

Middle States Commission on Higher Education

Self-Study Design



Presented by:

Orange County Community College

Spring 2012

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Chapter 1

Overview of Orange County Community College

Orange County Community College was founded in 1950 as the first county-sponsored community college in the State University of New York (SUNY) system. The College operates its main campus on a 37-acre parcel in Middletown, N.Y. From 1990 until 2008, Orange County Community College operated an extension center in Newburgh before securing branch campus status from New York State and SUNY in September of 2008. The Middle States Commission on Higher Education (MSCHE) designated the Newburgh campus as a branch campus in June 2011. Currently, seven complete degree programs are offered in Newburgh, supplementing the 42 degree and certificate programs available in Middletown. Orange County Community College delivers an increasing number of courses online, operates extension centers in Warwick, Port Jervis and Monroe-Woodbury as well as the Community College in the High School (CCHS) Program in high schools across the County.

Mission, Vision and Values

Since its inception, the College has focused its efforts on providing an accessible quality higher education to students from Orange County and the Hudson Valley. Orange County Community College has earned and maintains its reputation as a leader in providing rigorous academic programming and valuable services. The College's experienced and dedicated faculty have prepared nearly 450,000 students with the knowledge and skills to achieve their academic and career goals. Access to quality higher education continues to remain at the core of the College's mission, which states:

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

The College is dedicated to enriching the lives of all citizens of Orange County by providing quality education to meet students' needs for further education, employment and personal growth. The College ensures that its educational offerings and services are current and relevant through comprehensive programmatic reviews. Orange County Community College enrolled 7,302 students in Fall 2011, 50.2% as full-time and 49.8% part-time. Approximately twenty three percent (23%) of students were first-time students to the College.

The College offers three degrees, the Associate degree in Art (AA) and Science (AS) preparing students for successful transfer to four year institutions and the Associate degree in Applied Science (AAS) providing the knowledge and skills for entry into the workforce or possible transfer.

The College's three Academic Divisions, Liberal Arts, Health Professions, and Business Mathematics Science Technology provide 35 associate degree programs and 7 certificate degrees

through full-time or part-time study and day, evening and online instruction. The College's Student Services Division provides focused service delivery and programming designed to facilitate a student's growth and support his or her academic success.

A substantial number of noncredit courses and workforce development opportunities are offered by the College's Continuing and Professional Education (CAPE) Office. The College also sponsors a series of cultural events, lectures and performances for students, staff, faculty and the community.

Recent Developments

Since Orange County Community College's periodic review, several changes and developments are worth noting, particularly since they are relevant to Middle State accreditation Standards:

- Members of the College including faculty, staff and students engaged in a transparent collegial review and revision of its College goals. The final College goals were approved by the Board of Trustees in January 2012.
- Heather Perfetti joined the College as the institution's Vice President of Academic Affairs in July 2011. She leads the Academic Affairs Office in ensuring the academic rigor of programs and services.
- The Newburgh campus was approved as a branch campus by the State of New York and SUNY in September 2008. In June 2011, the Newburgh campus was designated by MSCHE as a branch campus. The Newburgh campus's construction and renovation projects are nearing completion.
- Construction and renovation projects at the Middletown campus including the construction of a Lab School, parking garage, and Center for Science and Engineering are at various stages of planning and execution
- The College is committed to furthering its linked planning, budgeting and assessment efforts in order to continue effective and efficient decision making. A Planning and Initiative Prioritization (PIP) Revision team was formed to comprehensively and collaboratively review and revise the College's online planning tool and process.
- Recognizing the importance of technology, the College decided to hire its first Vice President level IT administrator; the Vice President for Information Technology (VPIT) position is currently being searched.
- The College resurrected its Center for Teaching, Learning and Technology to promote excellence in teaching and learning through innovative and collaborative programs, services and resources. The Center works with faculty and staff to develop technological creativity and competence.
- The Hudson Valley Educational Consortium, a four-college collaboration involving SUNY community colleges in Orange, Ulster, Rockland and Sullivan counties, was formed in 2008 to offer students throughout the Hudson Valley the opportunity to take classes and receive degrees in emergency management, fire protection science, paramedic services, and cyber security.
- Innovative initiatives, such as learning communities and pre and post semester interventions, that address the growing number of underprepared students enrolled at the College have been piloted and implemented.

- Student Services developed and implemented a “One Stop” model on the Newburgh Campus to streamline and enhance delivery of services.
- The College’s Board of Trustees and Foundation have increased efforts to partner in order to collaboratively meet financial challenges through a successful Capital Campaign and exploration of an entrepreneurial model.

Expectations for the Future

The preparation of Orange County Community College’s Self-Study occurs at a time when the College and New York State are experiencing an economic downturn directly impacting the College’s resources. Despite the financial concerns and challenges, the College remains committed to realizing its mission and goals and provide excellent programs and services. The College will continue to effectively and efficiently utilize its resources to develop and maintain high quality facilities, technology, services, staff and most importantly, faculty.

As the needs of the community grow, the College continues its mission to meet those needs by making significant contributions toward the cultural, economic and social improvement of the County.

Chapter 2

Overview of the Self-Study Process

Steps Taken to Date to Prepare for Self-Study

In Spring 2011, the President of the College organized a Self-Study Planning team that consisted of the President, the Vice Presidents and the Institutional Planning, Assessment & Research Officer (IPAR). The team met to review the steps the College needed to take to begin to prepare for its MSCHE Self-Study report and visit in Spring 2014. The MSCHE's publication, "*Self-Study Creating a Useful Process and Report*" was reviewed; the team drafted an initial timetable of activities. Additionally, the team began to identify potential Self-Study Steering Committee members.

In Fall 2011, the President selected the College's Vice President of Academic Affairs (VPAA) and the Institutional Planning, Assessment and Research IPAR Officer to co-chair the College's self study process. After the appointment of the Steering Committee Co-Chairs, the Self-Study Planning team members transitioned to an Ex-Officio capacity. The Steering Committee Co-Chairs facilitated the selection of the Steering Committee members, established the working group make-up and membership and developed a timetable of activities. The College community was encouraged to contact their Associate Vice President and/or Vice President if they were interested in contributing to the self-study process. The Steering Committee reviewed and approved the working group make-up and membership in December 2011. Each Steering Committee and working group member were officially invited by the President to participate in the College's Self-Study.

The Steering Committee Co-Chairs attended the November 2011 MSCHE's Self-Study Institute in Philadelphia, PA. They then presented materials and information to the College and emphasized the need for evidence to support the Self-Study report and its recommendations.

Since returning from the Self-Study Institute, the Steering Committee Co-Chairs have been preparing for the March 8, 2012 Self-Study Preparation Visit with our MSCHE staff liaison, Ellie Fogarty. As scheduled, Ms. Fogarty will be meeting with President Richards, the College community, the Self-Study Steering Committee, and members of the College's Board of Trustees.

During Fall 2011, the Steering Committee met three times to receive MSCHE materials and publications, review their charge and roles for the self-study process and finalize the make-up and membership of the working groups. A member of the Steering Committee will co-chair one of the eight (8) working groups along with an elected working group member. In February 2012, the Steering Committee and working group members had their first orientation meeting. Working groups identified among its members a Document Manager and a Technical Assistant to support the organization and technology needs of the group.

The beginning of the Spring 2012 semester is dedicated to the training of the Steering Committee and working group members on Angel, the online platform by which the Self-Study work will be organized, communicated and managed. In March 2012, all working group members will

participate in a self-study training that is facilitated by the Steering Committee Co-Chairs and members. The purpose of the training is for all working group members to understand how their groups will identify, collect and maintain documents, request information and technical assistance as well as how to answer their charge questions.

Through consistent communication, the Steering Committee Co-Chairs make certain that the College understands the expectations and process of undergoing a Self-Study accreditation process. The self-study process is a regular agenda item at the bi-monthly Vice President’s meeting, monthly Cabinet, Academic Affairs and Student Services Leadership Team meetings as well as the meetings of the Board of Trustees. Self-study updates, activities, presentations and events are communicated through monthly College Assembly presentations. The College’s *Grapevine* (twice weekly e-newsletter) is being utilized to promote a MSCHE Standards “Awareness” Campaign whereby each Standard is highlighted and summarized. The College’s Middle States webpage also serves as a means by which the College’s past and current accreditation activities can be accessed. Throughout the self-study process, the Steering Committee Co-Chairs will continue to collaborate with both the Information Technology Services (ITS) Department and Center for Teaching, Learning and Technology (CTLT) for training and technology support.

Nature and Scope of Self-Study

The College has selected the “Comprehensive Report Reordering Standards to Reflect an Institution” as its Self-Study model. Several modifications to MSCHE’s model were made to better meet the needs of the College including separating Standard 7 - Institutional Assessment and Standard 14 - Assessment of Student Learning. The independent emphasis on Standard 7 and Standard 14 will assist the College in ensuring their value and importance for institutional renewal and growth. The Steering Committee Co-Chairs proposed the framework with unanimous approval by the President, Cabinet and Steering Committee. The selection of this model and organization of Standards will assist the College in establishing a permanent approach and process by which the institution continues to self-evaluate in order to grow and improve.

Self-Study Model: Comprehensive Report Reordering Standards to Reflect an Institution

Standard 1: Mission and Goals Standard 6: Integrity
Standard 2: Planning, Resource Allocation, and Institutional Renewal Standard 3: Institutional Resources
Standard 4: Leadership and Governance Standard 5: Administration
Standard 7: Institutional Assessment
Standard 8: Student Admissions and Retention Standard 9: Student Support Services
Standard 10: Faculty Standard 11: Educational Offerings Standard 13: Related Educational Activities
Standard 12: General Education
Standard 14: Assessment of Student Learning

Intended Outcomes of the Self-Study

The Self-Study Steering Committee, under the direction of President Richards, is focused upon using this comprehensive self-study for purposes beyond reaccreditation and remains committed to identifying the strengths upon which the institution can build as well as the challenges that will prompt improved processes and outcomes. The College will use this process as an opportunity to engage the community in meaningful conversations that guide decision-making to better support the success of our students and our contributions to the communities we serve. As a result of the self-study, the College anticipates that it will:

- Illustrate its compliance with the 14 Characteristics of Excellence through a document that also serves as a future planning tool;
- Enhance communication college-wide using protocols that can continue beyond the self-study process;
- Review and evaluate the integrity and commitment to quality reflected in all of the College's policies and practices;
- Develop sound recommendations that address challenges identified during the self-study process;
- Assess the extent to which the mission, values, goals, and strategic priorities are evident in the College's services, programs, and operations;
- Determine the level of support that the College provides for outcomes assessment activities, and to determine the extent to which the College collects assessment data and is responsive to the data in planning and budgeting;
- Examine the delivery of programs, services, and policies and procedures at both campuses in order to align essential functions and replicate best practices across the College;
- Study the impact of reduced or stagnant levels of state funding upon the College; and
- Celebrate the accomplishments and progress since the previous self-study and the Periodic Review Report.

Organizational Structure of the Steering Committee and Working Groups

The College's Self-Study Steering Committee is led by two Co-Chairs, selected by the President, the Vice President of Academic Affairs and the Institutional Planning, Assessment and Research Officer. A representative yet effective and efficient Steering Committee was a priority in establishing the membership. There are a total of thirteen (13) Steering Committee members, representing all areas and levels of the College, including Academic Affairs, Student Services, Administration and Finance, Institutional Advancement and the student body.

Self-Study Steering Committee

<p>Steering Committee Co-Chairs: Heather Perfetti, Vice President of Academic Affairs Christine Work, IPAR Officer</p>
<p>Steering Committee Members: Mike Albright, Director of Communications Terree Angerame, Instructor Business Gerianne Brusati, Associate Vice President for Enrollment Management Linda Fedrizzi, Assistant Professor Arts & Communication Mike Gawronski, Associate Vice President for Health Professions Jo Ann Hamburg, Comptroller Maria Masker, Chair Physical Therapist Assistant Stacey Moegenburg, Associate Vice President for Business, Math, Science Technology Rosana Reyes – Rosello, Associate Vice President for the Newburgh Campus Michelle Tubbs, Associate Professor Mathematics Erica Cruz, Student Trustee</p>
<p>Ex-Officio Members: Dr. William Richards, President Joan Wolfe, Chairman Board of Trustees Paul Broadie, Vice President of Student Services Vinnie Cazzetta, Vice President of Institutional Advancement Mindy Ross, Vice President Newburgh Roz Smith, Vice President of Administration and Finance</p>

In following the Comprehensive Self-Study model, the Steering Committee has established a total of eight (8) working groups to address the reordered and combined Standards. The working group members consist of faculty, administration, support staff and students. They represent both campuses, all College areas and include different levels of experience. (Throughout the self-study process, the Steering Committee Co-Chairs will continue to address working group challenges such as membership departures.)

A Steering Committee member and an elected working group member will co-chair the working group. The working group co-chairs will ensure that their groups understand their charge and remain on task in their research and reporting. Each working group will be supported by an additional Steering Committee member as well as an Ex-Officio member. Additional roles that working group members will fulfill to support the process and progress of their group include a technical assistant, document manager as well as a liaison to the student working group member. Each working group will be assigned a student to be a liaison to their group, offering input and student voice.

Working group co-chairs are **bolded** in the table below.

*Self-Study Working Group Membership**

Working Group 1

Standard 1: Mission and Goals and Standard 6: Integrity

Steering Committee Members:

Rosana Reyes – Rosello, Associate Vice President for the Newburgh Campus

Mike Albright, Director of Communications

Working Group Members:

Eric Brooks, Associate Professor Business

Kelly Fox, Assistant Registrar

Wendy Holmes, Associate Vice President for Human Resources

Elaine Torda, Chair Interdisciplinary Studies; Vice President of Executive Committee

Doug Sanders, Associate Professor Behavioral Sciences

Student - TBD

Working Group 2

Standard 2: Planning, Resource Allocation & Institutional Renewal and Standard 3: Institutional Resources

Steering Committee Members:

Jo Ann Hamburg, Comptroller

Christine Work, IPAR Officer

Working Group Members:

Robert Cacciatore, Assistant Professor Criminal Justice

Ronnie Galletly, Assistant to Vice President of Administration and Finance

Kirsten Gabrielson, Coordinator Sustainability, Tech Assistant BMST

Cory Harris, Chair Behavioral Studies

Judy Osburn, Director of Grants

Dagmar Strenk, Instructor Nursing

John Wolbeck, Chair Science, Engineering & Architecture

Student TBD

Working Group 3

Standard 4: Leadership and Governance and Standard 5: Administration

Steering Committee Members:

Michelle Tubbs, Associate Professor Mathematics

Heather Perfetti, Vice President of Academic Affairs

Working Group Members:

Paul Basinski, Chair Global Studies

Sasha Deneve, Secretary Human Resources

Linda Gramm Ferris, Programming Coordinator Continuing and Professional Education

Melody Festa, Associate Professor Biology

Edmond Lugo, Assistant Director of Student Activities

Student – TBD

**Those highlighted in bold will serve as co-chair of the working group while serving as the liaison to the Steering Committee.*

Working Group 4

Standard 7: Institutional Assessment

Steering Committee Members:

Stacey Moegenburg, Associate Vice President for Business, Math, Science Technology

Christine Work, IPAR Officer

Working Group Members:

Cynthia Richichi, Assistant Comptroller

Anne Sandor, Writing Consultancy Coordinator

Crystal Schacter, Director of Advising & Counseling

Tom Stack, Associate Professor Accounting

Chris Thurtle, Assistant Director of Communications

Dena O'Hara-Whipple, Coordinator of Center for Teaching and Learning Technology, Adjunct Arts and Communication

Angela Elia, ITS Support Specialist II

Student TBD

Working Group 5

Standard 8: Student Admissions and Retention and Standard 9: Student Support Services

Steering Committee Members:

Mike Gawronski, Associate Vice President for Health Professions

Gerianne Brusati, Associate Vice President for Enrollment Management

Working Group Members:

Eileen Burke, Coordinator of Learning Assistance Services

Madeline Torres-Diaz, Director of Student Support Initiatives

Chris Parker, Professor Arts and Communication

Cherie Wierzbicki-McMickle, Senior Clerk Financial Aid

Joel Morocho, Instructor Mathematics

Angela Romano, Associate Registrar

Timothy Zeszutek, Instructor Criminal Justice

Student - TBD

Working Group 6

Standard 10: Faculty, Standard 11: Educational Offerings and Standard 13: Related Educational Activities

Steering Committee Members:

Terree Angerame, Instructor Business

Heather Perfetti, Vice President of Academic Affairs

Working Group Members:

Lindsay Amodio, Admissions Counselor

Lucinda Fleming, Assistant Chair Business

Maureen Larsen, Coordinator of Instructional Technology

Ed Leonard, Academic Coordinator of Clinical Education, Physical Therapist Assistant

Fred Melone, Associate Professor Dental Hygiene

Pat Sculley, Assistant Professor English

Michelle Iannuzzi-Sucich, Assistant Professor Biology

Josephine Vondras, Professor Business

Student - TBD

Working Group 7

Standard 12: General Education

Steering Committee Members:

Linda Fedrizzi, Assistant Professor Arts & Communication

Christine Work, IPAR Officer

Working Group Members:

Maureen Bach, Instructor Movement Sciences

Rosemary Barrett, Assistant Director of Financial Aid - Newburgh

Tony Cruz, Assistant Professor English

Jennifer Merriam, Assistant Professor Biology

Susan Parry, Library Director

Anne Prial, Associate Professor Mathematics

Student TBD

Working Group 8

Standard 14: Assessment of Student Learning

Steering Committee Members:

Maria Masker, Chair Physical Therapist Assistant

Christine Work, IPAR Officer

Working Group Members:

Christine Henderson, Instructor Behavioral Sciences

Talia Llosa, Assistant Director of Advising and Counseling

Pam Rice, Assistant Professor Architecture

Sheila Stepp, Chair Movement Science

Elizabeth Tarvin, Chair Education

Mary Warrener, Associate Vice President for Liberal Arts

Eric Wortman, Instructor Mathematics

Student - TBD

Charges to the Working Groups and Guidelines for Reports

The Self-Study Design and the Self-Study Report will be organized in Standard order (1-14). The working groups, however, are responsible for analyzing and answering the research questions for the (reordered/combined) Standards that they have been assigned. The working groups are charged to thoroughly research their questions, analyze all evidence and provide recommendations for improvement. Recommendations made by the working groups will lead the College through institutional growth and improvement.

By the end of the Spring 2012 semester, working groups will submit an interim report will for each charge question. The interim reports will be utilized by the Steering Committee and Co-Chairs to review the progress of the working groups in their analysis of evidence and assist them in effectively gathering the needed information. Additionally, working groups will provide a draft of at least one research question. Through their research and analysis, working groups will determine the extent to which the College meets the fundamental elements of the Standards. The charge and questions are outlined for each Standard below.

Chapter 3

Standard 1: Mission and Goals

The institution's mission clearly defines its purposes within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

1. Describe how the College's mission, values, and goals are discussed and reaffirmed by trustees, faculty and staff, and publicized for all constituencies to review.
2. What evidence exists that the College is successful in communicating its mission, values, and goals to its external constituencies? In what ways do internal and external constituencies support fulfillment of its mission, values, and goals?
3. How does the College determine whether it is achieving each aspect of its mission, including being an open-access two year institution?
4. What evidence exists that institutional planning and resource allocation is informed by and is consistent with the mission, values, and goals?

Chapter 4

Standard 2: Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

1. Describe if and how the College's plans support the mission, goals, strategic priorities; how are they regularly reviewed and refined to ensure currency and relevance?
2. To what extent have the College's plans been implemented and assessed?
3. By what means is the entire College community involved in institutional planning and renewal efforts?
4. How and why have institutional planning processes changed over the past five years? Have those changes achieved desired impact?
5. To what extent does the College's Academic Affairs Master Plan guide the development and implementation of the other College plans?
6. To what extent is the conceptual and procedural relationship between the institution's strategic plan and the budget development process effectively implemented and well understood?
7. What procedures does the College employ to review the effectiveness and appropriateness of its planning, resource allocation and renewal processes?
8. How does the College's planning and resource allocation process consider and account for the internal and external impacts (e.g. reduced State/County funding, flat enrollment) that effect the institution? What issues should the institution be planning for?
9. To what extent will an integrated system of planning and resource allocation assist the College in implementing and reviewing its planning, budgeting and assessment processes?
10. How are results of assessment activities disseminated and documented and utilized for continuous institutional improvement efforts?
11. How does the College assure accountability and assign responsibility for improvement initiatives?

Chapter 5

Standard 3 Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcome assessment.

1. Describe the relationship between the College's budget development process, resource allocation process and its Strategic Plan? How are these processes communicated to the College?
2. How are the College's resources currently allocated? Do the allocation decisions and processes support the College's mission and goals as well as account for internal and external conditions?
3. How does the College's decentralized budget planning and management processes support the effective and efficient use of resources in alignment with the College's mission goals and strategic priorities?
4. How do the institution's resources and their use compare with those of its peers? Are there any significant differences that deserve explanation?
5. How are the College's resources measured and assessed to determine efficient and effective utilization? What evidence exists to demonstrate that changes have been made as a result of assessment information?
6. What are the most significant challenges facing the institution relative to human resources, technology resources and physical plant resources over the next five years? What is the process by which these challenges have been or will be identified and subsequently managed?
7. Are the College's plans and resources sufficient to support [deferred] maintenance, equipment replacement and lifecycle maintenance of buildings?
8. How do the College's plans ensure that student learning and support services are supported by the necessary technology, equipment, facilities and staff?
9. Describe the process the College uses to identify advancing technologies, plan for implementation and acquire and replace equipment.
10. To what extent does the annual audit of the College confirm financial responsibility? What evidence exists to support that the College responds in an appropriate and timely manner to any concerns cited in the audit's accompanying management letter?

Chapter 6

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

1. How well does the College balance institutional autonomy with system oversight in its relationship with the State University of New York (SUNY)?

Collegial Governance

2. What evidence exists that the College is dedicated to collegial governance? What written policies outline governance responsibilities of the administration, faculty, staff and students?
3. To what extent are the distinct role and responsibilities of each internal constituency group within arenas of shared governance understood and accepted by those involved? Is the governance system representative of the College constituencies?
4. What is the perception of collegiality among internal constituency groups?
5. To what extent are existing structures used for decision-making, and to what extent are they circumvented, if at all?
6. How are issues of interest to internal constituents communicated and resolved? What mechanisms exist to enable the sharing of information and opportunity for feedback between and among the governing bodies and various constituency groups?
7. How effective is the College's current governance system? What might improve institutional governance?
8. Describe the role of students in shared governance. To what extent are students provided with an opportunity to provide feedback relevant to policies and decisions that impact them?

Governing Body

9. How are new members of the Board of Trustees oriented to the institution and to their role as a board member? Does the Board of Trustees have a clear policy regarding conflicts of interest?
10. What assessment measures does the Board of Trustees utilize to ensure that it is fulfilling its responsibilities and initiatives?
11. How well do Board retreats provide the Board of Trustees with a comprehensive understanding of the institution's mission, values, goals, organization, strategic priorities, and academic programs and services?

Chapter 7

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

1. To what extent are the roles, responsibilities and minimum qualifications of the President and senior administrators defined?
2. What are the procedures for evaluation of the President, and how well do the evaluation criteria ensure the president is qualified to lead the institution? How does the assessment of the President's performance demonstrate the President supports the College's mission, values, and goals?
3. Is the organizational structure clearly defined, communicated and regularly analyzed and assessed for efficiency and effectiveness?
4. What has been the impact of any administrative reorganization since the last self-study or periodic review? When was the most recent review of the effectiveness of administrative structures undertaken? What were the findings, and what actions were taken as a result?
5. How do the administrative bodies coordinate their efforts to improve efficiency and quality in procedures and decision-making? How are changes in policy or procedures communicated to the College community?
6. How effective are current processes to review and improve administrative leadership and operations?
7. What evidence exists that the College is effective in recruiting and retaining qualified personnel? What evidence exists that there is an established process for personnel appointments?
8. Describe how the College assesses employee attitudes and satisfaction? How is the information used to address concerns and celebrate culture?
9. What evidence exists that the College creates and supports opportunities for professional development for its faculty, staff and students.

Chapter 8

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

1. What evidence exists that the institution has created fair and impartial processes to address student grievances promptly, appropriately and equitably?
2. What evidence exists that the institution has created fair, impartial and consistent practices in the hiring, evaluation and dismissal of employees?
3. How does the College address and respond to faculty, staff, administrative, and student issues related to grievances and/or misconduct? How have policies and procedures changed as a result of emergent issues?
4. What patterns, if any, are evident within student, faculty or staff grievance of the past three years? What steps, if any has the institution undertaken in response to those?
5. What evidence exists that the College equitably and appropriately provides consistent treatment of constituencies, for example in the areas of academic requirements and student evaluations of faculty?
6. How successfully are the policies and procedures published and widely available and consistently applied? How often and by what means are these policies and procedures assessed and revised?

Academic Freedom and Integrity

7. What evidence is there that the institution has created a climate and adheres to principles of academic freedom and integrity? How has the institution responded and resolved any challenges?
8. How is plagiarism addressed? Is there an institutional policy ensuring that all students are treated fairly and equitably?
9. What evidence exists that the institution's required and elective courses allow students to graduate within the published program length?
10. Describe the access to college catalogs, current and archived. What evidence exists that there is an electronic catalog index or guide for each current catalog as well as archived copies of catalogs as sections and policies are updated?
11. What evidence exists that factual institution information is accurately reported and publically accessible, such as Middle States Commission on Higher Education reporting?

12. What evidence exists that institutional-wide assessment measures and results are available to prospective students, including graduation, retention, certification and licensure pass rates, and other outcomes appropriate to specific programs and services?
13. How does the College demonstrate good stewardship of the public's trust? What evidence exists that the institution has practiced honesty and truthfulness in its dealings with the public, including public relations announcements, advertisements, as well as recruiting and admissions materials and practices?

Chapter 9

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

1. To what extent does the College's leadership foster a culture and demonstrate support and commitment of assessment College-wide regarding resources and professional development?
2. Describe how benchmarks and measures are established and utilized in determining the extent to which the College has accomplished its mission, goals and priorities.
3. What evidence exists to demonstrate that the assessment results of the College's plans and their goals and objectives are integrated into the institution's improvement and renewal efforts?
4. Does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment results from other College areas?
5. How and to what extent are assessment results communicated and accessible College wide?
6. How and to what extent are the achievement of the College's goals and objectives being assessed? How are assessment results utilized to support planning and continuous improvement?
7. To what extent do assessment results effectively inform budget and resource allocation decisions?
8. Identify and analyze where there are gaps in the College's assessment plans, processes and renewal efforts.
9. How does the College build and support a culture of inquiry in order to promote and sustain initiatives for institutional improvement?

Chapter 10

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

1. What evidence exists that the College conducts regular review of its retention, admission and graduation rates, as well as other relevant data, to gauge its performance and/or compare results with peer institutions? How is that information used?
2. To what extent do the College' recruitment efforts, admissions policies, procedures and practices support and reflect the mission, values and goals of the College?
3. What evidence exists that sufficient material exists to enable prospective students to make informed decisions about enrolling at the College?
4. How does the College provide accurate and timely information to current and prospective students regarding admissions criteria, academic programs, placement testing, and available resources?
5. How well do the College's basic skills courses meet the needs of students, and how does the College benchmark student progress?
6. How appropriate and effective are the support programs and services for all students, including those who need developmental education, in making successful progress toward their educational goals and meeting learning outcomes at key transition periods?
7. What evidence exists for the College to demonstrate that students are receiving and accessing accurate and comprehensive information about financial aid and transfer credit?
8. How does the College assess student support services, and how is this information used to improve programming and services?
9. Are enrollment projections sufficiently realistic to support the institution's financial projections?

Chapter 11

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

1. To what extent do the student support services and programs reflect the mission of the College as well as meet student need?
2. What changes in the provision of student support services have been implemented over the past five years? What evidence is there that those changes were effective and based on appropriate assessment results? To what extent do those changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes?
3. To what extent does the College provide supportive, equitable and accessible services that meet the academic and other needs of its diverse student body, and how does the College ensure the services are being utilized?
4. Describe how the student support programs and services are structured and staffed by trained professionals, including those that support at-risk students. How does the College determine its effectiveness in supporting student needs and facilitating student success?
5. How does the College use assessment data to determine effectiveness and improve student support programs and services?
6. Describe the academic advising policies and procedures and demonstrate how they promote student success. What constitutes quality advising, and is there evidence that quality advising practices are being utilized college-wide? If inconsistencies in advising exist, what steps are being taken to standardize excellence in advising?
7. How successful are athletic programs in supporting student development and success? What processes, both internal and external, are in place to ensure that athletic programs are held to the same academic, fiscal, and administrative regulations as other institutional programs?
8. What type of personal and social development does the institution seek to foster? What efforts and contributions does the College make to ensure that programs, services, and activities focus on the personal development of students are well conceived and successful?
9. To what extent do support services and co-curricular activities reflect student interests and perceived needs? What evidence exists to demonstrate that students are satisfied with these offerings?
10. How effective, well understood and consistently implemented are the institutions procedures and policies relative to the privacy of student information?

Chapter 12

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

1. How effective and equitable are the policies and procedures related to recruitment, appointment, retention, and development of faculty?
2. How is teaching excellence defined, measured and recognized? How are the development, instruction and assessment of student learning outcomes valued and recognized as integral to teaching excellence?
3. What processes are in place to ensure that qualified faculty design, maintain, update and improve curriculum, programs and services?
4. What evidence exists that there are well-articulated and equitable procedures and criteria for reviewing all faculty members who have responsibility within academic programs and services at the College?
5. What evidence exists that adjunct faculty are appointed, supervised and reviewed using the same criteria as full-time faculty?
6. In what ways does the College create and support diverse and equitable faculty development opportunities? To what extent have such opportunities been impacted by financial challenges? Are professional development opportunities available to adjuncts?
7. To what extent does the College encourage and support faculty pursuit of grants and other external funding?

Chapter 13

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

1. How does the College determine the content, rigor, and coherence of its educational offerings, and what evidence is there that the College attends to each of these elements to ensure high-quality offerings? How effective is the College in assuring that educational offerings are congruent with its mission, values, and goals?
2. To what extent do academic programs use the results of their academic program reviews to improve teaching and learning?
3. How systematically do academic programs articulate coherent learning outcomes and goals, provide opportunities for synthesis of learning, and articulate, embed, and assess learning outcomes? For example, how well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program and course levels?
4. How are the institutional strategic and academic master plans utilized to advance the academic agenda?
5. How effectively are courses within majors structured and sequenced to promote coherent student learning?
6. How does the College regularly evaluate curricular, co-curricular, and extra-curricular experiences? To what extent does the College ensure that off-campus learning experiences meet appropriate academic standards?
7. What articulation and dual enrollment agreements exist with other institutions? How are they made available to students and other constituencies? To what extent are these agreements regularly reviewed?
8. What evidence exists that students are meeting the institution's goals for student information literacy? To what extent is information literacy incorporated into courses and programs? How are such goals assessed, what have been the findings, and what actions have been taken as a result?
9. What evidence demonstrates the College's learning resources (i.e. library, Center for Teaching, Learning, and Technology, Learning Assistance) support student learning and educational offerings? Describe the collaboration between staff, faculty, and administration in fostering information literacy and technological competency skills across the curriculum.
10. What evidence exists that academic courses and programs delivered in alternative formats or locations are well-supported and of comparable quality to traditional formats?

11. How has the College's commitment to integrating environmental sustainability and global awareness influenced curricula and co-curricula activities?
12. How is the Honors Program administered? What criteria are used to select Honors Faculty? Who is responsible for the quality and content of the courses? How is the program evaluated, and how regularly?

Chapter 14

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

1. To what extent do College documents clearly and accurately articulate the General Education requirements? What measures are taken to ensure that students and faculty understand the importance of General Education as part of the College's mission, goals and priorities?
2. How is responsibility for general education distributed across departments? Are departments that provide general education courses adequately supported? To what extent does the College support faculty in teaching General Education courses, developing content and implementing assessment activities?
3. How and to what extent do the College's planning, budgeting and assessment processes reflect the commitment to general education learning outcomes?
4. To what extent are the general education student learning outcomes embedded/linked to College, program and course student learning outcomes?
5. Describe the plans and strategies to assess the student learning outcomes in the twelve knowledge and skills areas that comprise the College's General Education program.
6. How are the knowledge and skill competencies in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning and technological competency determined and measured across the curriculum?
7. How and in what ways have assessment results been used to modify and or enhance the College's General Education program, requirements and courses? In what ways are the assessment activities and results communicated and shared with faculty, staff and students?
8. What evidence exists to demonstrate that College graduates meet expected, acceptable levels of competency in General Education skills and knowledge? Describe what steps are taken if students do not demonstrate expected competencies at appropriate levels?

Chapter 15

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Basic Skills

1. Identify the criteria for placement and describe the placement testing process. Describe how placement criteria are determined?
2. How effective is placement testing in identifying students not fully prepared for college-level courses?
3. Is challenge testing available? How many students require remediation in Basic Skills and ESL?
4. How effective and adequate are programs and services that are provided for underprepared students in an effort to strengthen academic skills? What assessment instruments have been used to assess their effectiveness?
5. How effective is the administration and oversight of remedial courses?
6. What developmental education courses are available, and to what degree are the courses adequate to meet the needs of students? Under what circumstances are students permitted to enroll in credit-bearing courses prior to completing required developmental courses?
7. What is the impact of developmental course completion on student persistence and academic achievement in degree programs and college-level courses?

Certificate Programs

1. What programs are available as "credit" certificates? Are they a coherent and sequential group of related courses with distinct learning objectives? To what extent do certificate programs relate to existing academic departments, degree programs, and existing faculty? Is the relationship effective and appropriate?
2. Are existing certificates stand-alone options, or do they allow for transition into a degree option? What types of articulation agreements or processes support the certificate programs?
3. How closely connected are the certificate programs with what may be occurring in the field?

Experiential Learning

1. What policies does the College have regarding experiential learning in the admission process or in the waiver of certain pre-requisites? How effectively does the institution assure that credit granted for experiential learning is warranted, defensible, and consistently applied?

Non-Credit Offerings

1. What are the components of the College's non-credit offerings? In what ways and for what reasons have procedures for approving, administering and evaluating non-credit offerings changed over the past five years? What has been the impact?
2. How does the role of the College's non-credit offerings fit within the overall mission of the College?
3. How are the needs of both internal and external constituencies determined? To what extent do the non-credit programs and services meet the professional development, community, and business needs of the College's service region, and how are they evaluated?
4. What are the connections between the credit and non-credit offerings? To what extent is the College responsive to collaborations between the credit and non-credit areas? What institutional support promotes a spirit of collaboration? Describe the resources that support the development and implementation of the non-credit areas of the College.
5. How are non-credit instructors selected? What credentials are required?

Branch Campuses, Additional Locations, and Other Instructional Sites

1. How does the College ensure and assess learning experiences at the branch campus and other instructional sites?
2. To what extent does the branch campus academic offerings and services meet the standards comparable to the main campus?
3. Describe the adequacy of learning resources and technology options available at the branch campus.
4. Describe the site-specific outcomes assessment data that is available, and identify appropriate conclusions relating to the effectiveness of the sites.
5. To what extent do faculty and staff at the branch campus participate in institutional-wide evaluation, planning, and governance?
6. What assessment has been or will be undertaken to determine the impact of the branch campus and instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its mission, values, and goals?

Distance Learning

1. Describe the College's distance learning program and course options. What modes of delivery are used? Are offerings via distance learning consistent with the College's mission, values, and goals?

2. To what extent do distance learning courses meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness?
3. Do online courses meet the same standards as on-site offerings? How is the quality of online courses assessed?
4. To what extent does planning consider applicable legal and regulatory requirements? Describe the authentication process used for online students.
5. How effective and available are learning resources for online students or those at other instructional sites?
6. Describe the orientation, training, and support for online faculty and students.
7. What staff and technical assistance is available for students taking and faculty teaching online courses?

Affiliated Providers

1. What contractual arrangements currently exist, and in what areas of the College? How and by whom are these relationships evaluated?
2. Describe the consistency of any course or program offered via contractual arrangement with the institution's mission, values, and goals (i.e. the Hudson Valley Educational Consortium).
3. What evidence does the College have that publications articulate the relationship between itself and the other entities?
4. Describe how the College faculty have been involved in the development and review of curriculum offered through the contractual arrangement.

Chapter 16

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

1. To what extent is the College's coordination and oversight of programmatic assessment effective? Has the College allocated sufficient resources to support the assessment initiatives of the academic programs?
2. What evidence exists to demonstrate that the College measures student achievement of programmatic competencies? To what extent does each academic program have a documented, organized and sustainable assessment process?
3. How are assessment activities and results utilized to improve teaching and learning?
4. Does the College effectively communicate the institutional, programmatic and course student learning outcomes? To what extent are the results of student assessment activities and results communicated and discussed College wide?
5. In what ways has the assessment of student learning been incorporated into the College's institutional assessment plan?
6. What evidence exists that demonstrates the contribution student learning assessment results have made to institutional level improvements?
7. How and to what extent does the College utilize student learning assessment results in its planning, budgeting and resource allocation process?

Chapter 17

Self-Study Report Organization, Style and Format

Organization of the Self-Study Report

For each Standard, the Self-Study report will include a description and analysis of the evidence reviewed and considered including strengths and challenges as well as the recommendations for improvement

Executive Summary

Eligibility Certification Statement

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Introduction

Chapter 1: Overview of Orange County Community College

Chapter 2: Overview of the Self-Study Process

Chapter 3: Standard 1 Mission and Goals

Chapter 4: Standard 2 Planning, Resource Allocation, and Institutional Renewal

Chapter 5: Standard 3 Institutional Resources

Chapter 6: Standard 4 Leadership and Governance

Chapter 7: Standard 5 Administration

Chapter 8: Standard 6 Integrity

Chapter 9: Standard 7 Institutional Assessment

Chapter 10: Standard 8 Student Admissions and Retention

Chapter 11: Standard 9 Student Support Services

Chapter 12: Standard 10 Faculty

Chapter 13: Standard 11 Educational Offerings

Chapter 14: Standard 12 General Education

Chapter 15: Standard 13 Related Educational Activities

Chapter 16: Standard 14 Assessment of Student Learning

Chapter 17: Summary, Conclusions, and Recommendations

Appendix A Inventory of Support Documents

Editorial Style and Format of Reports

The Co-Chairs of the Steering Committee have identified the guidelines by which the Self-Study Design document and working groups will follow as they submit their initial and final reports. These guidelines will ensure that the final Self-Study report is consistent in style and format.

All self-study documents will be created using the following style and formatting guidelines:

Word Processing Program	Microsoft Word
Length	Final report is to be no longer than 100 single spaced pages
Font	Times New Roman
Size	12 point
Line spacing	Single space in body of text; double space between paragraphs; triple space between sections; two spaces after sentences
Quotes	Lengthy quotes (greater than 4 lines) will be block indented Shorter quotes require quotation marks and remain in body of text
Margins	1 inch top, bottom, left, right
Alignment	Unjustified
Indentation	No indentation for paragraphs
Major headings	Bold face
Minor headings	Boldface and italicize (no underlining)
Page numbering	Bottom right
Graphs and Charts	Used to simplify the report
Abbreviations	Use full word first time word is used followed by abbreviation in parenthesis; abbreviation may then be used in following sentences
Alphabetical order	Use alphabetical order when listing individuals' names
Capitalization	Capitalize proper division names, e.g. Liberal Arts; Disciplines are normally lower case e.g. biology, nursing except for English and foreign languages
General	Use concise, jargon-free language; prefer active to passive voice

Template for Working Group Reports

Working groups are to follow the provided template when writing their reports. While working groups will not have a page limitation, they understand that their reports will be edited.

Date of Report	
MSCHE Standard	
Working Group Co-Chairs	
Research Question Addressed	
Relevant Fundamental Elements from Characteristics of Excellence in Higher Education	
Brief Description of Current Situation	Provide relevant information about issues and trends related to specific research question
Inventory of Documents and Evidence	
Data Analysis Discussion	Include discussion of strengths and challenges as well as any outcomes of inquiry
Findings and Conclusions Related to Standard	Explain how findings and conclusions related to the MSCHE's Standards
Relationships to Other Standards	Discuss how findings and conclusions are related to topics addressed by other Working Groups and any collaborative efforts
Recommendations for Improvement	Based on analysis of evidence, explain whether there are recommendations for the College to improve
Need for Additional Support	Describe surveys, focus groups, interviews or other means required to address research question

Chapter 18

Timetable for the Self-Study and Evaluation

The Steering Committee Co-Chairs created and maintain the Self-Study Timetable. Timetable activities are communicated College-wide, at [regularly held] College meetings, including Assembly, Cabinet and Board of Trustees. The Steering Committee Co-Chairs communicate Self-Study activities through the College’s Grapevine, public drive as well as the College’s Middle States webpage.

Semester	Institution Accreditation Activities
Fall 2010 and Spring 2011	<ul style="list-style-type: none"> • Self Study Planning Team organized by President to facilitate early planning recommended by MSCHE • Reviewed MSCHE publication(s) on developing Self-Study Process & Report • Drafted Self-Study Timeline • Discussed/identified potential Steering Committee chairs and members
August 2011	<ul style="list-style-type: none"> • President Richards selected Steering Committee Co-Chairs • Self-Study model proposed by Self-Study Planning Team
September 2011	<ul style="list-style-type: none"> • College review of Mission, Vision, Values and Goals <ul style="list-style-type: none"> ○ Administer College Goal Review Survey • Self-Study Steering Committee membership finalized • First meeting of Steering Committee – September 26th • Assembly presentation - Overview of Middle States Self-Study process and announcement of Steering Committee members
October 2011	<ul style="list-style-type: none"> • Assembly Activity – College Goals Review • Working group member nominations solicited
November 2011	<ul style="list-style-type: none"> • Steering Committee Co-Chairs attend “Self-Study Institute” • 2nd meeting of Steering Committee – November 21st • Working groups configuration and membership proposed by Co-Chairs • Presentation of Final College Goals to Cabinet and Assembly
December 2011	<ul style="list-style-type: none"> • Self-Study Preparation visit to institution scheduled for March 8, 2012 • Steering Committee finalize working group configuration and membership • President Richards invites working group members to participate in Self-Study Process • 3rd Steering Committee Meeting
January 2012	<ul style="list-style-type: none"> • Board of Trustees approved revised College Goals • Self-Study Design Drafted • Self-Study Design Draft reviewed and approved by President, Vice

	Presidents, Cabinet and College Community
February 7, 2012	<ul style="list-style-type: none"> Steering Committee <i>approves</i> Self-Study Design
February 9, 2012	<ul style="list-style-type: none"> Steering Committee & working group members to meet
February 23, 2012	<ul style="list-style-type: none"> Self-Study Design <i>submitted</i> to Ellie Fogarty February 23rd
February and March 2012	<ul style="list-style-type: none"> Steering Committee & working group trainings in leading a Self-Study process, Elluminate and Angel MSCHE Standards “Awareness Campaign” in College’s e-newsletter, The Grapevine
March 8, 2012	<ul style="list-style-type: none"> <i>Self-Study Preparation Visit</i> with Ellie Fogarty
March 15, 2012	<ul style="list-style-type: none"> Steering Committee & working groups meet
March 27, 2012	<ul style="list-style-type: none"> Working groups begin to meet/work independently on research and answering charge questions
April 2012	<ul style="list-style-type: none"> Send Final Self-Study Design to Ellie Fogarty Administer Community College Survey of Student Engagement Steering Committee meeting
May 2012	<ul style="list-style-type: none"> Working groups to submit interim report for each charge question; and draft of one question
Fall 2012	<ul style="list-style-type: none"> Steering Committee provides feedback to working groups on interim reports Steering Committee continues to oversee progress and provide feedback/support to working groups Administer College Employee Survey
December 1, 2012	<ul style="list-style-type: none"> Working groups complete and submit all research questions for Steering Committee to review and provide feedback
Spring 2013	<ul style="list-style-type: none"> Steering Committee consults with working groups on draft revisions Administer SUNY Student Opinion Survey Select dates for Team Visit & Chair’s Preliminary visit (~February) Send copy of (approved) Self-Study Design to Team Chair (~February/March) MSCHE selects evaluation team Chair (<i>Institution to approve selection</i>)
May 2013	<ul style="list-style-type: none"> Steering Committee develops draft of Self-Study Report Steering Committee approves Self-Study Report draft
August 2013	<ul style="list-style-type: none"> Send to SUNY the Certification Statement to be signed by Chair of SUNY Board of Trustees
September 2013	<ul style="list-style-type: none"> MSCHE selects Evaluation team members (<i>Institution to review selection for conflict of interest</i>) Self-Study Report draft reviewed by campus community, including faculty, staff students and Board of Trustees
October 2013	<ul style="list-style-type: none"> Prepare final draft of Self-Study Report

November 2013	<ul style="list-style-type: none"> • Board of Trustees approves final draft of Self-Study Report • Send Final Draft Report to Team Chair • Consider Team Chair suggestions/recommendations • Chair makes preliminary visit (4 months prior to Team Visit) - TBD
Winter 2014	<ul style="list-style-type: none"> • Send FINAL Self-Study to Team and MSCHE (~January)
April 2014	<ul style="list-style-type: none"> • MSCHE Team Visit • MSCHE Team Report • Institutional Response
Summer 2014	<ul style="list-style-type: none"> • MSCHE announcement concerning affirmation of accreditation

The Self-Study Steering Committee and working groups are scheduled to meet and work throughout the self-study process on Tuesday, Thursday and Friday each week and at other times agreeable to the group.

Chapter 19

Profile of the Visiting Evaluation Team

The Self-Study Steering Committee recommends that the following criteria be considered in selecting a visiting team to validate the Self-Study report:

- The team should have extensive expertise in the range of areas covered by the Self-Study Design;
- The team should represent the two-year community college sector, with experience in open access admission institutions;
- The team should be fully aware of issues associated with publicly funded institutions, particularly where that funding has been decreasing or stagnant;
- The team should have experience in or evaluating union-based environments; and
- At least one member of the team should have experience working in a multi-campus environment;
- At least one member of the team should have experience working in a statewide community college system; and
- The team Chair should be an experienced evaluator with MSCHE preferable at the CEO level of a community college, preferably who operates within a statewide system similar to SUNY.

Appendix A

Inventory of Support Documents

The Institutional Planning, Assessment and Research (IPAR) Office is compiling and will maintain the Inventory of Support Documents to be utilized by the working groups in their research and reporting. The Inventory will list each supporting document and include its location via a hyperlink (if available). Additionally, the applicable Standard(s) will be identified to assist the working groups. Included in this Self-Study Design is the most recent version of the College's Inventory of Support Documents.