food services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.18	3.14	2.98	**/*	18 [23]	6 [8]
2013 Mean	3.20	3.15	3.19		17	5 [6]
2010 Mean	3.21	3.21	3.20		13	6
2006 Mean	3.31	3.36	3.14	*/**	22	10
2003 Mean	3.39	3.41	3.34		18	6
2000 Mean	3.20	3.20	2.96	**/**	23	8
1997 Mean	3.25		3.02		26	
1994 Mean	3.23		3.04		22	
1991 Mean	3.33		3.30		19	

9. Financial aid services (not the amount of aid)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.79	3.789	3.69	*/	19 [24]	7 [10]
2013 Mean	3.77	3.72	3.71		18	5 [6]
2010 Mean	3.70	3.70	3.59	*/*	23	8
2006 Mean	3.67	3.62	3.52	*/	23	6
2003 Mean	3.68	3.70	3.46	**/**	28	10
2000 Mean	3.53	3.49	3.17	***/**	28	10
1997 Mean	3.50		3.43		19	
1994 Mean	3.49		3.32		23	
1991 Mean	3.48		3.55		16	

10. Course registration process

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.97	3.90	3.94		16 [20]	5 [7]
2013 Mean	3.91	3.84	3.91		14	4 [5]
2010 Mean	3.79	3.77	3.71		21	8
2006 Mean	3.71	3.70	3.64		22	8
2003 Mean	3.72	3.79	3.61	*/**	26	9
2000 Mean	3.49	3.50	3.16	***/**	29	11
1997 Mean	3.53		3.45		24	
1994 Mean	3.33		3.05		26	
1991 Mean	3.50		3.55		17	

11. Billing and payment process

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.81	3.78	3.80		16 [20]	5 [7]
2013 Mean	3.84	3.80	3.87		11	4 [5]
2010 Mean	3.76	3.76	3.73		19	8
2006 Mean	3.66	3.66	3.59		22	9
2003 Mean	3.71	3.74	3.57	*/**	28	10
2000 Mean	3.50	3.51	3.18	***/**	29	11
1997 Mean	3.53		3.46		25	
1994 Mean	3.49		3.35		23	
1991 Mean	3.67		3.78		13	

12. College Bookstore Services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.78	3.67	3.36	***/**	24 [30]	8 [11]
2013 Mean	3.73	3.61	3.85	*/**	10	3 [4]
2010 Mean	3.61	3.61	3.75	**/*	8	3
2006 Mean	3.58	3.61	3.70	*/*	9	3
2003 Mean	3.59	3.61	3.68	*/	12	5
2000 Mean	3.38	3.40	3.13	***/**	28	11
1997 Mean	3.38		3.34		17	
1994 Mean	3.40		3.18		27	
1991 Mean	3.43		3.46		14	

13. College security services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.81	3.79	3.72	*/	19 [24]	6 [8]
2013 Mean	3.70	3.68	3.77	/*	11	4 [5]
2010 Mean	3.60	3.60	3.56		21	8
2006 Mean	3.57	3.61	3.71	*/*	7	3
2003 Mean	3.56	3.62	3.57		15	6

14. Student Health Services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.77	3.75	3.66	*/	15 [19]	5 [7]
2013 Mean	3.65	3.63	3.70		11	3 [4]
2010 Mean	3.62	3.61	3.61		18	7
2006 Mean	3.63	3.72	3.71		11	6
2003 Mean	3.64	3.75	3.60	/*	17	9
2000 Mean	3.27	3.32	3.20		21	9
1997 Mean	3.30		3.45		6	
1994 Mean	3.27		3.23		18	
1991 Mean	3.22		3.55		1	

15. Job search assistance (regardless of whether you found employment)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.45	3.43	3.29	*/	19 [24]	7 [10]
2013 Mean	3.32	3.28	3.34		11	4 [5]
2010 Mean	3.37	3.35	3.27		20	9
2006 Mean	3.43	3.46	3.41		19	9
2003 Mean	3.35	3.39	3.42		26	11
2000 Mean	3.37	3.37	3.13		29	11
1997 Mean	3.36		3.36		16	
1994 Mean	3.27		3.06		29	
1991 Mean	3.28		3.38		9	

16. Career planning services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.60	3.56	3.49		15 [19]	5 [7]
2013 Mean	3.52	3.47	3.36	*/	24	6 [7]
2010 Mean	3.50	3.47	3.44		16	6
2006 Mean	3.55	3.58	3.52		19	8
2003 Mean	3.56	3.66	3.47	/*	10	4
2000 Mean	3.37	3.37	3.13	*/**	29	11
1997 Mean	3.36		3.36		16	
1994 Mean	3.27		3.06		29	
1991 Mean	3.28		3.38		9	

17. Transfer planning services

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.60	3.56	3.61		14 [18]	4 [6]
2013 Mean	3.55	3.47	3.46		23	7 [9]
2010 Mean	3.49	3.47	3.43		18	7
2006 Mean	3.53	3.54	3.31	*/*	26	10
2003 Mean	3.49	3.57	3.37	/*	24	9
2000 Mean	3.37	3.37	3.13		29	11
1997 Mean	3.36		3.36		16	
1994 Mean	3.27		3.06		29	
1991 Mean	3.28		3.38		9	

18. Ease of transferring credit to this college.

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.78	3.74	3.77		13 [16]	4 [6]

19. Classroom facilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.89	3.81	3.71	***/*	21 [26]	6 [8]
2013 Mean	3.86	3.77	3.77	*/	23	5 [6]
2010 Mean	3.90	3.88	3.89		13	7
2006 Mean	3.88	3.89	3.97	*/*	10	5
2003 Mean	4.00	3.99	3.90		14	6
2000 Mean	3.61	3.91	3.18	***/**	19	11
1997 Mean	3.63		3.69		11	
1994 Mean	3.56		3.58		17	
1991 Mean	3.59		3.65		11	

20. Availability of computers when you need them

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.10	4.03	4.05		18 [23]	4 [6]
2013 Mean	3.79	3.69	3.64	*/	22	5 [6]
2010 Mean	3.70	3.67	3.71		18	7
2006 Mean	3.84	3.79	3.82		14	5
2003 Mean	3.97	3.97	3.97		21	8
2000 Mean	3.79	3.82	3.12	***/**	29	11
1997 Mean	3.67		3.34		30	
1994 Mean	3.71		3.35		30	
1991 Mean	3.73		3.62		21	

*Access to computing services and facilities

21. Availability of study space

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.04	3.99	4.00		15 [19]	3 [4]
2013 Mean	3.87	3.80	3.89	/*	14	2 [2]
2010 Mean	3.74	3.70	3.71		21	7
2006 Mean	3.73	3.79	3.74		17	7
2003 Mean	3.86	3.96	3.88		14	6
2000 Mean	3.66	3.73	3.34	***/**	29	11
1997 Mean	3.62		3.59		22	
1994 Mean	3.58		3.37		26	
1991 Mean	3.60		3.58		19	

22. Learning center facilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.06	4.02	4.04		12 [15]	3 [4]
2013 Mean	3.93	3.85	3.99	/*	12	2 [2]
2010 Mean	3.94	3.89	3.97		9	3
2006 Mean	3.92	3.93	3.93		14	5
2003 Mean	3.94	3.96	3.79	*/*	28	10
2000 Mean	3.64	3.66	3.45	*/**	28	11
1997 Mean	3.66		3.58		20	
1994 Mean	3.67		3.39		30	
1991 Mean	3.63		3.79		9	

23. Internet access (including wireless)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.69	3.60	3.68		15 [19]	5 [7]
2013 Mean	3.69	3.72	3.81	*/	13	5 [6]
2010 Mean	3.87	3.94	3.96	*/	7	4
2006 Mean	3.94	3.92	4.07	*/**	4	1
2003 Mean	4.00	4.02	3.86	*/**	27	10

24. Athletic facilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.72	3.66	3.95	***/**	5 [6]	1 [1]
2013 Mean	3.74	3.66	4.11	***/**	2	1 [1]
2010 Mean	3.62	3.52	3.66	/*	12	3
2006 Mean	3.68	3.77	3.71		13	7
2003 Mean	3.63	3.73	3.75	*/	11	5
2000 Mean	3.41	3.47	3.57	*/	7	2
1997 Mean	3.50		3.66		6	
1994 Mean	3.50		3.50		14	
1991 Mean	3.42		3.85		1	

25. Campus Center/Student Union

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.76	3.72	3.63	*/	18 [23]	5 [7]
2013 Mean	3.69	3.66	3.66		16	4 [5]
2010 Mean	3.55	3.55	3.56		12	6
2006 Mean	3.57	3.67	3.59		13	7
2003 Mean	3.54	3.62	3.52		19	8
2000 Mean	3.27	3.29	3.13	*/	22	9
1997 Mean	3.27		3.37		10	
1994 Mean	3.20		3.21		13	
1991 Mean	3.21		3.50		3	

26. General condition of buildings and grounds

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.92	3.88	3.66	***/**	20 [25]	7 [10]
2013 Mean	3.85	3.78	3.80		18	4 [5]
2010 Mean	3.83	3.79	3.74	*/	18	6
2006 Mean	3.81	3.86	3.84		14	6
2003 Mean	3.86	4.00	3.93		17	7
2000 Mean	3.71	3.83	3.00	***/**	30	11
1997 Mean	3.72		3.78		13	
1994 Mean	3.66		3.60		18	
1991 Mean	3.76		3.86		12	

27. Parking facilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.39	3.34	2.94	***/**	23 [29]	8 [11]
2013 Mean	3.14	3.02	2.63	***/**	26	8 [10]
2010 Mean	2.86	2.75	2.47	***/**	23	8
2006 Mean	2.96	2.84	3.02	/*	17	5
2003 Mean	2.84	2.82	2.59	**/**	22	7
2000 Mean	2.71	2.53	2.48	**/	21	6
1997 Mean	2.79		2.84		16	
1994 Mean	2.50		2.46		16	
1991 Mean	2.54		2.78		9	

28. Availability of power sources for my technology

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.79	3.75	3.61	**/*	20 [25]	6 [8]
2013 Mean	3.67	3.60	3.60		17	3 [4]

29. Availability of international learning opportunities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.59	3.55	3.63		10 [13]	4 [6]

SECTION III COLLEGE PROGRAMS AND EXPERIENCES**SECTION IIIA Academic Environment****1. Overall Quality of instruction**

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.08	4.04	4.04		16 [20]	5 [7]
2013 Mean	4.05	4.02	4.02		18	5 [6]
2010 Mean	4.01	4.01	4.03		13	7
2006 Mean	3.94	3.96	3.87	/*	21	9
2003 Mean	4.05	4.12	4.06		16	8
2000 Mean	3.86	3.92	3.74	**/**	27	11
1997 Mean	3.91		3.91		19	
1994 Mean	3.91		3.87		22	
1991 Mean	4.09		4.12		11	

2. Availability of instructors outside of class

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.93	3.89	3.95		11 [14]	3 [4]
2013 Mean	3.87	3.82	3.87		13	3 [4]
2010 Mean	3.83	3.81	3.79		20	8
2006 Mean	3.87	3.88	3.88		17	7
2003 Mean	3.92	3.96	3.88		22	9
2000 Mean	3.65	3.70	3.49	**/**	27	11
1997 Mean	3.66		3.65		17	
1994 Mean	3.66		3.65		16	
1991 Mean	3.87		3.86		20	

3. Class Size

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.18	4.18	4.03	***/**	21 [26]	7 [10]
2013 Mean	4.09	4.03	4.03	*/	19	5 [6]
2010 Mean	4.06	4.03	4.03		20	8
2006 Mean	4.08	4.08	4.10		13	5
2003 Mean	4.14	4.20	4.12	/*	23	9
2000 Mean	3.98	4.04	3.82	**/**	27	11
1997 Mean	3.94		3.95		13	
1994 Mean	3.92		3.81		23	
1991 Mean	4.09		4.10		17	

4. Availability of courses you want at times you can take them

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.56	3.48	3.41	*/	21 [26]	6 [8]
2013 Mean	3.46	3.37	3.29	**/*	24	6 [7]
2010 Mean	3.43	3.40	3.19	***/**	29	10
2006 Mean	3.43	3.41	3.21	***/**	29	10
2003 Mean	3.43	3.44	3.18	***/**	29	11
2000 Mean	3.28	3.29	2.94	**/**	29	11
1997 Mean	3.29		3.19		25	
1994 Mean	3.25		3.18		21	
1991 Mean	3.48		3.42		21	

5. Availability of courses required for graduation

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.80	3.74	3.70	*/	20 [25]	7 [10]
2013 Mean	3.71	3.64	3.54	**/*	26	8 [10]
2010 Mean	3.65	3.63	3.38	***/**	30	11
2006 Mean	3.63	3.62	3.44	**/**	28	10
2003 Mean	3.63	3.65	3.42	***/**	28	10
2000 Mean	3.49	3.51	3.16	***/**	29	11
1997 Mean	3.51		3.44		18	
1994 Mean	3.50		3.41		17	
1991 Mean	--		--		--	

6. Availability of online courses

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.76	3.69	3.63	*/	19 [24]	5 [7]

7. Availability of internships or other out-of-classroom learning experiences

[Old: Availability of internships or clinical and fieldwork opportunities]

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.52	3.48	3.42		14 [18]	5 [7]
2013 Mean	3.45	3.43	3.48		14	4 [5]
2010 Mean	3.33	3.29	3.30		16	6
2006 Mean	3.40	3.47	3.42		12	7
2003 Mean	3.35	3.38	3.36		18	7
2000 Mean	3.35	3.37	3.29	/*	24	9
1997 Mean	3.34		3.27		16	
1994 Mean	3.25		3.31		12	
1991 Mean	--		--		--	

8. Availability of honors opportunities(classes, projects, Phi Theta Kappa, etc.)

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.73	3.72	3.75	10 [13]	5 [7]
2013 Mean	3.65	3.60	3.68	11	2 [2]
2010 Mean	3.53	3.50	3.46	24	8

9. College Catalog

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.88	3.80	3.74	**/	18 [23]	5 [7]
2013 Mean	3.85	3.78	3.93	*/**	7	1 [1]
2010 Mean	3.92	3.90	3.95		10	3
2006 Mean	3.92	3.95	3.94		14	6
2003 Mean	4.02	4.05	4.01		16	6
2000 Mean	3.63	3.67	3.43	**/**	29	11
1997 Mean	3.66		3.67		17	
1994 Mean	3.66		3.59		22	
1991 Mean	3.85		3.95		9	

10. Communication of college news/information to students

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.82	3.80	3.77		14 [18]	4 [6]
2013 Mean	3.73	3.69	3.80	/*	9	2 [2]
2010 Mean	3.68	3.63	3.76	*/*	8	3
2006 Mean	3.58	3.60	3.62		12	6
2003 Mean	3.61	3.65	3.57		23	8

11. College website ease of use

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.94	3.91	4.08	**/**	7 [9]	1 [1]
2013 Mean	3.93	3.91	4.08	**/**	3	1 [1]
2010 Mean	3.92	3.88	4.04	**/**	8	3
2006 Mean	3.90	3.88	4.00	/*	7	3
2003 Mean	3.89	3.91	3.93		11	5

12. Accuracy of information on college website

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.97	3.95	3.98		14 [18]	4 [6]
2013 Mean	3.95	3.91	4.01	/*	9	1 [1]
2010 Mean	3.84	3.82	3.94	*/*	9	4
2006 Mean	3.90	3.88	4.00	*/*	7	3
2003 Mean	3.89	3.91	3.93		11	5

13. Communication of student conduct rules and regulations

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.92	3.92	3.89		14 [18]	5 [7]
2013 Mean	3.85	3.79	3.88	/*	9	2 [2]
2010 Mean	3.74	3.74	3.74		14	6
2006 Mean	3.68	3.71	3.70		16	7
2003 Mean	3.74	3.79	3.72		19	8
2000 Mean	3.48	3.52	3.31		29	11
1997 Mean	3.47		3.57		10	
1994 Mean	3.48		3.47		18	
1991 Mean	3.57		3.66		10	

14. Recreational and intramural programs

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.56	3.53	3.61		11 [14]	3 [4]
2013 Mean	3.48	3.42	3.73	***/**	4	1 [1]
2010 Mean	3.47	3.42	3.52		13	7
2006 Mean	3.44	3.51	3.43		18	8
2003 Mean	3.43	3.52	3.44		18	7
2000 Mean	3.24	3.31	3.25		15	7
1997 Mean	3.32		3.39		11	
1994 Mean	3.33		3.20		22	
1991 Mean	3.30		3.66		1	

15. College social activities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.62	3.61	3.59		11 [14]	4 [6]
2013 Mean	3.52	3.47	3.70	**/**	5	1 [1]
2010 Mean	3.51	3.48	3.62	*/*	9	4
2006 Mean	3.46	3.55	3.50		12	7
2003 Mean	3.42	3.48	3.32	/*	24	9
2000 Mean	3.28	3.33	3.05	**/**	26	10
1997 Mean	3.29		3.27		16	
1994 Mean	3.25		3.08		26	
1991 Mean	3.25		3.41		6	

16. Cultural Programs (Art, Dance, Film, Music, Theater)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.62	3.67	3.60		13 [16]	4 [6]
2013 Mean	3.50	3.49	3.87	***/**	4	1 [1]
2010 Mean	3.52	3.51	3.72	**/**	4	2
2006 Mean	3.47	3.58	3.68	*/	4	4
2003 Mean	3.46	3.56	3.58		9	5
2000 Mean	3.35	3.43	2.98	***/**	28	11
1997 Mean	3.33		3.29		24	
1994 Mean	3.33		3.06		29	
1991 Mean	3.31		3.34		13	

17. New student orientation

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.76	3.71	3.61	*/*	20 [25]	6 [8]
2013 Mean	3.70	3.64	3.64		17	3 [4]
2010 Mean	3.69	3.68	3.60	*/	23	9
2006 Mean	3.71	3.72	3.58	*/*	26	11
2003 Mean	3.68	3.71	3.52	**/**	27	10
2000 Mean	3.52	3.51	3.23	***/**	29	11
1997 Mean	3.52		3.46		19	
1994 Mean	3.48		3.30		26	
1991 Mean	3.47		3.58		10	

18. Health and Wellness Programs

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.72	3.72	3.77		8 [10]	3 [4]
2013 Mean	3.60	3.54	3.72	*/**	9	1 [1]
2010 Mean	3.63	3.65	3.67		13	6
2006 Mean	3.62	3.71	3.73	*/	9	6
2003 Mean	3.64	3.75	3.60	/*	17	9
2000 Mean	3.27	3.32	3.20		21	9
1997 Mean	3.30		3.45		6	
1994 Mean	3.27		3.23		18	
1991 Mean	3.22		3.55		1	

19. Guest Speakers outside of class

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.73	3.73	3.87	*/*	7 [9]	2 [3]
2013 Mean	3.64	3.59	3.83	**/**	5	1 [1]
2010 Mean	3.55	3.48	3.66	*/**	7	1
2006 Mean	3.57	3.61	3.63		11	5

20. Campus clubs and activities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.71	3.73	3.73		9 [11]	3 [4]
2013 Mean	3.60	3.55	3.71	*/*	6	1 [1]
2010 Mean	3.55	3.54	3.63		8	2
2006 Mean	3.60	3.68	3.71		10	7
2003 Mean	3.60	3.65	3.66		12	5
2000 Mean	3.48	3.52	3.22	**/**	29	11
1997 Mean	3.47		3.53		11	
1994 Mean	3.45		3.38		22	
1991 Mean	3.60		3.69		7	

21. Opportunities for community service

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.53	3.56	3.55		10 [13]	3 [4]
2013 Mean	3.42	3.37	3.44		12	3 [4]
2010 Mean	3.36	3.34	3.43		11	4
2006 Mean	3.40	3.48	3.40		16	9
2003 Mean	3.37	3.42	3.45		9	5
2000 Mean	3.36	3.38	3.10	**/**	29	11
1997 Mean	3.32		3.40		8	
1994 Mean	3.28		3.31		10	
1991 Mean	--		--		--	

22. Student Input in College policies/plans

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.37	3.34	3.46	/*	9 [11]	3 [4]
2013 Mean	3.27	3.21	3.29		12	3 [4]
2010 Mean	3.22	3.19	3.25		13	4
2006 Mean	3.21	3.25	3.23		16	7
2003 Mean	3.14	3.13	3.12		17	7
2000 Mean	3.12	3.14	2.93	*/*	27	10
1997 Mean	3.12		3.35		1	
1994 Mean	3.04		3.07		17	
1991 Mean	3.19		3.20		14	

23. Student government

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.44	3.37	3.47		8 [10]	3 [4]
2013 Mean	3.33	3.30	3.28		17	3 [4]
2010 Mean	3.29	3.29	3.32		12	6
2006 Mean	3.29	3.34	3.20	/*	21	8
2003 Mean	3.27	3.25	3.36		10	4
2000 Mean	3.31	3.30	3.10	**/**	29	11
1997 Mean	3.29		3.39		4	
1994 Mean	3.23		3.16		27	
1991 Mean	3.23		3.32		10	

24. Random response check

Please mark the "NA" oval for this question

Note: MVCC only returned surveys with this question "correct." Even so, 3 surveys were not used.

25. Student media (newspaper, radio station, blogs, etc.)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.53	3.53	3.35	**/*	18 [23]	5 [7]
2013 Mean	3.43	3.39	3.34		22	6 [7]
2010 Mean	3.30	3.22	3.15	*/	22	7
2006 Mean	3.40	3.38	3.46		8	3
2003 Mean	3.34	3.37	3.01	**/**	26	10
2000 Mean	3.30	3.30	2.83	***/**	29	11
1997 Mean	3.32		3.30		17	
1994 Mean	3.31		3.07		23	
1991 Mean	3.47		3.33		21	

26. Opportunities for leadership development

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.55	3.53	3.43	*/	18 [23]	5 [7]
2013 Mean	3.40	3.32	3.42		13	2 [2]

27. Campus acceptance of individual differences

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.07	4.06	4.06		13[16]	4 [6]
2013 Mean	4.00	3.96	4.00		13	3 [4]
2010 Mean	3.94	3.94	3.92		18	7
2006 Mean	3.91	3.95	3.98		8	4
2003 Mean	4.07	4.09	4.09		9	3

28. Racial Harmony on Campus

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.99	4.00	3.95		17 [21]	6 [8]
2013 Mean	3.94	3.93	3.92		16	5 [6]
2010 Mean	3.88	3.90	3.84		20	8
2006 Mean	3.87	3.93	3.88		18	8

29. Diversity of Faculty and Staff

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.97	3.98	3.99		13 [16]	4 [6]
2013 Mean	3.93	3.92	3.93		16	5 [6]
2010 Mean	3.87	3.89	3.88		16	6
2006 Mean	3.82	3.88	3.89		11	6

30. Diversity of Student Body

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	4.08	4.08	4.06	12 [15]	4 [6]
2013 Mean	4.00	3.99	4.04	10	3 [4]
2010 Mean	3.94	3.96	3.95	16	7
2006 Mean	3.89	3.95	3.93	16	8

31. Faculty respect for students

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	4.05	4.02	4.06	13 [16]	3 [4]
2013 Mean	4.00	3.94	3.93	19	4 [5]
2010 Mean	3.93	3.92	3.88	21	8
2006 Mean	3.92	3.96	3.88	20	9
2003 Mean	4.02	4.07	3.92	27	10
2000 Mean	3.85	3.90	3.66	29	11
1997 Mean	3.84		3.81	19	
1994 Mean	3.80		3.75	22	
1991 Mean	3.97		3.96	16	

32. Non-teaching Staff Respect for Students.

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	4.04	4.02	3.98	14 [18]	5 [7]
2013 Mean	3.93	3.88	3.81	25	8 [10]
2010 Mean	3.85	3.85	3.80	18	7
2006 Mean	3.81	3.85	3.78	20	9
2003 Mean	3.89	3.95	3.76	28	10
2000 Mean	3.72	3.76	3.48	28	11
1997 Mean	3.71		3.68	18	
1994 Mean	3.66		3.51	27	
1991 Mean	3.69		3.71	14	

33. Your sense of belonging at this campus

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.83	3.81	3.78	15 [19]	4 [6]
2013 Mean	3.76	3.72	3.65	28	9 [11]
2010 Mean	3.76	3.76	3.74	17	7
2006 Mean	3.75	3.78	3.71	20	10
2003 Mean	3.80	3.83	3.76	20	8
2000 Mean	3.47	3.50	3.22	29	11
1997 Mean	3.48		3.58	10	
1994 Mean	3.47		3.41	19	
1991 Mean	3.70		3.73	14	

34. Campus Openness to Opinions of Others

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.86	3.83	3.80	16 [20]	5 [7]
2013 Mean	3.79	3.75	3.71	22	7 [9]
2010 Mean	3.76	3.76	3.69	21	8
2006 Mean	3.74	3.78	3.72	19	8

35. Personal safety/Security on Campus]

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.00	4.00	3.89	*/*	18 [23]	5 [7]
2013 Mean	3.91	3.88	3.91		13	3 [4]
2010 Mean	3.75	3.77	3.59	**/**	24	9
2006 Mean	3.73	3.80	3.76		13	7
2003 Mean	3.81	3.91	3.85		16	7
2000 Mean	3.66	3.72	3.46	**/**	26	10
1997 Mean	3.62		3.67		14	
1994 Mean	3.56		3.47		22	
1991 Mean	3.73		3.77		14	

36. Student respect for other students

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.82	3.82	3.79		16 [20]	6 [8]
2013 Mean	3.73	3.73	3.68		18	5 [6]

37. Your social support network at this college

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.80	3.78	3.76		14 [18]	4 [6]
2013 Mean	3.74	3.70	3.69		16	5 [6]

38. Student behavior in the classroom

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.89	3.89	3.88		13 [16]	4 [6]
2013 Mean	3.92	3.89	3.86		20	6 [7]

39. Student behavior outside the classroom

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.64	3.64	3.60		16 [20]	6 [8]
2013 Mean	3.74	3.74	3.70		19	6 [7]

SECTION IIIB Problems while attending this college

How much of a problem is each of the following when taking classes at this college?

1. Job responsibilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.29	2.3	2.25		14 [18]	5 [7]
2013 Mean	2.29	2.34	2.21	/*	20	7 [9]
2010 Mean	2.21	2.20	2.11	*/*	24	9
2006 Mean	2.13	2.16	2.07		21	8
2003 Mean	2.15	2.09	2.01	*/	25	7

2. Family responsibilities

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.09	2.10	2.01		21 [26]	6 [8]
2013 Mean	2.06	2.10	2.04		18	7 [9]
2010 Mean	2.00	2.01	1.98		16	7
2006 Mean	1.92	1.96	1.83	/*	27	10
2003 Mean	1.89	1.89	1.85		17	6

3. Finding child care

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	1.51	1.49	1.39	*/	23 [29]	7 [10]
2013 Mean	1.48	1.49	1.52		10	3 [4]
2010 Mean	1.47	1.49	1.43		19	8
2006 Mean	1.83	1.94	1.76		19	8
2003 Mean	1.61	1.60	1.59		19	7

4. Disability issues

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	1.43	1.41	1.38		19 [24]	7 [10]
2013 Mean	1.37	1.38	1.32		21	7 [9]
2010 Mean	1.34	1.31	1.36		10	2
2006 Mean	1.44	1.43	1.49		9	3

5. Health issues

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	1.56	1.56	1.50		18 [23]	7 [10]
2013 Mean	1.48	1.49	1.47		17	6 [7]
2010 Mean	1.45	1.43	1.42		20	6
2006 Mean	1.48	1.45	1.37	*/	27	9
2003 Mean	1.48	1.44	1.47		14	4

6. Transportation to and from college

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	1.58	1.56	1.58		11 [14]	3 [4]
2013 Mean	1.65	1.63	1.58		23	7 [9]
2010 Mean	1.61	1.57	1.59		13	6
2006 Mean	1.55	1.55	1.44	*/*	24	9
2003 Mean	1.51	1.41	1.42	*/	19	6

7. Paying for College

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.14	2.14	1.99	*/*	20 [25]	5 [7]
2013 Mean	2.08	2.13	1.99	/*	21	8 [10]
2010 Mean	2.13	2.10	2.09		18	6
2006 Mean	2.13	2.16	2.05	/*	24	10
2003 Mean	2.16	2.11	2.10		15	7

8. Finding adequate housing

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	1.42	1.41	1.36		19 [24]	6 [8]
2013 Mean	1.42	1.42	1.34		23	7 [9]

Section IIIC Academic Experiences at this College

How frequently have you....

1. been intellectually engaged by the material covered in class?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.04	4.02	3.92	*/*	20 [25]	7 [10]
2013 Mean	3.83	3.82	3.76		21	7 [9]
2010 Mean	3.63	3.62	3.57		20	9
2006 Mean	3.66	3.72	3.65		17	9
2003 Mean	3.67	3.71	3.66		17	8
2000 Mean	3.68	3.71	3.52	*/**	26	11
1997 Mean	3.71		3.74		14	
1994 Mean	3.72		3.68		20	
1991 Mean	--		--		--	

2. been involved in service learning, community service, or civic engagement activities at this college?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.37	2.4	2.49		6 [8]	3 [4]
2013 Mean	2.05	2.03	2.12		10	3 [4]
2010 Mean	1.61	1.60	1.70	/*	7	2

3. Had out-of-class assignments that required a written response?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.77	3.78	3.87	*/	6 [8]	2 [3]
2013 Mean	3.73	3.72	3.70		17	4 [5]
2010 Mean	3.48	3.51	3.51		11	6
2006 Mean	3.80	3.84	3.86		11	7
2003 Mean	3.32	3.34	3.42	*/	9	3
2000 Mean	3.30	3.32	3.07	**/**	28	11
1997 Mean	3.32		3.41		10	
1994 Mean	3.29		3.30		14	
1991 Mean	--		--		--	

4. had discussions, meetings, or conversations with instructors outside of class?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.14	3.11	3.26	*/*	5 [6]	1 [1]
2013 Mean	3.02	2.99	3.10	/*	13	3 [4]
2010 Mean	2.82	2.79	2.86		11	4
2006 Mean	3.01	3.02	3.07		16	6
2003 Mean	3.00	3.03	3.09		12	5

5. Had instructors who used innovative technology to facilitate learning?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.43	3.41	3.48		10 [13]	2 [3]
2013 Mean	3.30	3.29	3.34		10	4 [5]
2010 Mean	3.07	3.06	3.10		13	6
2006 Mean	3.10	3.12	3.17		11	5
2003 Mean	3.07	3.12	3.23	*/*	11	4

6. gone to class with course readings and assignments completed?

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	4.40	4.39	4.37		12 [15]	4 [6]
2013 Mean	4.37	4.34	4.35		16	4 [5]
2010 Mean	4.29	4.27	4.22		22	9
2006 Mean	4.24	4.24	4.26		10	3
2003 Mean	4.11	4.14	4.16		10	4

7. been required to think critically in completing assignments?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	4.22	4.22	4.16	14 [18]	5 [7]
2013 Mean	4.12	4.09	4.05	17	4 [5]
2010 Mean	4.06	4.05	4.01	21	8
2006 Mean	4.04	4.08	4.02	19	10

8. engaged in a creative or research project under the direction of a faculty member?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.36	3.36	3.30	13 [16]	5 [7]
2013 Mean	3.35	3.33	3.35	15	4 [5]

9. Collaborated with other students on class assignments?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.58	3.57	3.64	9 [11]	3 [4]
2013 Mean	3.46	3.41	3.54 /*	9	1 [1]
2010 Mean	3.47	3.48	3.48	17	9
2006 Mean	3.40	3.45	3.43	16	7
2003 Mean	3.27	3.28	3.32	13	5

10. received feedback (written or oral) from instructors on the quality of your work?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	4.04	4.04	3.98	16 [20]	5 [7]
2013 Mean	3.92	3.88	3.89	18	5 [6]
2010 Mean	3.85	3.82	3.77 */	24	9
2006 Mean	3.84	3.88	3.74 */*	26	11
2003 Mean	3.66	3.70	3.61 /*	22	9

11. Had faculty who required you to make judgments about the value of information, arguments, or methods?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.44	3.43	3.39	13 [16]	4 [6]
2013 Mean	3.28	3.26	3.22	21	5 [6]
2010 Mean	3.15	3.13	3.07	21	8
2006 Mean	3.15	3.19	3.18	16	6
2003 Mean	3.12	3.16	3.11	22	8

12. observed student dishonesty when completing assignments or exams?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	2.12	2.13	2.20	6 [8]	3 [4]
2013 Mean	2.23	2.23	2.25	15	5 [6]
2010 Mean	2.19	2.15	2.24	10	3
2006 Mean	2.16	2.16	2.34 **/**	4	1
2003 Mean	2.20	2.12	2.40 **/**	4	1

13. experienced acts of misbehavior by students in the classroom?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	2.20	2.17	2.36	13 [16]	5 [7]
2013 Mean	2.08	2.06	2.07	15	5 [6]

14. observed acts of misbehavior by students outside the classroom?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	2.34	2.30	2.36	13 [16]	5 [7]
2013 Mean	2.24	2.20	2.26	11	4 [5]

15. witnessed acts of prejudice based on gender identity or sexual orientation at this college?

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	1.61	1.57	1.62	11 [14]	3 [4]

Section IV College Outcomes

How much has this college contributed to your growth and learning in each of...

1. Acquiring information, ideas, and concepts

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.63	3.62	3.61	12 [15]	4 [6]
2013 Mean	3.59	3.56	3.53	19	5 [6]
2010 Mean	3.41	3.42	3.35	20	9
2006 Mean	3.48	3.54	3.48	16	9

2. Acquiring scientific and mathematical thinking skills

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.45	3.41	3.36	16 [20]	4 [6]
2013 Mean	3.37	3.30	3.28	21	5 [6]
2010 Mean	3.33	3.33	3.29	19	9
2006 Mean	3.36	3.43	3.35	16	9

3. Developing problem-solving skills

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.53	3.49	3.55	11 [14]	3 [4]

4. Working well with others

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.47	3.45	3.55 /*	7 [9]	1 [1]
2013 Mean	3.36	3.31	3.39	10	2 [2]
2010 Mean	3.12	3.11	3.15	10	3
2006 Mean	3.15	3.20	3.14	16	8

5. Acquiring knowledge and skills needed for a career

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.73	3.74	3.73	12 [15]	5 [7]
2013 Mean	3.70	3.66	3.71	13	4 [5]
2010 Mean	3.54	3.58	3.61	11	7
2006 Mean	3.57	3.63	3.59	14	7

6. Understanding and appreciating ethnic/cultural/language diversity

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.29	3.3	3.50 **/**	3 [4]	2 [3]
2013 Mean	3.17	3.14	3.41 ***/***	2	1 [1]
2010 Mean	2.95	2.89	3.11 */**	7	1
2006 Mean	2.89	2.92	2.96	9	3

7. Writing clearly and effectively

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.54	3.53	3.45	18 [23]	6 [8]
2013 Mean	3.48	3.44	3.35 */	27	9 [11]
2010 Mean	3.15	3.12	3.05 */	24	9
2006 Mean	3.31	3.37	3.31	18	9

8. Speaking clearly and effectively

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.41	3.41	3.38	14 [18]	5 [7]
2013 Mean	3.34	3.32	3.28	19	6 [7]
2010 Mean	2.96	2.93	2.88	23	8
2006 Mean	3.15	3.19	3.10	21	10

9. Using computer and information technology effectively

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.33	3.30	3.39	10 [13]	4 [6]
2013 Mean	3.29	3.25	3.36 /*	8	2 [2]
2010 Mean	3.01	2.99	3.11 /*	10	4
2006 Mean	3.07	3.07	3.13	11	4

10. Developing leadership skills

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.14	3.12	3.13	11 [14]	4 [6]
2013 Mean	3.00	2.94	2.93	21	5 [6]
2010 Mean	2.83	2.80	2.89	12	6
2006 Mean	2.81	2.84	2.84	14	7

11. Understanding and appreciating political, social, and historical issues

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.09	3.10	3.17	10 [13]	4 [6]
2013 Mean	3.05	3.03	3.03	15	4 [5]
2010 Mean	2.68	2.63	2.67	16	4
2006 Mean	2.79	2.82	2.72 /*	19	8

12. Acquiring knowledge and skills for further academic study

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.70	3.71	3.67	12 [15]	3 [4]
2013 Mean	3.63	3.60	3.65	10	3 [4]
2010 Mean	3.44	3.44	3.45	13	7
2006 Mean	3.45	3.50	3.46	13	7

13. Acquiring knowledge and skills for intellectual growth throughout your life

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.62	3.62	3.65	9 [11]	3 [4]
2013 Mean	3.60	3.56	3.59	14	4 [5]
2010 Mean	3.35	3.34	3.34	16	6
2006 Mean	3.40	3.45	3.36	19	10

14. Developing an openness to the opinions of others

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.40	3.38	3.47	10 [13]	4 [6]
2013 Mean	3.34	3.31	3.33	14	4 [5]
2010 Mean	3.08	3.05	3.09	13	3

15. Understanding your personal ethics and values

	Other CC	Other Medium	MVCC	Rank in CC	Rank in Medium
2016 Mean	3.32	3.31	3.40	10 [13]	4 [6]
2013 Mean	3.26	3.21	3.24	16	4 [5]
2010 Mean	3.32	3.30	3.37	10	4
2006 Mean	3.22	3.27	3.20	17	9

16. Understanding your rights and responsibilities as a global citizen

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.18	3.17	3.29	/*	9 [11]	4 [6]
2013 Mean	3.17	3.14	3.10		22	6 [7]
2010 Mean	2.69	2.65	2.71		14	4
2006 Mean	2.76	2.79	2.71		17	7

17. Appreciating artistic expression (writing, art, music, theater, etc.)

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	2.99	3.05	3.09		7 [9]	4 [6]
2013 Mean	2.94	2.95	3.01		12	3 [4]
2010 Mean	2.62	2.59	2.55		22	8

18. Understanding environmental and sustainability issues

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.01	3.01	3.05		11 [14]	4 [6]
2013 Mean	2.96	2.92	2.95		16	3 [4]

19. Leading a meaningful life

	Other CC	Other Medium	MVCC		Rank in CC	Rank in Medium
2016 Mean	3.31	3.28	3.34		11 [14]	3 [4]

SECTION IV BACKGROUND INFORMATION AND PLANS

Note: in this section, percentages were not recomputed to exclude blanks (totals do not add to 100%).

Also, only the two most recent years are given for comparison purposes.

1. What is your age group?	2016			2013		
	Other CC	Other Medium	MVCC	Other CC	Other Medium	MVCC
18 or 19	34.6%	34.1%	40.5%	34.0%	32.7%	34.7%
20 to 24	33.9%	36.5%	38.5%	33.1%	34.6%	38.5%
25 to 34	17.7%	16.3%	13.1%	15.9%	15.1%	15.7%
35 to 44	7.9%	7.6%	5.0%	6.9%	7.0%	5.4%
45 to 54	4.3%	4.5%	2.3%	4.3%	4.3%	4.0%
55 and over	1.6%	1.0%	0.7%	1.3%	1.6%	1.7%

2. What is your gender?	2016			2013		
	Other CC	Other Medium	MVCC	Other CC	Other Medium	MVCC
Male	38.6%	37.2%	43.1%	39.4%	39.2%	45.2%
Female	60.7%	62.1%	56.2%	55.9%	55.7%	54.7%
Other	0.8%	0.7%	0.7%			

3. Do you identify as LGBT?	2016		
	Other CC	Other Medium	MVCC
Yes	6.6%	6.2%	7.2%
No	82.2%	82.1%	84.0%
Prefer not to respond	11.2%	11.7%	8.8%

4. Indicate if you are of Hispanic or Latino background.

	2016			2013		
	Other CC	Other Medium	MVCC	Other CC	Other Medium	MVCC
Yes	11.5%	13.4%	8.2%	9.8%	9.8%	8.2%
No	83.6%	80.7%	88.8%	79.3%	78.2%	85.4%
Prefer not to respond	4.9%	5.9%	3.0%	6.0%	6.5%	5.7%

5. Indicate your race. Mark all that apply.

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
American Indian or Alaska Native	3.4%	3.5%	3.7%	3.1%	3.1%	2.5%
Asian	4.4%	4.8%	8.3%	3.4%	3.5%	5.4%
Black/African American	12.6%	13.9%	10.7%	10.6%	10.2%	7.1%
Native Hawaiian/Pacific Islander	0.8%	0.9%	1.2%	0.7%	0.8%	1.0%
White	78.0%	74.7%	78.2%	71.0%	70.8%	78.9%
Prefer not to respond	7.2%	8.7%	6.3%	8.2%	8.7%	6.8%

6. Are you currently married?

	2016	2016	2016	2013	2013	2013
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	13.6%	12.1%	7.5%	12.8%	12.3%	11.4%
No	86.4%	87.9%	92.5%	82.6%	82.8%	88.4%

7. Are you the parent or guardian of one or more dependent children?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	19.7%	18.2%	12.1%	19.1%	18.7%	20.4%
No	80.3%	81.8%	87.9%	76.1%	76.0%	78.6%

8. While in high school, did you take the following types of classes:

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Advanced placement (AP)						
Yes	32.3%	32.8%	34.7%	27.6%	27.6%	29.8%
No	67.7%	67.2%	65.3%	65.6%	65.3%	68.1%
College courses						
Yes	42.8%	41.8%	52.8%	36.2%	36.2%	42.5%
No	57.2%	58.2%	47.2%	56.9%	56.4%	55.0%

9. How long is your commute to this college?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Less than 30 minutes	62.9%	64.9%	64.5%	60.7%	60.2%	64.7%
30 to 60 minutes	31.8%	31.0%	28.8%	29.1%	30.4%	28.5%
more than 60 minutes	5.4%	4.1%	6.7%	5.2%	3.9%	5.9%

10. Which of the following was true for you when you first entered this college?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
This is the first college I attended after high school	69.0%	70.3%	79.0%	66.4%	65.9%	73.1%
Transferred from a 2-year college	7.4%	6.5%	6.6%	6.3%	6.3%	6.5%
Transferred from a 4-year college	8.7%	8.5%	5.3%	8.0%	7.3%	7.1%
Other	14.9%	14.7%	9.1%	14.5%	15.3%	12.8%

11. Do you already hold a degree or certificate?

	2016		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	21.0%	20.7%	14.4%
No	79.0%	79.3%	85.6%

12. What is your primary educational goal at this College?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Transfer to another college	55.6%	56.9%	56.3%	52.3%	50.8%	54.8%
Develop or improve current job opportunities	9.3%	9.4%	8.0%	8.6%	9.1%	8.7%
Develop skills for new job	20.1%	18.8%	20.4%	19.5%	20.0%	19.8%
Other	5.7%	5.3%	4.5%	5.5%	5.4%	4.4%
Undecided	9.2%	9.6%	10.9%	8.4%	8.6%	11.3%

13. Do you plan to earn a degree, certificate, or other credential from this college?

	2016			2013		
	<u>Other CC</u>	<u>Other Medium</u>	<u>2016 MVCC</u>	<u>Other CC</u>	<u>Other Medium</u>	<u>2013 MVCC</u>
Yes	80.0%	81.4%	87.1%	76.9%	78.2%	84.3%
No	9.4%	8.9%	5.8%	9.4%	8.6%	7.9%
Uncertain	10.1%	9.7%	7.1%	9.0%	8.1%	7.6%

14. After you finish attending this college do you plan to stay in New York?

	2016			2013		
	<u>Other CC</u>	<u>Other Medium</u>	<u>2016 MVCC</u>	<u>Other CC</u>	<u>Other Medium</u>	<u>2013 MVCC</u>
Yes	54.5%	54.7%	47.4%	51.4%	50.6%	50.4%
No	13.3%	12.4%	15.0%	13.7%	13.2%	17.4%
Uncertain	32.3%	32.9%	37.6%	30.0%	31.0%	31.9%

15. What is your cumulative grade point average (GPA) at this college?

	2016			2013		
	<u>Other CC</u>	<u>Other Medium</u>	<u>2016 MVCC</u>	<u>Other CC</u>	<u>Other Medium</u>	<u>2013 MVCC</u>
3.50-4.00	30.4%	31.9%	31.1%	25.1%	24.5%	22.0%
3.00-3.49	27.8%	25.6%	27.2%	25.4%	25.8%	27.7%
2.50-2.99	16.1%	17.0%	20.5%	17.3%	17.6%	21.4%
2.00-2.49	6.7%	6.7%	7.1%	8.3%	7.9%	10.8%
below 2.00	2.3%	2.5%	0.8%	1.6%	1.3%	1.3%
Not applicable or do not know	16.6%	16.3%	13.2%	17.2%	17.5%	16.3%

16. What year of college are you currently in?

	2016		
	<u>Other CC</u>	<u>Other Medium</u>	<u>2016 MVCC</u>
First year	41.0%	39.9%	40.6%
Second year	34.4%	34.9%	33.5%
Beyond second year	24.6%	25.2%	25.9%

17. What is your enrollment status this semester?

	2016			2013		
	<u>Other CC</u>	<u>Other Medium</u>	<u>2016 MVCC</u>	<u>Other CC</u>	<u>Other Medium</u>	<u>2013 MVCC</u>
Full-time (12 credits or more)	76.0%	73.5%	87.4%	72.0%	70.1%	85.0%
Part-time (less than 12 credits)	24.0%	26.5%	12.6%	22.8%	24.3%	14.3%

18. Indicate the number of hours in a typical week that you spend on each type of activity listed below.

		0	1-5	6-10	11-15	16-20	21-30	31-40	over 40	Median
Attending classes	MVCC 2016	0.2%	15.6%	20.2%	25.3%	21.9%	11.8%	4.0%	1.2%	13.3
	2013	0.0%	10.0%	24.1%	27.4%	22.8%	10.6%	2.7%	1.4%	13.3
Other CC medium	2016	0.7%	17.6%	26.7%	28.3%	16.8%	6.9%	1.9%	1.1%	11.4
	2013	0.4%	12.9%	24.9%	27.4%	17.0%	7.4%	2.1%	0.9%	12.0
Other CC	2016	0.7%	15.8%	26.7%	28.7%	17.6%	7.3%	2.2%	1.0%	11.7
	2013	0.3%	12.4%	23.2%	27.9%	18.7%	8.0%	2.1%	0.9%	12.4
Homework/studying outside of class										
MVCC	2016	0.7%	42.9%	31.3%	12.0%	5.7%	5.2%	0.8%	1.5%	6.5
	2013	1.0%	42.3%	27.6%	14.9%	6.5%	3.5%	1.6%	1.7%	6.6
Other CC medium	2016	1.2%	40.9%	28.9%	13.1%	8.6%	4.4%	1.9%	1.1%	6.9
	2013	1.1%	40.4%	26.1%	11.5%	7.0%	4.5%	1.4%	1.0%	6.5
Other CC	2016	1.1%	40.1%	28.7%	12.9%	8.5%	5.2%	2.2%	1.3%	7.0
	2013	0.9%	40.2%	26.1%	11.5%	7.5%	4.3%	1.5%	1.1%	6.5

Other college-sponsored activities		0	1-5	6-10	11-15	16-20	21-30	31-40	over 40	Median
MVCC	2016	62.0%	25.0%	6.8%	3.9%	1.2%	1.0%	0.0%	0.2%	0.4
	2013	61.2%	25.0%	6.2%	1.9%	1.9%	1.1%	0.6%	0.5%	0.4
Other CC medium	2016	69.5%	20.9%	4.8%	2.4%	1.1%	0.6%	0.3%	0.4%	0.4
	2013	68.4%	15.1%	3.9%	2.0%	1.1%	0.6%	0.3%	0.4%	0.3
Other CC	2016	71.1%	19.2%	4.9%	2.4%	1.2%	0.6%	0.3%	0.4%	0.4
	2013	66.9%	16.9%	4.2%	2.1%	1.1%	0.6%	0.3%	0.4%	0.3

On-campus employment		0	1-5	6-10	11-15	16-20	21-30	31-40	over 40	Median
MVCC	2016	89.3%	2.9%	3.6%	1.9%	1.5%	70.0%	0.0%	0.2%	0.3
	2013	88.0%	2.5%	3.5%	1.0%	0.8%	0.2%	0.5%	0.2%	0.3
Other CC medium	2016	88.2%	3.8%	3.4%	1.8%	1.6%	0.6%	0.3%	0.3%	0.3
	2013	83.2%	2.1%	2.2%	1.3%	0.7%	0.4%	0.3%	0.2%	0.3
Other CC	2016	89.4%	3.3%	3.0%	1.8%	1.2%	0.5%	0.3%	0.4%	0.3
	2013	83.9%	2.1%	2.5%	1.4%	0.6%	0.4%	0.3%	0.2%	0.3

Off-campus employment		0	1-5	6-10	11-15	16-20	21-30	31-40	over 40	Median
MVCC	2016	35.9%	4.6%	6.6%	5.1%	12.4%	17.9%	10.7%	6.9%	13.4
	2013	39.1%	3.2%	5.4%	4.6%	9.8%	16.2%	11.6%	7.4%	11.5
Other CC medium	2016	32.5%	3.4%	6.3%	6.7%	11.9%	16.3%	13.3%	9.5%	15.9
	2013	30.2%	3.3%	5.2%	6.1%	10.4%	15.3%	13.0%	8.1%	16.0
Other CC	2016	33.1%	4.0%	6.6%	6.9%	11.8%	16.2%	12.8%	8.5%	15.1
	2013	33.3%	3.4%	5.3%	6.1%	10.2%	14.8%	12.1%	6.8%	13.8

Household duties/care of family		0	1-5	6-10	11-15	16-20	21-30	31-40	over 40	Median
MVCC	2016	16.5%	34.4%	14.2%	9.3%	7.3%	3.8%	3.2%	11.2%	5.4
	2013	16.5%	29.2%	13.6%	8.4%	8.2%	5.7%	3.8%	13.0%	6.8
Other CC medium	2016	12.8%	30.6%	17.1%	9.6%	7.3%	5.6%	3.7%	13.3%	7.4
	2013	10.7%	26.3%	16.3%	9.3%	7.2%	5.5%	4.1%	13.2%	8.4
Other CC	2016	12.7%	30.3%	16.9%	9.4%	7.9%	5.5%	3.8%	13.6%	7.6
	2013	12.2%	26.5%	15.7%	8.9%	7.6%	5.4%	3.9%	12.9%	8.0

19. In which type of classes do you most often enroll?

	2016 Other CC	2016 Other Medium	2016 MVCC	2013 Other CC	2013 Other Medium	2013 MVCC
Day (morning or afternoon)	85.5%	83.7%	87.6%	79.3%	76.2%	87.5%
Evening classes	10.6%	12.4%	10.8%	10.6%	13.0%	9.4%
Weekend classes	0.4%	0.3%	0.0%	0.3%	0.2%	0.0%
Online or distance-learning	3.6%	3.6%	1.5%	2.0%	2.4%	0.8%

20. Which sources of Financial Aid did you receive this year?

	2016 Other CC	2016 Other Medium	2016 MVCC	2013 Other CC	2013 Other Medium	2013 MVCC
Pell Grant						
Yes	43.4%	39.4%	52.2%	39.8%	34.9%	51.2%
No	42.0%	45.1%	31.7%	33.5%	36.7%	25.2%
Don't Know	14.6%	15.5%	16.1%	14.8%	15.9%	16.3%
TAP						
Yes	43.2%	39.1%	55.3%	39.6%	34.9%	56.7%
No	43.7%	47.1%	32.2%	34.7%	37.0%	26.5%
Don't Know	13.1%	13.9%	12.5%	13.3%	14.7%	10.9%
Other Scholarship or Grant						
Yes	21.4%	18.8%	22.3%	8.9%	7.5%	10.3%
No	61.8%	63.8%	60.7%	49.0%	50.7%	48.5%
Don't Know	16.8%	17.4%	17.0%	19.2%	19.3%	21.6%
Loan						
Yes	36.7%	33.7%	37.4%	32.8%	31.3%	39.8%
No	52.6%	55.3%	50.7%	39.0%	39.7%	37.4%
Don't Know	10.7%	11.0%	11.9%	11.6%	12.7%	10.5%

21. Where do you currently live?	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Off campus w/parents or relatives	56.3%	60.1%	61.0%	51.1%	54.0%	52.1%
Off campus w/ spouse/partner/children	23.7%	21.2%	16.0%	22.1%	20.6%	23.5%
Off campus with other students or friends	4.4%	3.4%	3.5%	5.7%	4.5%	5.1%
Off campus alone	7.5%	7.1%	8.3%	7.5%	7.8%	7.4%
On campus (residence hall or apartment)	6.5%	6.3%	10.4%	6.6%	5.7%	10.5%
Other	1.6%	1.9%	0.8%	1.4%	1.4%	1.3%

22. Is English your native language?

	2016		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	90.8%	90.0%	84.2%
No	9.2%	10.0%	15.8%

When you were a child, the English language was:	2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
the only language spoken at home	78.1%	78.0%	79.4%
one of multiple (two or more) languages spoken at home	11.4%	12.2%	12.2%
rarely or never spoken at home	4.9%	4.1%	7.8%

23. Are you a U.S. citizen or permanent resident of the U. S.?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	97.5%	96.8%	97.5%	92.6%	93.0%	97.1%
No	2.5%	3.2%	2.5%	7.4%	7.0%	2.9%

24. What is the highest degree or level of schooling completed by either of your parents or guardian?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
No formal schooling	1.4%	1.6%	2.7%	1.4%	1.3%	2.2%
Grades 1-12, no diploma	5.7%	5.0%	7.4%	5.6%	4.9%	6.7%
High school grad-diploma or GED	30.4%	28.5%	27.0%	26.6%	25.8%	28.1%
Some college, but no degree	16.6%	17.8%	16.9%	16.2%	16.3%	17.1%
Undergraduate certificate	2.4%	2.7%	1.7%			
Associate degree	13.3%	13.7%	14.5%	13.6%	13.3%	16.8%
Bachelor's degree	16.5%	16.5%	16.9%	15.9%	17.1%	17.9%
Master's degree	10.8%	11.5%	10.8%	9.9%	10.1%	6.7%
Professional degree (JD, MD, ..)	1.3%	1.4%	0.7%	1.3%	1.3%	1.0%
Doctoral degree (e.g. PhD, EdD)	1.6%	1.3%	1.4%	1.3%	1.1%	1.0%

25. Are you taking one or more online courses this semester?

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Yes	25.8%	26.4%	26.9%	19.1%	18.4%	18.9%
No	74.2%	73.6%	73.1%	75.5%	75.8%	80.3%

26. Please select the military status that applies to you.

	2016			2013		
	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>	<u>Other CC</u>	<u>Medium</u>	<u>MVCC</u>
Active military duty	0.4%	0.3%	0.0%	0.3%	0.3%	0.5%
National guard or active reserve	0.8%	0.8%	1.3%	0.7%	0.9%	1.0%
Veteran	3.6%	2.7%	1.8%	3.6%	2.9%	4.9%
I have not served in the military	92.4%	93.6%	94.9%	89.4%	89.7%	92.6%
Other	2.9%	2.5%	2.0%			

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				<i>Periodic Review Report</i> ≡ PRR	
				<i>Revised MSCHE Standard</i> ≡ S	
<i>Director of Institutional Research & Analysis</i> ≡ DIRA		<i>Assessment Liaison</i> ≡ AL			
<i>Institutional Effectiveness Council</i> ≡ IEC		<i>Vice-President for Learning & Academic Affairs</i> ≡ VPLA4			
<i>Vice-President for Student Affairs</i> ≡ VPSA		<i>Vice-President for Administrative Services</i> ≡ VPAS			
<i>Assistant Vice-President and Dean</i> ≡ AVP					
<i>In support of Institutional Effectiveness and Assessment, MVCC will:</i>					
Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 1	Expand efforts to extend culture of assessment to all faculty, staff, and students				
Work Step 1.1	Institutional effectiveness and student outcomes assessment initiatives become routine activities and remain a priority at all levels of the College <u>(SY, SY2)</u> a) Provide presentations/training sessions on assessment to College Community (Board of Trustees, President's Cabinet, Strategic Planning Council (SPC), College Senate, Directors/ Associate Deans, Departments, Faculty, Staff, and Students) b) President's College Updates and Blog include a focus on institutional effectiveness c) President's Cabinet discusses use of assessment results d) President, Vice-Presidents, DIRA, AL follow-up with Unit Heads to conduct assessments and examine results e) Units discuss use of assessment results, reinforcing results are used for improvement and budgeting and not evaluation f) Provide employee/departments recognitions and incentives for assessment Activities g) Hold Data Summit annually in January	President's Cabinet, SPC, Unit Heads, DIRA, AL, IEC	Aug-00	Ongoing	<i>Indicator:</i> Discussions/ presentations and training sessions occur, incentives initiated
Work Step 1.2	Promote professional development activities in support of Institutional and Educational Effectiveness assessment (SY 3d) a) Support faculty/staff involvement in the MVCC Assessment Basics Course b) Implement professional development opportunities with a focus on the improvement of educational and institutional effectiveness	DIRA, AL, IEC, President, Vice-Presidents, AVPs, Academic Associate Deans, Executive Dean	Aug-12	Ongoing	<i>Indicator:</i> Participants enrolled in Assessment Basics Course, professional development sessions offered
Work Step 1.3	Communicate institutional effectiveness and student outcomes assessment processes and results to the College community (SY 8a, SY 2c, SY 3d) a) Provide reminders concerning MVCC Assessment Principles, practices, etc. b) Develop/review methods for discussing assessment activities and distributing results c) Distribute assessment results to appropriate constituents and stakeholders d) Update IE website, MicroSoft Outlook Public Folders, M:drive with assessment information and results as appropriate	DIRA, AL, IEC	Aug-00	Ongoing	<i>Indicator:</i> Communications conducted as appropriate
Work Step 1.4	Promote student involvement and feedback in support of assessment processes (SY 3d) a) Meet with Student Congress officers to encourage student involvement b) Investigate additional methods of student feedback, such as focus groups, surveys, etc. c) Analyze results of assessment of student engagement in their learning	DIRA, AL, President's Cabinet, AVPs, Academic Associate Deans, Executive Dean, IEC	Oct-08	Ongoing	<i>Indicator:</i> Student feedback and involvement obtained, results analyzed

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Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 2	Maintain procedures for the identification, scheduling, and implementation of assessment activities and for the analysis, publication, and use of results (SY 2, SY 3)				
Work Step 2.1	Establish/maintain procedures concerning data used to support institutional effectiveness and assessment (SY 3) a) Maintain procedures for data requests from inside and outside the institution b) Implement mechanisms to ensure data accuracy c) Increase the relevance, availability and use of data to strengthen data-informed decision making d) Distribute information on the common set of institutional data, the MVCC Institutional Profile, available for planning and decision making	Office of Institutional Research and Analysis (OIRA), Executive Director of Information Technology, IEC, Unit Heads	Aug-08	Ongoing	<i>Indicator</i> : Procedures maintained, DIRA contacted for data requests, data accuracy maintained
Work Step 2.2	Integrate Core Institutional Effectiveness Indicators, Strategic Planning Measures, and Achieving the Dream data into decision making processes (SY 3g) a) Collect and analyze data b) Communicate data to appropriate constituents c) Document use of data in decision making processes	President's Cabinet, DIRA, AL, IEC	Aug-08	Ongoing	<i>Indicator</i> : Data collected, analysis completed/ distributed, use documented
Work Step 2.3	Provide resources to communicate assessment activities and results to appropriate constituents and stakeholders (SY 8a, SY 2c, SY 3f) a) Maintain updated Institutional Effectiveness Website, including an assessment handbook, glossary and principles of assessment, as well as assessment results b) Provide for publication of assessment results	DIRA, AL, Office of Marketing & Communications	Aug-08	Update end of each Academic year	<i>Indicator</i> : Items displayed on IE website
Work Step 2.4	Implement assessment activities (SY 2, SY 3) a) Maintain timeline which details implementation of the various activities and the methods for communicating the results b) Begin pilot and/or full-scale implementation of identified assessment activities and disseminate results/analysis to the appropriate audiences c) Document the examination and use of results from assessment activities	DIRA, AL, IEC, Unit Heads from Units involved in the assessment Activities	Beginning of each Academic year	Dependent on timeline	<i>Indicator</i> : Timeline complete and activities implemented, results distributed and examined per timeline

2017-18 Institutional Effectiveness and Assessment Plan

Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 3	Link assessment data to planning, resource allocation, and improvement, not only of the institution but also of the processes themselves (SIV I)				
Work Step 3.1	<p>Link institutional effectiveness and student outcomes assessment efforts to the College's strategic planning and resource allocation processes (SIV 3, SIV 1, SIV 3)</p> <p>a) Provide budget training and coordinate Strategic Plan, Assessment, Budget, and Academic Calendars (PRR Standard 2 & 3, Recommendations 2 & 3)</p> <p>b) Provide assessment results in a timely basis to Units</p> <p>c) Units review results of assessment and identify areas in need of improvement</p> <p>d) Units correlate findings together with Strategic Plan for next year, and determine individual planning and budgeting priorities</p> <p>e) Units submit budget requests using a standard format</p> <p>f) Examine resource allocation based on assessment data and strategic planning priorities (SIV 9)</p>	SPC, Unit Heads	Fall 2008	Ongoing	Indicator: Activities implemented on time, allocations based on assessment and SP priorities documented
Work Step 3.2	<p>Periodically assess the assessment, planning, and resource allocation processes (SIV 5, SIV 9)</p> <p>a) Apply techniques, such as the SUNY Council on Assessment rubrics and MSCHE practices, to help assess assessment processes</p> <p>b) Assess planning and resource allocation through the Strategic Planning process</p>	IEC, SPC	Fall 2012	Ongoing	Indicator: Rubric applied, new Strategic Plan written, resource allocation process revised as appropriate
Objective 4	Ensure proper intake assessment and course placement of students (SIV 1b)				
Work Step 4.1	Maintain intake assessment processes, including appropriate scheduling and resource support	VPSA, Placement Testing Office, Executive Director of Information Technology	Spring 2007	Ongoing	Indicator: Placement testing operational, sufficient testing scheduled and funded
Work Step 4.2	Review student placement processes and recommend additional changes (including new tests) to intake assessment, as appropriate	VPLAA, VPSA, AVPs, Academic Associate Deans, Executive Dean, Asst Dean of Student Enroll/Advisement, faculty	Fall 2008	Ongoing	Indicator: Review complete and changes initiated as needed
Work Step 4.3	Maintain procedures to use other data available (e.g. SAT scores, ACT scores, Advanced Placement Credit) for student placement in conjunction with the intake assessment procedures	VPLAA, VPSA, AVPs, Academic Associate Deans, Executive Dean, Asst Dean of Student Enroll/Advisement, faculty	Fall 2013	Ongoing	Indicator: Procedure implemented
Work Step 4.4	Conduct studies and analyze results to ensure that intake assessments provide for proper placement of students (SIV 6)	DIRA, Academic Departments, VPLAA, VPSA, VPLAA, VPSA, AVPs, Academic Associate Deans, Executive Dean,	On a three - year cycle beginning Fall 2009	Ongoing	Indicator: Studies complete, placement cutoff scores adjusted as necessary

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Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 5	Ensure opportunity for the assessment of instruction and student learning at the course level (SIII 2a, SV 2b)				
Work Step 5.1	<p>2) Continue procedures for development/revision/use of course student learning outcomes (SLOs) (SIV)</p> <p>a) Faculty develop/revise SLOs for courses that are measurable and of appropriate level for each credit course, regardless of the mode and/or location of delivery</p> <p>b) Validation process continued for SLOs of new and revised courses</p> <p>c) Continue process to ensure more consistent examination of SLOs in courses being accepted for transfer credit</p> <p>d) Maintain process for evaluation and awarding of Credit for Experiential Learning (CEL)</p> <p>e) Continue to document SLOs for non-credit courses taught through CCED</p>	AL, Faculty, Academic Associate Deans, VPLAA, Director of Community and Workforce Development (CCED)	Sep-08	Ongoing	<i>Indicator</i> : Training and processes implemented, course outlines contain appropriate SLOs
Work Step 5.2	<p>Maintain student access to SLOs for courses offered through Academic Departments and CCED (SIII 1)</p> <p>a) Faculty review/revise course outlines as appropriate</p> <p>b) Maintain online student access to credit course outlines</p> <p>c) Instructors distribute course SLOs on/attached to their syllabi</p>	Academic Departments, AL	Sep-06	Ongoing	<i>Indicator</i> : Course outlines available to student, course SLOs distributed on syllabi
Work Step 5.3	<p>Foster quality assessment of course SLOs in relation to General Education and Program Outcomes Assessment Report (POAR) assessment processes and use of results for improvement (SIII 5)</p> <p>a) Promote faculty participation in Assessment Basics Blackboard course</p> <p>b) Provide in-service training on linking assessment to improvement of student learning (SV 3d)</p> <p>c) Document assessment of student learning activities in the faculty evaluation process (SIII 2a)</p> <p>d) Document the use of assessment results in an effort to improve pedagogy, curriculum, and student learning (SV 3a,b,c)</p>	Faculty, Assistant Vice-Presidents of Academics and Deans, Academic Associate Deans, VPLAA, AL	Sep-05	Ongoing	<i>Indicator</i> : Assessments implemented, recommendations made and implemented as feasible
Work Step 5.4	<p>Examine developmental courses success rates and completion rates for subsequent coursework (SIV 1b)</p> <p>a) Examine Achieving the Dream and National Community College Benchmark Project data concerning developmental courses</p> <p>b) Conduct studies and initiate recommendations as necessary</p> <p>c) Document the use of assessment results in an effort to improve pedagogy, curriculum, and student learning (SV 3a,b,c)</p>	DIRA, AL, IEC, VPLAA or designee	Aug-05	Ongoing	<i>Indicator</i> : Studies completed, recommendations made and implemented as feasible
Work Step 5.5	<p>Administer Student Class Surveys (SCS) and analyze results (SV 3a,b,c)</p> <p>a) Reinforce process of administration/use/analysis of Student Class Survey results</p> <p>b) Continue to monitor Student Class Survey response rates for all courses</p> <p>c) Document the use of assessment results in an effort to improve pedagogy and student learning (SV 3a,b,c)</p>	Faculty, AVPs, Academic Associate Deans, DIRA, AL, Executive Dean, Director of Dual Credit	Aug-08	Ongoing	<i>Indicator</i> : Surveys administered, results analyzed according to procedures, recommendations made and implemented as feasible

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Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 6	Maintain and monitor assessment of student learning in off-campus and distance education courses and programs. (SIII 8, SV 2b)				
Work Step 6.1	Assess off-campus and distance education courses/programs a) Ensure online course development adheres to Carnegie Hour requirements b) Collect and analyze data results of assessment activities (related to GE, POAR) in off-campus and distance education courses/programs c) Document the use of assessment results in an effort to improve pedagogy, curriculum, and student learning <u>(SV 3a,b,c)</u>	Faculty, Academic Associate Deans, Executive Dean, AVPs VP&A, VPL&A, AL	Dependent on GE and POAR assessment cycles	Ongoing	<i>Indicator:</i> Data analyzed, changes initiated
Work Step 6.2	Maintain Dual Credit Accreditation through the National Alliance of Concurrent Enrollment Partnerships (NA CEP)	Executive Dean of Academic Development & Innovation, Director of Dual Credit	2008	Ongoing	<i>Indicator:</i> Accreditation current
Objective 7	Assess student academic achievement in the areas of general education (GE), information management, the College-wide Competencies, and diversity and global view (D/GV) (SIII 5)				
Work Step 7.1	Maintain support for General Education program, including assessment processes a) Review and revise student learning outcomes for general education courses, in accordance with changes initiated by SUNY b) Display/distribute current General Education requirements/courses on website and GE Quick Reference Guide <u>(SIII 8)</u> c) Collect assessment data for current year and review assessment data from previous year's assessments d) Implement and document changes based on previous assessment results e) Report GE assessment results to support MSCHE requirements f) Document the use of assessment results in an effort to improve pedagogy, curriculum, and student learning <u>(SV 3a,b,c)</u>	GE Committee, DIRA, AL, VPL&A, AVPs, Associate Deans and Faculty from Academic Departments involved in General Education assessments	Sep-08	Spring each year	<i>Indicator:</i> Requirements/courses updated, assessments conducted per GE Assessment Plan
Work Step 7.2	Continue to monitor student achievement of College-wide Competencies, information literacy, critical thinking, and diversity and global view (DGCV) (SIII 8, SV 1) a) Review and revise learning outcomes as necessary. b) Continue to assess student achievement in meeting the College-wide Competencies through course assessments as reported on POAR Templates c) Continue to assess student achievement in meeting information literacy, critical thinking, and DGCV outcomes using the online assessment instrument d) Document the use of assessment results in an effort to improve pedagogy, curriculum, and student learning <u>(SV 3a,b,c)</u>	GE Committee, DGV Committee VPL&A, AVPs, Associate Deans and Faculty from Academic Departments	Sep-07	Ongoing	<i>Indicator:</i> Assessments conducted, recommendations made and implemented as feasible

2017-18 Institutional Effectiveness and Assessment Plan

Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 8	Ensure opportunities for the assessment of Academic Programs (SIII 8, SV 2)				
Work Step 8.1	<p>Continue processes for developing, marketing, and discontinuing Academic Programs</p> <p>a) Initiate focused program reviews for selected academic programs, as needed</p> <p>b) Monitor criteria for initiating and discontinuing academic programs per SUNY/NYSSED guidelines</p>	VPLAA, Assistant Vice-Presidents of Academics and Deans, Academic Associate Deans, DIRA	Sep-08	Ongoing	<i>Indicator</i> : Processes implemented
Work Step 8.2	<p>Continue outcomes assessment process for Academic Programs</p> <p>a) Review/revise goals/outcomes and methods of assessment and criteria for success on the POAR templates, providing links to institutional and course outcomes and accreditation requirements, as appropriate <u>(SV 2a,b)</u></p> <p>b) Conduct course assessments and document findings to support program assessment</p> <p>c) Document the use of assessment results in an effort to improve student learning, pedagogy, curriculum, and support services and inform resource allocation <u>(SV 3a,b,c)</u></p>	VPLAA, DIRA, AL, IEC, VPLAA, AVPs, Associate Deans and Faculty from Academic Departments	Sep-04	Ongoing	<i>Indicator</i> : POAR Templates updated, course assessment results documented, recommendations made and implemented as feasible
Work Step 8.3	<p>Maintain an Academic Program Review (APR) process (emphasizing assessment of SLOs) (SV 2)</p> <p>a) Discipline faculty complete APR per schedule</p> <p>b) AL meets with faculty/Academic Associate Deans to discuss completed APRs</p> <p>c) VPLAA meets with Assistant Vice-Presidents of Academics and Deans to discuss APRs</p> <p>d) Document the use of assessment results in an effort to improve student learning, pedagogy, curriculum, and support services and inform resource allocation <u>(SV 3a,b,c,h)</u></p>	DIRA, AL, VPLAA, AVPs, Associate Deans, Executive Dean, and Faculty from Academic Departments	Beginning of Academic Year	Spring each year	<i>Indicator</i> : APRs complete, documentation maintained per SUNY requirements, recommendations made and implemented as feasible
Objective 9	Ensure opportunities for the assessment of outcomes (including student learning outcomes as appropriate) as reflected in the College areas of Board of Trustees, College Senate, Student Affairs, Administrative Services, and offices reporting directly to the President, (SIV 6)				
Work Step 9.1	<p>Continue outcomes assessment process for non-academic Units (SIV 5.6, SV 3c, SV 11)</p> <p>a) Review/revise goals/outcomes and methods of assessment and criteria for success on the POAR templates as appropriate to the unit cycle</p> <p>b) Conduct assessments and report assessment findings on the templates by August</p> <p>c) AL reviews templates to verify documentation of findings</p> <p>d) Document the use of assessment results to inform resource allocation and initiate change as appropriate</p>	President, Vice-Presidents, DIRA, AL, IEC, Appropriate Units	Spring 2008	Ongoing	<i>Indicator</i> : POAR Templates updated, assessment results documented, recommendations made and implemented as feasible
Work Step 9.2	<p>Ensure assessment of governance, leadership, and administration (SVII 5)</p> <p>a) Board of Trustees examines results of Board self-assessment</p> <p>b) College Senate examines results of Senate self-assessment</p> <p>c) Assessment of leadership and administration assessed through Climate Survey and 360 Evaluation Process of Excluded Employees</p>	Board of Trustees, Senate, President, President's Cabinet, selected participants of the 360 process	Annually or per assessment cycle, Climate Survey Cycle	Ongoing	<i>Indicator</i> : Assessments conducted per schedule, recommendations made and implemented as feasible

2017-18 Institutional Effectiveness and Assessment Plan

Objective or Work Step No.	Objective and Work Steps	Responsibility and Support	Start Date	Finish Date	Measures
Objective 10	Provide adequate resources in support of institutional effectiveness and assessment processes (SV 2c)				
Work Step 10.1	Maintain an Institutional Effectiveness Council (IEC) (SV) a) Review the membership list and appoint members to the IEC, per Charter b) Schedule committee and subcommittee meetings during each academic year c) Record and distribute proceedings of IEC meetings and assessment activities	President, Vice Presidents, DIRA, AL	Beginning August of each Academic year	End of each Academic year	<i>Indicator:</i> IEC membership completed, meeting minutes distributed to the IEC/ and filed in Public Folders, website, m:drive IEC folder
Work Step 10.2	Provide resources for institutional and assessment activities (SV, SV1 6) a) Identify resources needed to support processes for assessment b) Fund adequate resources to support identified needs c) Maintain funding for the assessment Eye of the Hawk Award d) Maintain funding for sufficient staffing of the Office of Institutional Research & Analysis e) Maintain support for leadership to coordinate the assessment of learning and institutional effectiveness assessment.	President, VPLAA, VPSA, VPAS, DIRA, AL, Institutional Advancement	Each Academic year	Ongoing	<i>Indicator:</i> List complete, resources allocated, award funded

Work Step 2.4 **Timeline for AY2017-18 Prioritized Assessment Activities**

Action for 17-18	Externally Mandated / Selected Activity(ies)	Timeline for implementing activity(ies)	Method for communicating results	Timeline for communicating results
Will be done as part of APR process	Academic Program Reviews and External Examiners (Reviewers) Report	Fall Semester and Spring Semester for Academic Programs on schedule to submit report that year and those undergoing focused review	Reports received/reviewed by Assessment Liaison and forwarded to Vice-President for Learning and Academic Affairs (VPLAA) and appropriate Assistant Vice-President of Academics and Dean (AVP) or Executive Dean	September 15/ May 1 June 1 June 30
Scheduled for 17-18	Achieving the Dream	According to Schedule	AVPs meet with appropriate Associate Dean Results reported to ATD Student Success Council and posted on the ATD website	Annually per schedule
Spring 2018	ATD ICAT survey	Spring	Administrators, faculty, students complete survey Results reported to ATD Student Success Council and Council on Institutional Analytics and posted on the ATD website	Fall Semester
Scheduled spring 2018	Community College Survey of Student Engagement (CCSSE)	Administered and sent to CCSSE in spring	Report of survey results forwarded from CCSSE to President. Review of data by IEC and President's Cabinet, AVPs, Associate Deans	By July 31 National Results come in Fall Semester
Will be administered	Graduate Survey	As soon as students graduate	Results posted on the Institutional Effectiveness Website, DIRA meets with constituents as requested/appropriate	Spring Semester
As per grant requirement	Grants	As per grant requirements	As per grant requirements	Annually as per grants requirements
Submitted according to timeline	Institutional Data required by Perkins	Performance Measures Report Interim and Final Reports	DIRA uploads online Major Effort Coordinators complete reports, with help from DIRA if necessary, and submit to Perkins Coordinator	September 30, January 30 Final Report by September 30
Submitted according to timeline	Institutional Data required by SUNY, SED, IPEDS	Yearly (as per schedule)	DIRA forwards to appropriate office or DIRA completes File maintained by DIRA	Yearly (as per schedule)

Action for 17-18	<u>Externally Mandated / Selected Activity(ies)</u>	Timeline for implementing activity(ies)	Method for communicating results	Timeline for communicating results
Scheduled for Spring 2018	National Community College Benchmark Project	May – July	OIRA forwards comparison results to IEC and President's Cabinet VP's forward results to respective Unit Heads, as appropriate Results reported to College Community via password protected section of the MVCC IE website	Late September/ Early October October Fall Semester
Scheduled for 17-18	Student Achievement Measure (SAM)	Spring/Summer	Results available to College Community via SAM website, OIRA meets with constituents as requested/appropriate	Fall Semester
Will be administered each semester	Student Goals Survey	Administered each semester during registration	Students input data at time of registration, Registrar's Office examines CSF's as well as dual credit forms and updates Banner form	By midterm of semester According to SIRIS schedule
Not scheduled for spring 2018 (next in spring 2019)	SUNY Campus Climate Survey	Spring	OIRA reports goals information to SUNY via SIRIS Results reported per SUNY guidelines	Summer/fall
Not scheduled for spring 2018	SUNY Faculty Opinion Survey - COACHE	Early Spring Semester	OIRA reports survey results to IEC and President's Cabinet	Following summer/fall
Not scheduled for spring 2018	SUNY Student Opinion Survey	Administered and sent to ACT Spring	Report of results forwarded from ACT to College OIRA forwards survey results to President's Cabinet and IEC. VP's forward survey results to respective Unit Heads	Summer Fall Semester
No notification if this will be scheduled again	SUNY Undergraduate Alumni Outcomes Survey		Survey results reported to College Community via Institutional Effectiveness Website OIRA reports survey results to President's Cabinet Survey results reported to College Community via Institutional Effectiveness Website	Fall Semester

Action for 17-18	Internally selected Activity(ies)	Timeline for implementing activity(ies)	Method for communicating results	Timeline for communicating results
Not scheduled for AY2017-18	Climate Survey	Administered Spring	Summary report on Public Folders and the M: Drive Survey results reported to College Community via Institutional Effectiveness Website	May
Fall 2017	Climate Survey Follow-up survey	Fall 2017	Survey results will be reviewed by the Cabinet	Late fall 2017
Will be administered	Commencement Survey	Administered online prior to December and May graduation	Results posted on the Institutional Effectiveness Website, DIRA meets with constituents as requested/appropriate	Spring subsequent year
Will continue as scheduled	Course Embedded Assessment Activities	To be determined by individual Academic Departments	Reported annually to support academic program assessment	Each semester
Administered Fall and Spring semesters	Employee Enrichment Institutes surveys	Administered after each of the Institute sessions	Survey results distributed to Executive Director of Organizational Development	Fall and Spring Semesters
Fall 2017	Faculty Assessment Survey	September 2017	Self-Study document attachment	Spring 2018
Uncertain if will be done in 17-18	Focus Groups – Campus Conversations	As determined by President's Cabinet	Comments compiled and reported to the President's Cabinet	Spring
As determined by Unit and ATD effort	Focus Groups with students	As determined by VPs and Units	Summary report distributed to DIRA and appropriate constituents.	May
Implemented as per plan	GE (SUNY) outcomes and competencies assessment	As per General Education Assessment Plan	Assessment Liaison completes and forwards reports to General Education Committee, Assistant Vice-Presidents of Academics and Deans, Associate Deans and Vice President for Learning and Academic Affairs for review	August
			Reports kept on file in Public Folders	September each year

Action for 17-18	Internally selected Activity(ies)	Timeline for implementing activity(ies)	Method for communicating results	Timeline for communicating results
Will be administered	Individual Unit Surveys	Administered as determined by Unit	OIRA reports survey results to Unit Head	Spring and Fall Semesters
Data compiled each year	Institutional Profile (including Core Indicators Report)	Yearly	DIRA supplies reports to IEC and President's Cabinet; President reports results to the Board of Trustees Results reported to AVPs, Associate Deans/Department Heads via President and Vice-Presidents.	Fall and/or Spring Semesters
According to timeline	Program outcomes assessment for Academic Departments	Assessment on priority goals during the academic year.	Results reported to College Community via password protected section of the MVCC IE website Assessment results will be documented on Program Outcomes Assessment Reports by discipline faculty	May
According to timeline	Program outcomes assessment for Administrative Services Units	Assessment on priority goals during the academic year.	Assessment results will be documented on Program Outcomes Assessment Reports by Unit members	August
According to timeline	Program outcomes assessment for Student Services Units	Assessment on priority goals during the academic year.	Assessment results will be documented on Program Outcomes Assessment Reports by Unit members	August
According to timeline	Program outcomes assessment for Units that report to the President	Assessment on priority goals during the academic year.	Assessment results will be documented on Program Outcomes Assessment Reports by Unit members	August
Fall and Spring semesters	Student Class Surveys – credit	To be determined by OIRA	Survey results reported to individual faculty member, his/her Associate Dean, and aggregate results to Associate Deans, Executive Dean, AVPs and VPLAA	During the subsequent regular semester
Year round	Student Class Surveys – CCED	As determined by class schedule	Survey results reported to CCED	Determined by CCED
Scheduled for 17-18	Voluntary Framework of Accountability (VFA)	Spring	OIRA forwards results to IEC and President's Cabinet VP's forward results to respective Unit Heads Results available to College Community via VFA website	Spring Semester

Other surveys may need to be administered as decided by the President's Cabinet, DIRA and Units

9/17



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