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Middle States Self-Study Executive Summary

October 2015

MCC is in the midst of a decennial review for the Middle States Commission on Higher Education (MSCHE). Over 150 MCC stakeholders, composed of faculty, staff, and administrators, spent the 2014-15 academic year engaged in a self-study review that focused on areas such as the Mission, institutional effectiveness, and assessment of student learning. This summary provides a brief overview of the study results and recommendations identified by the Study Teams. In summary, the MCC Study Teams present a total of 16 recommendations, with all standards being met. The colored boxes indicate if the College has met the standard, met the standard with recommendations, or has not met the standard.

Met	Met with Recommendation	Not Met
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Standard 1: Mission and Goals

Overview of Standard 1

Standard 1 reviews if MCC's Mission clearly defines its purpose and indicates who it serves and what it intends to accomplish. MCC is expected to have a mission that clearly guides faculty, administration, and governing bodies in making decisions related to planning, resource allocation, and curriculum development. The mission should include support of scholarship work and creative activity. It should be developed through collaborative participation, be periodically evaluated, and publicized widely to the College community. Goals within the institution should be consistent with the mission.

Overview of Study Team Results

The Monroe Community College Mission is well-defined and reflects the core tenets which guide the institution. The Mission provides guidance for the strategic planning process which enables us to articulate objectives, create mission-consistent goals for the

future, and advance the College steadily toward achieving those goals. The Study Team determined that the College is responsive to the Mission and goals and offers an inclusive planning process to the MCC community.

Strengths

- MCC's Mission clearly reflects its institutional goals and values.
- MCC's Mission is reviewed during a regular, five-year strategic planning cycle that involves broad internal and external input.
- MCC's Mission and goals drive planning and decision-making across all units from how we design and deliver programs to how we allocate resources.

Recommendations

- None noted.

Standard 2: Planning, Resource Allocation, Institutional Renewal

Overview of Standard 2

Standard 2 reviews how MCC 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. MCC is expected to have goals and objectives that are linked to the Mission and used for planning and resource allocation, and an improvement process that encourages constituent participation. Other elements inform that MCC has a clear plan for accountability of improvements and periodic assessment occurs to make institutional improvements.

Overview of Study Team Results

MCC's key institutional planning initiatives are aligned with the College's Mission, Vision, and Strategic Plan. Decision-making is data-driven and based on assessment results to ensure accountability, sound resource

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allocation, and institutional renewal. The Study Team determined that MCC has a comprehensive planning process that allows for flexible changes in resource allocation. The team noted a recommendation to require divisions to create a consistent annual reporting process across the College that, as appropriate, aligns with the annual budgeting process.

Strengths

- MCC has a long history of comprehensive and strategic planning that includes development, implementation, and assessment of five mission statements and Strategic Plans over the past 25 years.
- The planning processes at the College reflect a record of measurement and outcomes assessment to update action plans and make informed decisions.
- Strong collaboration between planning, budgeting processes, and Institutional Research support the accomplishment of the College's Mission and Strategic Plan.

Recommendations

- Each division should create annual reports recording improvement efforts and results and ensure they are aligned, as appropriate, with the annual budgeting process.

Standard 3: Institutional Resources

Overview of Standard 3

Standard 3 is a review of human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals. MCC is expected to possess strategies that measure and assess utilization of resources; rational and consistent policies to allocate resources that support the Mission; a financial planning and budgeting process that aligns with the Mission; a comprehensive facilities master plan; adequate controls to handle financial, administrative, and auxiliary operations; independent audits; and periodic assessment of the effective use of resources.

Overview of Study Team Results

MCC's Mission and Strategic Plan provide the framework for the distribution of resources at the College. Financial, human, facilities, and technical resources are allocated using data-driven assessment. The Study Team found that MCC effectively utilizes institutional resources in support of the Mission.

Strengths

- MCC's careful use of physical resources has minimized the impact on the College's operational budget by not over-building in previous years when demographics showed enrollment would decline. Capital dollars that could have been used to construct additional buildings were allocated for the renovation of existing structures.

- A strong Facilities Master Plan provides the framework for the College to meet the future needs of the institution.
- The technology available for use by faculty, staff, and students provides the resources necessary in support of MCC's Mission.
- MCC's grant activities have secured significant indirect funds for the College as well as increased national recognition through partnerships.

Recommendations

- None noted

Standard 4: Leadership and Governance

Overview of Standard 4

Standard 4 determines if the roles for each of the governing bodies at MCC are clearly defined. The governance structure needs to include an active governing body with sufficient autonomy to assure institutional integrity and responsibilities of policy and resource development, consistent with MCC's Mission. MCC is expected to have written policies outlining governance responsibilities, a governing body with expertise sufficient to assure fulfillment of fiduciary responsibilities, and a process to assess institutional leadership and governance.

Overview of Study Team Results

MCC's constituents collaborate efficiently and in accordance with the Mission, which allows leadership and governance

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structures to develop and execute with insight, integrity, and clarity. The Study Team determined that MCC's shared governance process is designed to achieve the Mission of the College. The Team recommended that the College establish and publish an evaluation cycle to review and update college-wide policies.

Strengths

- MCC has a long history of shared governance involving the Board of Trustees, Faculty Senate, and student government organizations.
- MCC's structures of shared governance are constructed to incorporate the views of all constituencies.
- Students have the opportunity to participate in college-wide committees.

Recommendations

- The College should establish and publish an evaluation cycle to review and update college-wide policies.

Standard 5: Administration

Overview of Standard 5

Standard 5 is a review of MCC's administrative structure and services that facilitate learning and scholarly activity, foster quality improvements, and support the College's organization and governance structure. The fundamental elements review the chief executive position, administrative leaders, decision-making systems, and periodic assessment of administrative structures.

Overview of Study Team Results

The Study Team concluded that administrative leadership of MCC has gone through a transformation, both at the senior administrative and mid-management levels, but the College has maintained a strong leadership structure that facilitates learning and scholarly work, fosters quality improvement, and supports the institution's organization and governance structure.

Strengths

- The implementation of iDashboard has assisted with defining progression toward strategies outlined in the Strategic Plan.
- The formation of a new division, EDIWS, allows for a more cohesive workforce/strategic allocation and technical and career education design.
- Engagement of the College community through embedded processes like SCAA demonstrates a high level of engagement regarding evaluation of administration.

Recommendations

- None noted.

Standard 6: Integrity

Overview of Standard 6

Standard 6 is a review of the conduct of programs and activities involving the public and constituencies MCC serves. The College is required to demonstrate adherence to ethical standards and our own stated policies, and provide support for academic and intellectual freedom. There are 18 fundamental elements in Standard 6 that focus on making policies publicly available, ensure policies are consistently applied, and provide students with adequate information to graduate in a timely manner.

Overview of Study Team Results

MCC adheres to the highest standards of integrity in service of our mission. The Strategic Plan highlights this guiding core value: "We believe in promoting an environment of honesty and authenticity, in being accountable and ethically responsible for our policies and actions, and in exemplifying a high standard of civility." MCC demonstrates a commitment to integrity through our activities, policies, and procedures as well as our adherence to professional, ethical standards regarding treatment of and interactions with our constituencies. The Team concluded that the College needs to develop an Intellectual Property policy as the currently implemented policy is outdated.

Strengths

- MCC is responsive to the rights and responsibilities of students, particularly in regards to due process in grievances.
- The institution emphasizes fostering a

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culture of civility and diversity across the College community.

- MCC's Internal Auditor position is unique and supports the College's internal control process.

Recommendations

- MCC should develop an Intellectual Property policy.

Standard 7: Institutional Assessment

Overview of Standard 7

Standard 7 is a review of how well MCC has developed and implemented as assessment process that evaluates overall effectiveness in achieving our Mission and goals. More specifically, the fundamental elements address the usefulness of assessment processes, cost-effectiveness assessment processes, and reasonably and accurate assessment processes that yield results to support institutional improvement.

Overview of Study Team Results

MCC's Strategic Plan, Fulfilling the Promise, establishes a framework of institutional assessment, with the four directions and supporting goals providing a coherent context for assessing institutional effectiveness. The development of the Institutional Effectiveness Model at MCC illustrates the College's journey towards data-informed priorities and goals in the areas of institutional assessment and the assessment of student learning. Each division of the College is engaged in assessment using evidence-based or formative assessment tools with

institutional metrics to measure effectiveness. The College's institutional assessment is comprehensive as evidenced by the participation and support of faculty, staff, administration, and students in these efforts. The Team recommends implementing a report card to support communication of assessment to the entire College community.

Strengths

- The Institutional Effectiveness Model is tied to the Strategic Plan and clearly communicates the relationships among areas as related to institutional assessment.
- MCC's planning process is integrated and collaborative.

Recommendations

- The College should implement the planned MCC Report Card and require unit plans to articulate activities taken to improve these metrics.

Standard 8: Student Admissions and Retention

Overview of Standard 8

Standard 8 is a review of how MCC seeks to admit students whose interests, goals, and abilities are congruent with the Mission of the College and how MCC works to retain students through the pursuit of their educational goals. MCC is expected to have published and available admissions policies and procedures, clearly defined student learning outcomes, and ongoing assessment of student success.

Overview of Study Team Results

The College has made significant changes to enrollment practices since the last periodic review in order to more fully meet the Mission and address challenges inherent in the changing nature of higher education. This chapter analyzes the College's enrollment practices and policies, communication strategies, and retention efforts in support of student success. The Study Team concluded that a review of transfer credit procedures is needed, as well as a strategic enrollment plan that addresses student retention.

Strengths

- The College has a comprehensive recruitment strategy to attract, engage, and admit prospective students.
- The College provides the necessary support to assist prospective students in making informed decisions throughout the admissions process.
- MCC provides multiple types of support for academically at-risk populations.

Recommendations

- MCC should review the current transfer credit evaluation procedures to ensure that we offer a standardized assessment of credits that is reviewed on an annual basis.
- The College should develop a three-year strategic enrollment management plan to increase student retention.
- MCC should develop consistent and regular evaluation criteria for new retention efforts.

Standard 9: Student Support Services

Overview of Standard 9

Standard 9 is a review of how MCC provides necessary student support services to enable students to achieve their goals. The fundamental elements require that MCC offer an array of appropriate student support services that are consistent with the Mission, ensure that qualified professionals provide those services, and provide reasonable procedures for filing grievances. Further, MCC should also publicize policies that impact students and engage in periodic assessment of all student support services.

Overview of Study Team Results

MCC offers student-centered services and programs to promote enrollment, retention, completion, and success; these services and programs are offered prior to admission through post-graduate standing and support the College's Mission and Strategic Plan. The Team recommends that MCC continue developing the assessment cycle that is already in progress and follow-up on recommendations regarding establishing a council to review Liberal Arts at MCC.

Strengths

- MCC offers significant services and initiatives to address both the academically prepared and underprepared students.
- Student feedback in student service areas is being collected in a timely manner and used for improvement.

Recommendations

- The College should continue to implement the assessment cycle and use the results to inform future decision-making.
- The College should follow up on the recommendations of the MCC Liberal Arts Degree Programs committee.

Standard 10: Faculty

Overview of Standard 10

Standard 10 is a review of how MCC's instructional, research, and service programs are devised, monitored, and supported by qualified professionals. A major aspect of the standard is a focus on how MCC defines and hires faculty. The College is required to ensure that curricula is designed, maintained, and updated by faculty and other professionals. Policies and procedures should be published and made available to appropriate constituents, and periodic assessment of those policies and procedures should be demonstrated.

Overview of Study Team Results

MCC assigns primary responsibility for developing, delivering, and assuring the quality of the curriculum to faculty and other qualified professionals. MCC supports a dynamic learning environment through clear and equitable policies related to hiring, retention, and promotion as well as a commitment to professional development.

Strengths

- The College has a qualified and highly-dedicated faculty.

- The College rigorously supports professional development for faculty and professional staff.
- The newly revised AFDR encourages faculty to track and assess continuous professional growth.
- The College has a transparent and inclusive evaluation process for the hiring, retention, and promotion of qualified faculty.

Recommendations

- None noted.

Standard 11: Educational Offerings

Overview of Standard 11

Standard 11 is a review of the academic content, rigor, and coherence of MCC's educational offerings congruent with the Mission. The fundamental elements require that programs include goals stated as learning outcomes and promote the use of a variety of information and learning resources. An institution should demonstrate consistent quality of teaching, academic rigor, and educational effectiveness regardless of location, delivery mode, or program format. The College must also demonstrate periodic evaluation of student learning and program outcomes to be used for improvement of student learning and program effectiveness.

Overview of Study Team Results

MCC is an institution well-respected for a quality curriculum, diverse opportunities, innovative ideas, and dedication to life-long learning. The

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College provides students with an intellectually rigorous and pedagogically effective course of study. The Study Team found that the College needs to make course learning outcomes more readily available to prospective and current students. In addition, as noted in Standard 8, the Team determined that a review of the transfer evaluation procedure needs to be conducted and reviewed periodically.

Strengths

- Access to high-quality education is offered through MCC's campuses, off-site locations, Dual Enrollment courses, and online offerings.
- MCC's curriculum process is transparent and collaborative.
- The College has multiple partnerships with four-year institutions and local industry, demonstrating the relevance and rigor of academic programs.

Recommendations

- The College should develop a method to ensure course learning outcomes are readily available to prospective students.
- MCC should review the current transfer evaluation procedures and ensure that a standardized assessment of credits are reviewed on an annual basis.

Standard 12: General Education

Overview of Standard 12

Standard 12 is a review of how MCC's curricula is designed so that students acquire and demonstrate college-level proficiency in general education, essential skills, including at least oral and written communication, scientific and quantitative reasoning, and technological competency. MCC is required to offer a defined general education program that is sufficient in scope to enhance students' intellectual growth and align with the College's Mission.

Overview of Study Team Results

MCC provides a General Education Program that supports the goals of diverse learners and includes preparation for both transfer and career paths. The MCC General Education Program is designed to meet both local MCC General Education requirements (MCC-GER), as well as those established by the State University of New York (SUNY-GER). The Study Team determined that MCC should prioritize updating and approving a General Education Program.

Strengths

- MCC has demonstrated a longstanding commitment to the delivery and design of an effective general education program, including periodic re-evaluation of the program itself.
- MCC faculty and administration approach assessment of general education courses with purposeful intent to improve student learning.

- Most MCC students surveyed both understood the general education program requirements and recognized the value of general education toward their future goal attainment.

Recommendations

- MCC should approve an updated General Education Program that includes an implementation plan and scheduled before the end of the 2015-16 academic year, followed by implementation of the plan and assessment of the results.
- MCC should increase transparency for all aspects of general education assessment, including consistent documentation of processes, findings, and actions taken, using the Assessment Database as a tool.

Standard 13: Related Educational Activities

Overview of Standard 13

Standard 13 reviews how MCC's programs and activities are characterized by particular content, focus, location, mode of delivery, or sponsorship. A total of 37 fundamental elements communicate a variety of related educational activities. In brief, the standard is a study of how certificate programs, other educational programs, and distance education have consistent policies and procedures at MCC and align with the Mission of the College.

Overview of Study Team Results

Due to MCC's strategic focus over the last five years, many of the institutional areas covered by this standard—

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developmental curriculum, workforce development and career education, and additional instructional sites—have been among the most dynamic at the College. The Study Team determined that MCC should implement the Open SUNY quality rubric guidelines to support assessment of distance education.

Strengths

- The College has sound assessment methods for identifying underprepared students and has developed a rigorous sequence of courses geared toward student academic success.
- Information about certificate program objectives, requirements, and curricular sequencing is consistent throughout the College and adheres to national, state, regional, and institutional standards.
- The College provides diverse opportunities for students to access and engage in experiential learning.
- Regardless of the location where offered, the standards and quality of MCC courses are maintained through assessment and evaluation.
- MCC's comprehensive online faculty training program ensures quality design and pedagogy.
- The significant infrastructure changes to the Corporate College have resulted in sound, operational, technology, personnel, and facility upgrades.

Recommendations

- MCC should implement a formal course review process for every online course after it is initially developed to ensure ongoing quality using the Open SUNY Quality Course Review Rubric, or an externally developed similar tool.

Standard 14: Assessment of Student Learning

Overview of Standard 14

Standard 14 is a review of how MCC assesses student learning to ensure that, at graduation or other appropriate points, students have knowledge, skills, and competencies consistent with the College's goals. MCC is required to have clearly articulated statements of student learning outcomes, along with well-documented and sustained assessment processes to evaluate and improve student learning.

Overview of Study Team Results

MCC's focus on student learning is demonstrated by various assessment procedures and practices. Student learning is assessed at the course level through course learning outcomes assessment as well as at the program level during a cyclical program evaluation process. The Study Team determined that there needs to be more transparency regarding closing the loop with an emphasis on timeliness and curricula actions stemming from assessment.

Strengths

- MCC's academic assessment process ensures that assessment projects are planned and executed on a pre-established schedule.
- MCC's academic assessment processes are faculty-driven and promote faculty engagement in purposeful assessment.
- The College's academic assessment policies, processes, and practices promote the use of external feedback as a way to assure program quality,

including feedback from external review teams and program advisory committees.

Recommendations

- MCC should increase the transparency of the documentation of the process of closing the loop and better communicate the timely results and actions stemming from academic assessment projects by leveraging the Assessment Database.
- MCC should link resource allocation more closely to assessment results using the Assessment Database as a tool.



Monroe Community College

STATE UNIVERSITY OF NEW YORK

MCC CAMPUS LOCATIONS

Brighton Campus | 1000 East Henrietta Road, Rochester, New York 14623 | Phone: 585.292.2200

Damon City Campus | 228 East Main Street, Rochester, New York 14604 | Phone: 585.262.1740

Applied Technologies Center | 2485 West Henrietta Road, Rochester, New York 14623 | Phone: 585.292.3700

Public Safety Training Facility | 1190 Scottsville Road, Rochester, New York 14624 | Phone: 585.753.3800

Economic & Workforce Development Center | 1057 East Henrietta Road, Rochester, New York 14623 | Phone: 585.292.3770