

Report to the
Faculty, Administration, Trustees, and Students
Of
Monroe Community College
Rochester, New York
By

A Self-Study Evaluation Team Representing the
Middle States Commission on Higher Education

Prepared After Visiting the Institution on
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Introduction

Monroe Community College (MCC) was established in 1961 and is a valued member of the State University of New York (SUNY) system. The College serves a diverse student population of 32,841. Many of these students represent first-generation and low-income learners: 34% were aged 25 or older and 37% were minority students; 23% of Monroe County area high school graduates begin their college educations at MCC. Currently, 58% are enrolled in transfer programs, 20% are enrolled in career programs, and 21% are undecided about their academic plans. In 2013 graduates transferred to 189 different colleges, and 90% of the career graduates who are employed full-time remain in the Greater Rochester area, many beginning careers in the growing fields of advanced manufacturing, optics, technology, communication, and healthcare.

The visiting team conducted a thorough review of the self-study and openly discussed and analyzed the 14 Middle States Standards. In addition, the team toured college facilities and conducted numerous interviews as inquiries to affirm the College continues to meet the Requirements of Affiliation in Characteristics of Excellence. The 14 Standards of Excellence are clearly addressed in one or more of the substantive chapters of the self-study.

I. Content and Nature of the Visit

Institutional Overview

Scope of the Institution at the time of the evaluation

Monroe Community College is a dynamic and comprehensive postsecondary institution located in Rochester, New York. Additionally, MCC is a dynamic learning community where access, excellence, and leadership are the College's hallmarks. Their Mission is "...to educate and prepare diverse learners to achieve scholarly, professional, and individual success within a local and global context". The College serves as a catalyst for innovation, economic development, lifelong learning, and civic engagement.

MCC offers 100+ transfer, career, and certificate programs at four instructional sites. The largest majors include Liberal Arts and Sciences (General Studies), Business Administration, Criminal Justice, and Nursing. Partnerships with a number of school districts tackle such issues as college

readiness and Science, Technology, Engineering, and Mathematics (STEM) recruitment, providing support and resources for many first generation, low-income, and underrepresented students. Additionally, MCC's service-learning initiative sends over 1,800 MCC students into the community each semester. Honoring the promise to serve the workforce needs of the region and to reinvigorate engagement with local business and industry, in 2010, MCC launched a new division to focus exclusively on workforce development. These examples hint at the scope of MCC's educational programs, commitment to the values of access and excellence, and stature as an invaluable regional resource.

Since its inception, MCC has been governed by a Board of Trustees that sets policy and institutional priorities; the president of the College leads the institution in working toward those priorities. The Board of Trustees is comprised of nine community leaders and one student. Four trustees are appointed by the Governor of New York; five are appointed by the Monroe County Legislature, the College's local sponsor; and a student trustee is elected annually by his or her peers. This process follows the provisions of New York State Education Law.

The Faculty Senate, MCC's academic governance organization; the Faculty Association, the union for teaching and professional staff; the Support Staff Professional Development and Planning Council and the Civil Service Employees Association, the union for local government employees and state workers, together play important roles and participate appropriately in the overall leadership of the College.

Self-study Process and Report

Monroe Community College selected to conduct a comprehensive report that addressed all 14 Standards of Excellence. A Steering Committee was compiled inclusively of faculty, staff, and administrators and led by a faculty/administrator co-chairs. The committee was charged to thoroughly examine and address each Standard and develop the self-study. The self-study can be described as inclusive and participatory.

II. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the self-study, numerous interviews, the Certification Statement supplied by the institution and other institutional documents, it is the team's judgement that the institution appears to meet the Requirement of Affiliation in Characteristics of Excellence.

III. Compliance with Federal Requirements Issues Relative to State Regulatory or Other Accrediting Agency Requirements

Based on the separate verification of compliance with accreditation relevant provisions of the Higher Education Opportunity Act of 2008, the team reviewed the self-study, certification by the institution, other institutional documents and conducted numerous interviews to affirm the College meets all relevant federal and state regulations and the requirements of the other Department of Education recognized accreditors.

IV. Evaluation Overview

The team met and interviewed the college president, board of trustees, members of the self-study steering committee, faculty, staff, and students. The team recognized members of the institution to be engaged and well informed about the self-study process and outcomes. Prior to the team's visit, the visiting team thoroughly reviewed the 14 Standards in the Self-Study, as well as supplemental information, reports, exhibits, and communications that were presented to the visiting team.

V. Compliance with Accreditation Standards

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who 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 used to develop and shape its programs and practices and to evaluate its effectiveness.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

MCC has a clear, dynamic mission that is current and updated every five years with broad and robust involvement of faculty, staff, and key constituents of the community. It is a living statement of purpose that drives institutional planning and decision-making at all levels. While few people can recite the mission statement verbatim, people readily grasp the key core values of student centeredness, access, and excellence embodied by the mission.

The mission statement is made operational by four "core directions": Learning First; Workforce Education and Career Pathways; Partnerships; and Effectiveness/Efficiency/ accountability. Each direction is guided by three assessable goals. The combination of the mission, directions, and goals empowers the many diverse units of the college and encourages cross division cooperation.

Developed through the broad participation of many members of the college community and approved by the Board of Trustees, the mission reflects a dynamic institution with a strong sense of direction and purpose.

In its self-study, the college identified a need to be more proactive in communicating the mission and strategic plan to the college and community and to clarify the difference between the institution mission and the previously stated missions of the various divisions of the college. They have already implemented changes to address this issue. The mission statement is more readily available on the college website and throughout the institution. Individual departments in the college now

create their own “purpose statements” tied directly to the institution’s mission statement further reinforcing the common mission of the college.

Non-binding Findings for Improvement

The visiting team agrees with MCC’s suggestion to consider a shorter, one sentence, Mission statement that is more easily recognizable and memorable.

Recommendations

No recommendations are presented for Standard 1.

Requirements

No requirements are presented for Standard 1.

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.

In the team’s judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

Overall, the College provided and presented the evaluation team with evidence of ongoing planning and resource allocation which are conducted based on its mission and division goals and carried through in department strategies, unit and department plans and purposes. Results of assessments lead to improvements in practices and processes, and renewed institutional programming. MCC implemented and evaluated the success of its strategic plan and allocated resources to support the development and change necessary to improve and to maintain institutional quality.

The current Strategic Plan, *Fulfilling the Promise*, was created in 2012 and established four directional goals, with broad internal and external constituent input. The Plans’ four integrated core directions: *Learning First; Workforce Education and Career Pathways; Partnerships; and Effectiveness, Efficiency, and Accountability* are directly linked to the mission and directs the institution’s decision-making, resource allocation, and assessment process. These goals allowed MCC to create robust assessment and planning processes narrowly focused and aligned with the Mission. The Plan also supports and is linked to the State University of New York’s (SUNY) strategic plan and programmatic goals. The annual development of the budget and allocation of resources suggests alignment with the Strategic Plan directions and goals.

As evidenced in its *Comprehensive Self-Study Report, December 2015*, the Plan appears to have effectively focused the College on four priority areas, resulting in notable gains in increased academic quality, retention and graduation rates, planning across the college, budget resource management, operational and unit planning, and others (see Standard 7 and other standards). These achievements have been made while also sustaining the College's commitment to student learning success, accessibility, and the economic and educational needs of the surrounding region.

The College implemented a well-defined process for the allocation of resources and established an inherent decision-making process and the authority that facilitates planning and renewal. Annually, the Board of Trustees holds a workshop to consider budget planning which deepens their understanding of the budget development, tuition-setting, and resource allocation. Budgets are reviewed to determine alignment with the strategic plan. Resources are prioritized and allocated according to the strategic goals.

Each area of the College regularly reports and records strategies, actions and outcomes using the iDashboard and Compliance Assist tools. Actions and outcomes reported in the Tools are discussed and reviewed between leadership and shared with the Board of Trustees as well as to the college community through the presidential forums and annual division reporting.

The College assessment of declining enrollment and retention rates resulted in a redesign of its recruitment plan to attract and admit students. The strategic enrollment design has shown positive results as of 2015 and will be continually assessed.

The comprehensive self-study reflects that planning tools, budget management and assessment activities are conducted on an ongoing basis.

Strategic and tactical planning are conducted institution-wide from the individual units (example: Instructional technologies operational plan) and as evidenced by the results of accomplishments reflected in the Technology Plan.

Budget management and review is conducted through the Budget Resource Committee which includes representation from the faculty, staff and administration. Survey results of the work of the committee appear to show satisfactory progress and greater understanding of budget planning linkages as well as understanding the budget development process. Results of the budget resource committee drove changes to student onboarding physical improvements (Student Welcome Center); increased faculty participation, and strengthened transparency and communications about planning and resource allocation.

Resource planning is conducted with sustainability and College goals at the forefront. For example, the practice of a review process for all open position lines appears to ensure a continuous and effective way to manage personnel and other resources in a broad, comprehensive and sustainable manner (Open Lines Review). Conclusions drawn from assessment results are linked to the mission and goal achievement and are used for planning and resource allocation at the institutional and unit levels. Results of student enrollment and student completion needs guide resource allocation. Greater efficiencies in the use of resources have been realized in meeting their goals of student excellence, career pathways, and student success.

As recommended by the Budget Resource Committee a robust strategic enrollment management plan was designed and leadership for accountability of the enrollment strategies was created. This plan design supports direction one and four of the Plan. Results show that MCC saw a 1% increase in enrollment trends.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The visiting team commends MCC on their history of comprehensive and strategic planning that includes development, implementation, and assessment of five Mission statements and Strategic plan over the past 25 years.

The visiting team commends MCC on planning processes at the College which reflect a record of measurement and outcomes assessment to update action plans and make informed decisions. The visiting team recognizes the strong collaboration between planning, budgeting processes, and Institutional Research support, and the accomplishments of the College's Mission and Strategic Plan.

Non-binding Findings for Improvement

The visiting team agrees with MCC's goal to improve communication to college constituents related to planning, resource allocation, and institutional renewal.

The visiting team agrees with MCC's goal to implement campus-wide effort to encourage the use of the Institutional Effectiveness Handbook as an available resource for developing purpose statements and guiding other planning activities.

Recommendations

The visiting team agrees with MCC's recommendation to create annual reports for each division recording improvement efforts and results and ensure they are aligned, as appropriate, with the annual budgeting process.

Requirements

No requirements are presented for Standard 2.

Standard 3: Institutional Resources

The human, financial, technical, physical 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 outcomes assessment.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

Institutional planning and resource allocation are conducted based on its mission and division goals and carried through in department strategies, unit and department plans and purposes. Results of assessments lead to improvements in practices and processes, and definitive budget and financial controls and management. MCC implemented and evaluated the success of its strategic plan and allocated resources to support the development and change necessary to improve and maintain institutional quality.

The institution practices fiscal resourcefulness despite enrollment trends and fluctuating state aid. In 2014, revenues were derived from tuition and fees (43%), Local Sponsor (20.2), State (31.5%) and other sources (5.4%). This does not meet the possible legislative distribution of state level funding up to 40%, local sponsor of 26.7% and students at 33.3%. But, it should be noted that few institutions in the SUNY system meet this distribution.

MCC addressed enrollment declines and the consequent decline in income over the past five years by evaluating programs, implementing cost containment measures, increasing tuition and fees, and seeking resources through other sources of funding such as grants, foundation support for students, and innovative budget management.

With an increased focus on external support to continue funding student centered programs and initiatives to align with the strategic plan, MCC garnered over \$20 million from grants to support 60 active-grant funded programs in the last five years.

The annual budgeting process considers enrollment projections prepared by Institutional Research and plans accordingly. The Budget Resource Committee consisting of a broad array of college representatives considers enrollment trends, modeling and other data to plan discretionary expenditures allocated to the strategic plan and operational goals. Twice a year (spring and fall) enrollment projections and budget trends are also evaluated and assessed by the leadership team.

MCC demonstrates fiscal resourcefulness. Several effective fiscal management efforts and cost containment measures were instituted to address changes in budgets and to improve efficient and effectiveness of the operations of the College. Some examples include: a shared services approach within the State University of New York was adopted to streamline procurement and contract processes and to capitalize on purchasing power of the state campuses in the purchase of maintenance, repair and janitorial supplies; the College assessed its master scheduling and used the data to better manage scheduling of classes in a coordinated and predictive way; MCC adopted a shared workforce arrangement program where departments share personnel services and support of programs and student support in a collaborative and coordinated effort to serve students and ultimately meet the goals of the College's mission.

MCC has made demonstrated resource allocation improvements by adopting the Open Lines Review process for the recruitment and hiring of vacant positions.

MCC's six-year *Facilities Master Plan (FMP) (2013-2018)* is guided by the strategic plan and other academic and operational plans as well as life-cycle management plan. The FMP plans for learning resources fundamental to all of MCC's instructional, administrative and library needs. The College demonstrated that the equipment, spaces and renovations of facilities are adequately

supported and staffed to accomplish the institutions objectives for student learning, both on campus and at a distance.

Technology investments on the campuses are guided by the *Technology Plan (2013-2017)* and incorporate regular an annual review process. Technology governance establishes assessment and prioritization of the technology projects and equipment upgrades.

As demonstrated by their budget controls MCC has managed to keep tuition low and contain costs during declining enrollment periods. Annual budgeting process is in place beginning with the board retreat and across all academic and operational units, including facilities master planning review and updates, technology operational plan, human resource planning, etc.

Significant Accomplishments, Significant Progress, Exemplary/Innovation Practices

The visiting team commends MCC on significant progress made toward the careful use of physical resources while minimizing the impact on the College's operational budget; developing a strong facilities master plan framework to meet the future needs of the College; creating and investing in technology support solutions for learning center laboratories necessary to support student success; and securing significant grant funding and partnerships.

Non-binding Findings for Improvement

The visiting team agrees with MCC's goal to continue to advocate to county and state legislators the need for future increased funding to minimize the impact on student tuition.

The visiting team agrees with MCC's goal to manage employee headcount, ensure that all decisions around job replacements are scrutinized, and, whenever possible, make hires that reflect a diverse workforce.

Recommendations

No recommendations are presented for standard 3.

Requirements

No requirements are presented for Standard 3.

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.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

The College provided the evaluation team with evidence that documents the leadership and governance policies and responsibilities of the College. MCC's system of governance reflected in the *Shared Governance Policy*, Board of Trustees' *Policy Manual and Bylaws*, and the *Faculty Senate Bylaws*, 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.

As evidenced by its *Comprehensive Self-Study Report, December 2015*, the College has focused great attention to foster and cultivate an open institutional culture, with the implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance.

MCC's governance structure, including the roles of the President, and administrators, Faculty Senate, Support Staff and students are clearly delineated in the *Shared Governance Policy* and is communicated to the college community in the *MCC Daily Tribune* through the *President's Wednesday Message* among other communication formats. Communication between the President and MCC's Board to support a shared vision and mission has been enhanced with regularly scheduled meetings with presentations by shared governance constituencies. Furthermore, all documents approved by the Board of Trustees meetings are made available online through the Board of Trustees website.

The President and other administrators are well respected by the college community for their integrity and creativity, and are well qualified for the positions they hold. Meetings held with students confirm the President has created an environment that encourages student leadership – Student Governance Association (SGA) and Student Events and Governance Association (SEGA) - and fosters an environment that inspires students to take an active role in shared governance. The two groups meet regularly and share their meeting agendas and minutes via the *MCC Daily Tribune*.

As evidenced by the Self-Study Report, the College has focused great attention to foster and cultivate an open institutional culture with the implementation of clear institutional policies. These policies specify the respective authority of the different governance bodies and their corresponding roles and responsibilities in shared governance.

The Board of Trustees structure, composition, duties, and responsibilities are clearly delineated in the Bylaws, and the College assures the availability of documents dealing with the governance of the university.

Official information is also disseminated to the college community via weekly e-mail from the president, *MCC Daily Tribune* which includes a president's blog, press releases. The Board of

Trustees continues to effectively oversee the fulfillment of the mission of the College and the achievement of excellence and service to the general community. They actively participate in the revision and establishment of the mission, goals, and objectives of the College, its strategic plan, and the budget.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The College is commended for improving internal communications and for its commitment to creating and maintaining a culture of transparency by creating a policy website to promote transparency. The College appears to be committed to informing the college community of the institution's policies and responsibilities by discussing core issues and exploring possible solutions through departmental meetings with administrators, Faculty Senate, support staff and students.

The College is also commended for its initiative recognizing the importance of Veteran's Day in recognition of the College as a military-friendly institution and in support of the College's student, faculty, and staff veterans.

Non-binding Findings for Improvement

The visiting team agrees with the College's suggestion to continue to develop and maintain a comprehensive institutional policy website, with the goal of improving transparency and accessibility for internal and external stakeholders.

The visiting team agrees that the College should continue to strengthen its orientation program for new and existing members of the campus community, including students. A program of this sort could be very valuable for the institution to discuss and disseminate information about the mission, strategic plan, goals, and the structure and operation of the governance model as an integral part of the College.

Recommendations

The visiting team agrees with the College's recommendation that it should move forward in establishing and publishing an evaluation cycle to review and update college-wide policies.

Requirements

No requirements are presented for Standard 4.

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.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

Since their last self-study evaluation, Monroe Community College has undergone significant changes in senior administration both in personnel and organizational structure. These changes included turnover in the president (2009), vice-presidents, and other administrative positions. The majority of the direct reports to the president are new to the institution under her tenure. This level of turnover is more recent to the institution. Additionally, there have been a couple of structural reorganizations that modified the reporting structures for many departments. There is a review process at the institution that involves a sub-committee of the Faculty Senate, the Special Committee on Administrative Affairs (SCAA) which includes representation of faculty and professional support staff, where any proposed reorganizations must be vetted through the committee who then has five weeks to respond with their input and recommendations to the proposal. In proposals submitted by the president to the SCAA, this process was followed, input was received, some parts of the proposals were accepted and some were not. Overall in discussions with faculty, staff and administrators there was an understanding of this review process, participation by faculty and staff in the process, and consideration by the president and administrators for the input. Even though there is not always complete agreement on all aspects of the decisions, this assessment of the structure and the inclusive participatory process that has been historically used institutionally is a valuable assessment of changes at the institution although it does add time to making changes at the institution.

It appears that the president and senior administrators have appropriate skills to perform their duties to support the various functions of the college. The administrators bring a diversity of skills, abilities, and experiences to the institution. Even through the multiple changes in positions, and sometimes multiple changes in particular positions, there are sufficient numbers of employees at all levels who are familiar with the history of the institution to keep moving forward with initiatives and functions to continue to meet the mission and serve students. It seems that overall the reasons for turnover are not related to issues at the institution but rather to opportunities for individuals in their particular careers. There is an overall agreement by board members, faculty, staff and administrators that there is an understanding and belief in the mission and service to students by dedicated faculty, staff and administrators no matter how many personnel or organizational changes occur.

MCC has several groups that provide input to decision making which include but may not be limited to: the President's Cabinet, Planning Coordination Council, Budget Resource Committee, Faculty Senate, Special Committee on Administrative Affairs (a standing committee of the Faculty Senate), Support Staff Professional Development and Planning Council, Student Governance Association, and the Student Events and Governance Association. The shared governance policy defines the roles of various constituencies. Some of the groups are recommending bodies that give input to decision-makers. Decision making is guided by various planning documents ultimately based on the Vision, Mission and Core Values of the institution and include: Strategic Plan, Facilities Master Plan, Technology Plan, Recruitment Plan and various operational plans guided by the Planning Coordination Council using standardized purpose statements and templates. These

plans have been developed using inclusive processes and are used by administrators in decision making. In conversations with administrators, faculty, staff and students, it is clear that there is understanding of and participation in the governance structure to provide input to decision making. There is also acknowledgement that there are varying levels of understanding and participation of faculty and staff in communication and governance processes throughout the institution which can lead to varying amounts of understanding about decisions.

The president is evaluated by the Board of Trustees through a process of dialogue between the president and board using an evaluation tool that includes some standard metrics and also areas of special focus which are tied to the strategic plan. The board does independent evaluations that include ratings and comments that are then shared with the president through the human resources department. Other administrators are evaluated by the president through continuous formative evaluation discussions where dialogue between the president and administrator determine the set of goals also aligned to the strategic plan. Regular conversations allow for self-correction and continuous evaluation to occur throughout the year. There is not a formal process in place for other faculty and staff to evaluate administrators although there are varied informal processes occurring in various departments for administrators.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

Non-binding Suggestions for Improvement

In light of the reorganizations, the visiting team suggests that the College may review evaluation process for administrators.

Recommendations

No recommendations are presented for Standard 5.

Requirements

No requirements are presented for Standard 5.

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.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

Pertinent academic information, policies and practices are available online on the College's website and easily available. This includes statistical reports, Strategic Plan, retention, annual

reports, and surveys among others. In addition, student and faculty handbooks, data about the College and the required Student Right to Know information.

Overall, evidence suggests that the College grants access to its programs and activities to its community and maintains an environment that cultivates respect for the entire College community. A culture of diversity and civility is promoted across the College community and promoted by the Diversity Council and the MCC Civility Council.

Student rights are promoted through the Student Academic Grievance Procedures. Processes for addressing student complaints and appeals are made available in the college catalog, in academic departments, in the A to Z index for required student consumer information and is readily available on the MCC website and in the Advising Office.

The 2015 Student Handbook addresses the Student Code of Conduct Policy including notification requirements as set forth by various federal and state governing agencies. This has been supplemented by the College's responsiveness to Title IX legislation regarding the SUNY Policies on Sexual Violence Prevention and Response. The catalog is offered online on the College website and any updates are readily available on the website and announced on the *MCC Student Tribune*.

MCC is clearly committed to established policies in hiring, evaluation, and dismissal of employees. In compliance with MCC's Affirmative Action Plan and three collective bargaining agreements, personnel policies are applied impartially and consistently across the College. MCC is committed to institutional protection of academic freedom and intellectual property rights as outlined in the Faculty Resource Manual. New faculty are informed of the policies pertaining to their employment their first year initial orientation. Faculty perceives these policies to be administered fairly and impartially. Faculty is in agreement that the institutional climate at MCC is characterized by openness and respect among students, faculty, support staff, and administration.

It is noted in the Self-Study Report that Student Consumer Information - accreditation, graduation, transfer, retention, employment, student body diversity among others - is made available in the MCC website per the Higher Education Opportunity Act (HEOA).

Significant Accomplishments, Significant Progress, Exemplary/Innovation Practices

The visiting team commends MCC for fostering a culture of civility and diversity across the college.

The visiting team recognizes MCC's responsiveness to the rights and responsibilities of students, especially in regards to due process in grievances.

Non-binding Findings for Improvement

The visiting team agrees with MCC's goal to develop a regular schedule for reviewing and updating all college policies.

The visiting team suggests that the College take steps to ensure that faculty, support staff, and administrators have appropriate access to current policies and future revisions and provide appropriate communication of policy revisions as needed.

The visiting team agrees that the college should continue a meaningful dialogue with elected student leaders and the student body in general, to ensure that students, administrators, and faculty understand and consistently follow newly approved institutional Bylaws.

Recommendations

No recommendations are presented for Standard 6.

Requirements

No requirements are presented for Standard 6.

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.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

MCC presented a record of institutional and unit improvement efforts as result of assessment and evaluation of academic department, financial profiles and trends, operational and unit plans and budget and planning tools, budgets, etc.

Directed by the *Strategic Plan*, the integrated Institutional Effectiveness Model guides the assessment for the organization and is linked to the Plan. Evidence was presented that annual and periodic assessments were ongoing institution-wide. Institutional, unit-level, and program goals guided the integrated planning and resource allocation process.

Metrics are used to measure and project the following year's enrollment and budget to determine institution, program, and unit targets. An Enrollment Projections Budget Planning Committee meets regularly to review enrollment projects and monitor the budget. Effectiveness is measured by various metrics (e.g. enrollment, student demographics, instructional allocations, staffing plans, SWOT, and other measures). Operational plans and evaluation plans are assessed and shared with the Board of Trustees, leadership and college community via electronic tools (iDashboard) for the purpose of future planning which allows the entire organization to monitor the strategic goal and operational plans. This tool shows metrics on how well the goals and plans are being implemented. These results are used to modify or review plans and decisions. For example, Direction Four of the strategic plan was not on track because of staffing ratios. After reviewing their data it was determined that master schedule changes would improve results.

Unit assessments are completed and evaluated regularly and annually; and academic and administrative units are engaged in planning and assessment. Continuous improvement is accentuated throughout the use of the *Compliance Assist* tool which allows individual units within the organization to directly consider whether the operational goals are aligned with the *Strategic Plan*. Evident in the institution's integrated assessment model is a structure that aligns operational plans such as the *Facilities Master Plan*, *Recruitment Plan*, and *Technology Plan* to the strategic goals.

Ongoing assessments addressed specific challenges directly tied to the *Strategic Plan*, which impact institutional resources. The *100 Days to Innovation* initiative, the Economic Development and Innovative Workforce Services (EDIWS) quarterly performance reviews, and the distance learning assessment program are three examples of a continuous improvement process and assessment.

Results of the institutional assessment achieved institutional renewal as evidenced by: (1) enhancements made to facilities -the Brighton campus was redesigned in 2014; (2) implementation of a robust strategic enrollment management plan; (3) creation of a new position (associate vice president of enrollment management), established as a result of recommendations of the Budget Resource Committee; (4) project management efficiencies gained through technology prioritization and decision-making of technology projects aligned with the strategic plan; (5) assessment of the demographic and enrollment projections led to the elimination of the North Academic Building and the transition to the Learning Commons/Library project, saving about \$10 million less in construction costs. These assessment results are tightly coupled and linked to the institutions' goals and planning and resource allocation effectiveness as outlined Standards 1 and 2.

Use of qualitative and quantitative measures led to systematic and sustained investments in technology, library support tools to advance student support services and learning, and the creation of the STEM institute to help guide redesign of courses and curriculum. Additionally, programmatic assessments and benchmarking data guide decision-making. For example, in the Math/ESOL transitional studies department a *Flexible Pace Developmental Mathematics pathways* program was created, which redesigned the math program giving students an opportunity to learn at their own pace. The student learning assessment framework guides academic goals. Adjunct faculty programming was developed to enhance student and faculty success in the classroom.

Communication of assessment results and actions were evidenced by the institution's engagement in data-driven assessments. Assessment results are shared regularly through various communication methods by the president, the administrative leadership and the college community. Websites, presidential communications, and regular meetings and town halls and annual written reports are distributed and/or available for the entire college community. The president also shares with the Board of Trustees results of assessments and outcomes

The College's assessment of declining enrollment and retention rates resulted in a redesign of its recruitment plan to attract, engages, and admits students. The strategic enrollment design has shown results as of 2015 and will be continually assessed.

Significant Accomplishments, Significant Progress, Exemplary/Innovation Practices

The visiting team commends the College for implementing Institutional Effectiveness Model, which is tied to the Strategic Plan and communicates clearly the relationships, among areas as related to institutional assessment. The visiting team also recognizes MCC's integrated and collaborative planning process.

Non-binding Suggestions for Improvement

The visiting team agrees that MCC refine the integrative planning tools to enhance goal development, tracking, evaluation, and reporting processes.

Recommendations

The visiting team agrees with MCC's recommendation to implement the planned *MCC Report Card* and to require unit plants to articulate activities taken to improve these metrics.

Requirements

No requirements are presented for Standard 7.

Standard 8: Admission 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.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

- Monroe Community College is an open admission college that serves the residents of the greater Rochester area.
- The College has published policies and procedures in place regarding the admissions process and placement testing on its website.
- The visiting team has confirmed that there is comprehensive information available on the website regarding financial aid, tuition and fees, student policies and procedures (including mandated Right-to-Know and gainful employment information).
- The college engaged an external review by Ruffalo Noel Levitz that recommended the allocation of resources and implemented 5 major changes.
- The college redesigned the website to allow prospective students to make better-informed decisions through a more user-friendly homepage.
- The Admissions Office hosts specialized Career Recruitment events and targeted sessions are offered for high-tech exploration and adult student open houses.
- The Financial Aid office initiated a great effort in 2013-2104 to reduce the cohort default rate from 21% to 17%.
- The college has engaged in an assessment of the delivery of admissions and financial aid services in an effort toward increasing enrollment and retention.

- The college's creation of the Enrollment Steering Committee has allowed the college to bring together decision makers from across the institution to discuss and develop an enrollment plan that is connected to the strategic plan.
- The college is utilizing funds from the Title III grant through the use of software (Starfish) that assists with increasing student achievement, persistence and retention.
- The college engages with various K-12 schools through its many robust grants and provides a strong pipeline for student success and college readiness.
- The college is utilizing the Guided Pathways Model to redefine academic and student services culture.
- Transfer policies are clearly published and are highly available on an excellent website.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The team commends the college for its work in receiving a \$2M Title III grant from the US Department of Education focused on building a culture of engagement and success and utilizing the grant to reorganize the Transitional Studies Program as a methodology to improve student success and retention.

The team commends the college for the reorganization of Admissions and the process improvement strategies targeted at increasing student success through a robust school based orientation program.

Non-binding Suggestions for Improvement

The visiting team suggests that Admissions have a greater presence on the Damon campus.

The visiting team suggests a review of the enrollment plan and the percentage of students enrolled between the Brighton, Damon and Online Program.

Recommendations

The visiting team recommends the development of an on-going strategic enrollment management planning process that includes a focus on student retention.

The visiting team recommends the development of consistent and regular evaluation criteria for new retention efforts.

The visiting team recommends the review of the current transfer credit evaluation procedures to ensure that the college offers a standardized assessment of credits that is reviewed on an annual basis.

Requirements

No requirements are presented for Standard 8

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.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

As part of the self-study review, the College provided significant evidence to demonstrate their commitment to providing services for a diverse constituency of learners. Documents provided include: the college catalog, Students Services Best Practices manual, the Academies master plan and catalog, and Faculty Advisement Handbook, among other documents.

Student Support Services range from Advisement, Financial Aid, a broad range of learning centers for subject area tutoring, a newly created Services for Students with Disabilities, an upgraded Veteran's Services Center, a childcare center and expanded transfer and graduation units. Additionally, the college has renovated a large number of classrooms and laboratories, improved athletic fields, renovated the campus library, and created numerous student lounges and collaborative learning spaces for students to utilize between classes.

The college provides a number of programs to nurture diverse populations, both for pre-college and admitted students: Upward Bound, Educational Opportunity Program, CSTEP program, support services for Global and International Students, including a redesigned developmental education program for Transitional Studies students, a soon-to-be-opened downtown campus, as well as a full-scale launch of the Academies.

In its self-study report, the College has conducted a unit assessment process as part of their Institutional Effectiveness Plan. The college has stated that the assessment of student support services continues to evolve particularly after the hiring of a new Vice President of Student Services led to an examination of the current unit assessment process. As a result of these findings, the Vice President for Student Services has created a plan to implement the use of national standards to evaluate services, establish annual goals and objectives, and establish a three-year continuous cycle of unit assessment.

Also stated in the self-study report, the MCC Liberal Arts Degree Programs committee found that the Liberal Arts Degree needs to be redesigned to a more structured program that will lead to better graduation rates and transfer for students.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The team commends the College's demonstrated commitment to providing high-quality student support services, including the implementation of Starfish, the launch of the Academies, and the redesigned Transitional Studies program.

Recommendations

The visiting team agrees that the College should act upon its recommendation to continue to implement the unit assessment cycle and use the results to inform future decision-making concerning student support services.

The visiting team agrees with the College's recommendation to follow up on the recommendations of the MCC Liberal Arts Degree Programs committee.

Requirements

No requirements are presented for Standard 9.

Standard 10: Faculty

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

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

The institution uses the faculty, support staff, and administration recruitment, hiring, retention and promotion as well as professional development policies of the College. At MCC, by negotiated union contract, "faculty" includes teaching-faculty, non-classroom faculty, and some other professional support staff. There are stated guidelines for faculty roles and responsibilities of full-time teaching faculty published in the Faculty Association Contract. The roles and responsibilities of professional staff in non-teaching faculty positions, i.e., Librarians and Counselors, also appears in the Faculty Association Contract.

Data show that the institution employs qualified professionals (full-time and part-time) with appropriate credentials and experience. The 2014 profile shows that the student body is served by 314 full-time faculty members and 883 adjunct faculty members. Full-time faculty is responsible for 64% of the course offerings; 36% are taught by adjunct faculty. In addition, data presented indicates that 76% of full-time faculty holds a Master's Degree and 19% hold a Doctorate. Moreover, 94% of full-time teaching faculty are either tenured (68%) or on tenure track (26%).

The hiring protocol for adjunct faculty ensures that they are appropriately prepared and qualified for the positions they hold, and are invited to participate in department and college-wide activities. Overall, adjunct faculty appear to be well integrated into the college community and academic mission. The College also maintains a *Faculty Resource Handbook* which serves as a resources and information repository for the College's faculty members. The College indicates a transparent and inclusive evaluation process for the hiring, retention, and promotion of qualified faculty. Procedures for tenure and promotion are outlined in the Faculty Association Contract.

Faculty appears to be effective and committed teachers. They comply with their contractual obligations such as teaching load and office hours. Faculty–student interaction is perceived as productive within an atmosphere of open communication.

Faculty is clearly involved in driving curriculum design and development and a documented process exists for creation and revision of the curriculum beginning with the Faculty Senate Curriculum Committee. Faculty communicates the planning of their courses through a course syllabus frequently revised. Proposals move efficiently through the curriculum approval process, especially the response to the SUNY Seamless Transfer Requirements for students in the A.A. and A.S. degrees (SUNY General Education requirement).

The faculty and other academic personnel demonstrate their willingness to participate in institutional planning and assessment as well as in college governance. The academic atmosphere is characterized as positive and supportive of a committed faculty. Faculty see themselves as making an investment in students.

There is excellent support from faculty and other qualified professionals (librarians, counselors, researchers etc.) to accomplish the academic mission of the College. There is a firm commitment to the support of professional development activities for teaching faculty and professional staff across the College’s divisions and departments to remain up-to-date in their fields. Approximately \$2 million was allocated during FY’s 2012-2015 towards professional development.

The College supports faculty with student learning through the Teaching and Creativity Center (TCC). The Self-Study Report indicates an increase in the programming for faculty with a corresponding increase in faculty engagement in these programs. A Two-Year Faculty Orientation Series, consisting of a series of monthly meetings, focuses on pedagogy and best practices for success as a community college faculty member, is also sponsored by the TCC.

Through the Office of Strategic Resource Development and Grant Management, the College encourages and provides support for professional development. Year-over-year, more faculty have taken the lead on securing grants to help improve the range and quality of educational offerings at the College – from college-readiness programs to STEM initiatives.

The College has an impressive track record of grant awards, publications, and conference presentations in a broad range of pedagogical areas. Faculty and professional staff members are frequently called upon to present at local, regional and national professional association conferences as content experts and presenters. Recipient of awards are published in the *MCC Daily Tribune* and celebrated at the Employee Recognition Ceremony. In addition, achievements are listed in an Annual Faculty Development Report (AFDR).

Significant Accomplishments, Significant Progress, Exemplary/Innovation Practices

The faculty are committed to student success. The visiting team finds it heartening to see how faculty appear to make every effort to serve as a link between the students and the community in a variety of ways.

Non-binding Findings for Improvement

The visiting team agrees with MCC's efforts to build diversity among faculty and professional staff.

The visiting team agrees with the Colleges' recommendation to make promotion and tenure materials readily available in electronic format.

Recommendations

No recommendations are presented for Standard 10.

Standard 11: Educational Offerings

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

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

The College's academic programs in career, transfer, and workforce development areas align with their mission as a community college. The recent review of programs, because of the SUNY initiative for Seamless Transfer, resulted in redesigning transfer programs to include a 64-credit maximum. The number of transfer articulation agreements and dual admission articulation agreements attests to their commitment to the transfer part of the mission. The College accepts transfer credit from other accredited institutions and they also award credit for military experience based on ACE standards and an official military transcript.

The opportunities and participation rates in applied learning (through co-ops, field experiences, clinical, and service learning) and in the capstone courses shows how learning experiences are designed to synthesize and apply learning. The College offers academic support through learning centers and library resources, including the MCC electronic resource network and includes privileges at any SUNY library and resources embedded in Blackboard. Specialized learning centers (math, nursing, writing, etc.) allow students to get help in specific subject areas. For example, students at the Applied Technology Center have access to tutoring in specialized subjects like CNC and print reading.

Program learning outcomes are clearly defined and published in the catalog under each program listing. Through the process of assessing programs, the link between program outcomes and courses is demonstrated. All courses across delivery modes are of similar quality because they must all meet the same outcomes. Explanations and examples are provided for accelerated learning, dual enrollment and online learning. To ensure quality in dual enrollment courses, the high school teacher must meet MCC's certification requirements, each course is assigned to an

MCC faculty member, and assessments demonstrate that students are achieving the same outcomes at the same rates as on-campus students.

The information management competency requires all students to demonstrate the ability to use a computer to find, evaluate, use and synthesize resources. The librarians work with faculty to design and offer instruction sessions to support student learning.

The College uses a curriculum database to record the workflow for curriculum proposals. This format helps share information with all faculty, who are invited to comment on all proposals. Comments are addressed before curriculum is approved. The committee reviews assessment reports for the infused competencies, and curriculum changes that come as a result of assessment of courses and programs. The committee views its role as supportive of faculty proposers. Course syllabi incorporate approved learning outcomes. Assessment of courses and programs occurs on a cyclical basis in a variety of forms and results are used to improve student learning and program effectiveness. (Details are discussed under Standard 14.)

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The visiting team recognizes the College's partnerships with transfer institutions and local business and industry.

The visiting team recognizes MCC's process for developing and revising curriculum is transparent, collaborative and tied to the assessment process.

Non-binding Suggestions for Improvement

The visiting team suggests the College develop a plan to assess the effectiveness of the specialized learning centers beyond usage numbers.

Recommendations

No recommendations are presented for Standard 11.

Requirements

No requirements are presented for Standard 11.

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.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

The general education requirements are clearly identified so that students understand the courses needed to fulfill Monroe's General Education requirements, which also meet the SUNY general education requirements. Two years ago the faculty were charged with reviewing and reinventing the College's general education requirement. As a result of their study, they recommended changing from a course-based model to an infused competency model that included knowledge and skill areas. They have identified courses that meet the new outcomes, and are working on coding those courses in the degree evaluation process and implementing a formal assessment plan.

The College completed a full cycle of assessment of the general education curriculum in advance of this report. They set targets of 70% success rates and most areas met the target. They submitted reports documenting how they have used the results of these assessments in every area. For example, in assessing oral communication, the college discovered that there was not a need for a separate course to teach oral communication skills, as they found that several other courses distributed across the curricula in various departments served that function. Overall, students are meeting or exceeding the General Education requirements for Oral and Written communication. There is clear evidence that students are achieving outcomes in scientific and quantitative reasoning. Improvements in delivery of these skills to students are evident in the various course assessments made available to the team.

As evidenced by the report of the class of 2013, *What Happened to the Class of 2013*, there is ample evidence that the General Education program served the students well. They have transferred to both SUNY and non-SUNY schools successfully. Those that went directly into the workforce found jobs at a variety of area companies.

General Education assessment is ongoing and there is clear evidence that recommendations from previous assessments are regularly acted upon. There is evidence of continuous improvement and closing the loop in the assessment of General Education.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

None

Non-binding Suggestions for Improvement

None

Recommendations

The team supports the recommendation to increase the transparency for all aspects of general education assessment, including consistent documentation of process, findings, and action steps taken, using the Assessment Database.

The team supports the recommendation to develop the General Education implementation plan and assess the results.

Requirements

No requirements are presented for Standard 12.

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.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

- MCC has a Division of Economic Development and Innovative Workforce Services that supports the College's mission to educate and prepare diverse learners to achieve professional and individual success
- The college is developing a process to evaluate non-credit courses and award college credit toward degrees.
- The college has four off-campus instructional sites.
- All programs and courses offered at additional locations/other instructional sites meet the same standards and institutional support as courses on the Brighton campus including assessment.
- The college offers four fully online degree programs and approximately 240 course sections, in over 50 disciplines, of online classes per semester using Blackboard, as well as hybrid/blended courses.
- The college has quality and effectiveness controls in place for distance education courses.
- The college has a very robust reorganized Virtual Campus that includes an excellent virtual orientation and staffing to support the growth of the program.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The team commends the college for the reorganization of non-credit workforce development and career education into EDIWS. The new Corporate College is a robust structure that enables partnerships across the region.

The team commends the college with its model Public Safety Training Facility that includes the county and the City of Rochester as partners.

The team commends the college in its acquisition and renovation of a new downtown campus that is scheduled to open in fall 2017. This new location will extend MCC's reach to the business community, nonprofit organizations and emerging industries.

The team commends the college in the programs and services offered at the ATC; especially in the development of accelerated programs that enable students' opportunities to obtain quality jobs.

Non-binding Suggestions for Improvement

The team suggests that MCC evaluate the impact of the early alert system for online learners and associated interventions on student success and modify/enhance these efforts.

The visiting team suggests that the college consider a smaller class size for the online courses.

Recommendations

The team recommends a formal course review process for every online course to ensure ongoing quality using the Open SUNY Quality Course Review Rubric or a similar tool.

The team recommends that the college provide a reporting of all contractual affiliations to both the Commission and the public.

Requirements

No requirements are presented for Standard 13.

Standard 14: Assessment and 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.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on review of the self-study, other institutional documents, and interviews with the Board of Trustees, faculty, staff, students, the Team developed the following conclusions relative to this standard:

Generally, the College has implemented a coordinated assessment process to evaluate teaching and learning outcomes. As a result, the assessment of student learning is being demonstrated through intentional practices that incorporates teaching, learning, and achievement to assess its progress towards both its mission and strategic plan. Moreover, the College has designed courses and programs that are rigorous, coherent and relevant to the mission of the College. These efforts are characterized as Course Learning Outcomes (CLO's), Program Learning Outcomes (PLO's), and Institutional Learning Outcomes (ILO's). Faculty have developed curriculum maps, linking CLOs to PLOs, and the program evaluation process shows compliance with this requirement.

Institutional Learning Outcomes had been identified as general education courses that met SUNY requirements, and all general education assessment projects so far have been completed using those requirements. Following the work of a couple of years to re-invent and re-imagine general education at MCC, a faculty committee is currently working on an implementation plan to assess the newly approved general education outcomes. Assessments reports for courses identified in the new general education are already being reviewed by the Curriculum Committee.

Student achievement is assessed through a series of pedagogical and testing methods that the students have knowledge, skills and competencies consistent with institutional and appropriate higher education needs. The College demonstrates an ongoing commitment to assessment of student learning since all program evaluations scheduled since 2008-09 have been completed. Program evaluation includes results of course-based assessment of student learning and a visit from an external review team.

The Office of Academic Assessment works with faculty to support assessment of student learning. Support also comes in the form of release time, professional development funds, and an assessment awards reception. Faculty view the release time provided for assessment as an indication of institutional support for this work. The amount of release time is based on the size and scope of the assessment project. The faculty view the awards reception not only as an incentive but also as an opportunity to share best practices across disciplines.

The faculty leading assessment efforts have been working closely with the Assistant Director of Curriculum and Assessment to ensure that assessment projects are meaningful to faculty in the discipline and program. Assessment of general education is evaluated against a target, generally a 70% success rates. Each assessment resulted in an analysis and follow up recommendations. Assessment reports and debrief meetings following the program evaluation process show that results are being used; specific examples for course and program assessment demonstrate improvements to student learning and program effectiveness. Debrief meetings include the dean, the chair, the faculty member assigned as the discipline assessment lead (DAL) or program evaluation lead (PEL), and the assessment director. Recommendations from the assessments are shared among the deans and with the Faculty Senators, who pass along information to their constituents. The College uses results of the debrief meetings to make recommendations regarding resource allocation, including faculty lines, and to gain administrative support for initiatives, as in the academies model, which grew out of the Interdisciplinary Program debrief.

The College is developing technology to support assessment. The newly implemented assessment database is linked to the curriculum database. It records assessment results and tracks changes to curriculum if they are recommended. This tool will be helpful in tracking how the college is doing with closing the loop on assessment.

Assessment is integrated into governance through the College Assessment and Program (CAPE) Evaluation Committee, which is a subset of the Faculty Senate. One role of the CAPE Committee is to create policies and guidelines for all faculty across the college. They have created a foundational document on faculty and department rights and responsibilities to assure faculty that assessment results will not be used against them in tenure and promotion decisions. They also created a policy and process that incorporates online as well as on campus course assessments. Succession planning in assessment leadership has been addressed as new members have started their service on the CAPE committee this year.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

The visiting team recognizes that the College has developed an effective process for regular and meaningful assessment.

The visiting team commends the college on the development of an assessment database to track results and link to the curriculum database.

Non-binding Suggestions for Improvement

The team suggests the College monitor the use and effectiveness of the new assessment database and adapt it as needed.

The visiting team supports the college's recommendation to link resource allocation more closely to assessment results.

Recommendation

No recommendations are presented for Standard 14.

Requirements

No requirements are presented for Standard 14.

VI. Conclusion

The visiting team wants to thank the college president, Dr. Anne Kress, the Board of Trustees, Self-Study Steering Committee, and all of the groups for their tireless efforts in planning and developing the self-study and contributing to the evaluation report. The team also wants extend a special thank you to Julianna Frisch, Lori Scipioni, and the entire College community for their kind hospitality, support, and professionalism presented throughout our visit to the College.