MONROE COMMUNITY COLLEGE

BRIGHTON CAMPUS | DAMON CITY CAMPUS |
APPLIED TECHNOLOGIES CENTER | PUBLIC SAFETY TRAINING FACILITY

SELF-STUDY DESIGN

SUBMITTED TO:
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
IN PREPARATION FOR THE 2014-2016 SELF-STUDY

JUNE 2014

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TABLE OF CONTENTS

I. INTRODUCTION 1
History and Overview of the College 1
College Mission 3
College Vision 3
College Strategic Directions 3
Recent Developments 4
Future Initiatives 7
Preparations for the Self-Study 9

II. NATURE AND SCOPE OF THE SELF-STUDY 10

III. INTENDED OUTCOMES OF THE SELF-STUDY 11

IV. ORGANIZATIONAL STRUCTURE OF THE COLLEGE, STEERING COMMITTEE, AND STUDY TEAMS 11
College Leadership 11
Steering Committee 12
Study Teams and Corresponding Standards 14

V. CHARGES TO STUDY TEAMS AND REPORT GUIDELINES 19
Study Team Responsibilities 19
Documenting Requirements 20
Research Questions 21

VI. INVENTORY OF SUPPORT DOCUMENTS 25

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT 31

VIII. EDITORIAL STYLE AND FORMAT OF STUDY TEAM REPORTS 31
Style Format and Written Style Guidelines 31
Commonly Used Acronyms and Names 32

IX. TIMETABLE FOR THE SELF-STUDY AND EVALUATION 32

X. PROFILE OF THE VISITING EVALUATION TEAM 35

XI. APPENDICES 35
Appendix A: Commonly Used Acronyms 36
Appendix B: Building Names and Numbers 38
Appendix C: Named Facilities and Appropriate Abbreviations 39
Appendix D: Course Abbreviations 41

I. INTRODUCTION

HISTORY AND OVERVIEW OF THE COLLEGE

Established in 1961 as a unit of the State University of New York (SUNY), Monroe Community College (MCC) was a vision shared by a handful of industrious and determined business people, community leaders and government officials.

The time was right for MCC. Nationwide, a scattering of community colleges had begun to take root. For people who had been shut out of higher education, a publicly-funded two-year institution in their own community offered exciting new opportunities for growth.

The establishment of the College was led by local physician Dr. Samuel J. Stabins, who recognized the need to prepare students to work in local hospitals and health care facilities, and the first Board of Trustees comprised Rochester's finest professionals in medicine, business, education and law. Leading the way in 1961 was Dr. Alice Holloway Young, founding trustee, board chair and chair emerita.

During the early months of 1962, Dr. Leroy Good was hired by the board as MCC's founding president. Good, who already had successfully established community colleges in three other states, would make his mark in Rochester as well.

The College's first home in Rochester's former East High School at 410 Alexander Street had been condemned by the city as a fire hazard. That did not deter MCC founders who immediately went to work making the necessary renovations. On September 19, 1962, the doors of MCC's original campus opened and welcomed 720 students. Three years later, in June 1965, MCC became the first college in the nation to receive accreditation within three years of its founding.

In 1968, the College responded to increasing enrollment by moving to a new campus on East Henrietta Road in Brighton. Over the years, MCC became the fastest growing community college in the state, increasing enrollment during the 1980s by more than 41 percent.

In 1991, the College announced plans for a second campus to serve a steady influx of students. The Damon City Campus, named in honor of longtime Trustee E. Kent Damon, opened its doors the following year in downtown Rochester, and educates students in law, criminal justice, human services, and K-12 teaching.

To meet the needs of students to juggle college and family, the MCC Child Care Center opened in May 1991. Certified by the National Association for the Education of Young Children, the center cares for children who are eight weeks to five years old; during the summer, programs serve school-age children up to 11 years old.

In 1997, MCC opened the Applied Technologies Center, a 53,000-square-foot, $6.4-

million facility on West Henrietta Road, serving some of the fastest-growing industries in the nation. About 1,000 full-time and part-time students, many of whom are employed in local industry, learn the latest methods in optical fabrication, precision machining, automotive technology, and heating, ventilation and air conditioning.

In 2002, MCC began comprehensively training the region's first responders in a new 49,000-square-foot, $26-million regional emergency responder training complex. The Public Safety Training Facility on Scottsville Road, across from the Greater Rochester International Airport, was created through a collaboration of regional emergency response organizations and Monroe County.

In 2003, MCC's Housing and Residence Life program was launched with the dedication of the Alice Holloway Young Commons, named in honor of Dr. Young. In fall 2007, Canal Hall was added to the commons, which is located on the north side of the Brighton Campus.

In December 2003, responding to the tragedy of September 11th, the College launched its Homeland Security Training Institute to address the educational needs of those across the region faced with responding to natural and intentional disasters.

Three years later, the College answered the county's call to provide education, training and resource development in the agriculture industry. MCC's Agriculture and Life Sciences Institute was launched in January 2007.

In the last several years, MCC welcomed the new Louis S. and Molly B. Wolk Center for Excellence in Nursing and the PAC fitness and recreational facility, and now looks forward to the future of a new downtown campus space, and in 2017, will relocate its Damon City Campus in the city of Rochester to meet evolving educational needs of people throughout our region.

As rooted in its history, MCC will continue to respond to the changing requirements of the local community through innovative practices and long term effective partnerships. Our alliances with a number of school districts tackle such issues as college readiness and STEM recruitment, providing support and resources for many first-generation, low-income, and underrepresented students. Our commitment to diversity enables all students to embrace global responsibility and inclusive excellence. Our 2+2 agreements serve as exemplary pathways to transfer, and our fast-maturing Honors Institute serves academically talented and highly motivated students.

At MCC, integrity, empowerment, excellence, inclusiveness, and collaboration are core values. These values shape a student-centered culture where students define their educational and career pathways and realize their potential. MCC's innovative approach to higher education is helping shape the future of the Rochester region.

College Mission

Monroe Community College is a dynamic learning community where access, excellence, and leadership are the College's hallmarks. Our 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.

College Vision

Monroe Community College will champion opportunity, innovation, and excellence to transform lives and communities.

College Strategic Directions

Direction One: Learning First

The promise of Monroe Community College is to transform lives through a supportive and collaborative learning environment that includes high-impact teaching practices and co-curricular programming. Utilizing intentional pathways from readiness to completion alongside innovative curriculum design and comprehensive support services, our purpose is to maximize the goal attainment of individual learners. Our commitment to learner success is enhanced through meaningful assessment in order to continuously improve practices, programs, and processes.

Direction Two: Workforce Education and Career Pathways

Monroe Community College is committed to workforce development and career technical education. Collaborating with business and industry, the College is responsive and flexible in its curriculum delivery to meet evolving workforce and employer needs within a global economic context. MCC supports economic development for the region through education and training. Our priorities are program quality and customer satisfaction.

Direction Three: Partnerships

Monroe Community College values partnerships and strategic alliances that support educational, economic, and community initiatives. MCC is committed to closing gaps within the education pipeline in support of college readiness and completion. Our partnerships help leverage learner success, program quality, and workforce development, thus contributing to the overall economic health of the region.

Direction Four: Effectiveness, Efficiency, and Accountability

Through a culture of inquiry, evidence, and accountability, Monroe Community College will accomplish its vision, mission, and goals. Assessment strategies and data-informed

decisions enhance effectiveness and efficiency in all aspects of institutional practice. The College promotes the professional and career development of its employees in support of an environment of continuous improvement and excellence. Our institutional effectiveness requires purposeful allocation of resources, strategic investment in technology and facilities, and sustainable practices.

RECENT DEVELOPMENTS

College Readiness Initiatives

MCC acknowledges that this is truly a watershed moment for public education in New York State and the country, a moment driven by mounting concerns about student performance and college-readiness. MCC has taken several significant steps in an effort to improve college readiness, including the fostering of new, stronger partnerships to support incoming student populations as well as the designing of new dual credit initiatives that focus on creating concrete career and transfer pathways.

By virtue of their status as the state's only open access institutions, the SUNY and City University of New York community colleges already have strong and productive histories of collaborating with their local K-12 districts, but MCC's leadership thinks that scaling up some key aspects of these relationships could yield significant improvements in college-readiness. One partnership aimed at improving college-readiness is the Early College High Schools. In 2010, MCC was honored to be among 11 SUNY institutions to launch Smart Scholar Early College High Schools (ECHS). Our partnership with the Rochester City School District (RCSD)—the Early College International High School—represented the first ECHS not just in Rochester but in the entire nine county Finger Lakes Region. Students at the Rochester ECHS have the opportunity to earn up to 20 college credit hours prior to high school graduation, and their enrichment activities promote a "college-going" ethos from day one. The quick success of this venture allowed MCC to partner a second time with RCSD to expand the high school, but two years later, the Early College International High School remains the sole example of this innovative practice in the city and region.

Like many community colleges, Monroe Community College partners with local public and private high schools to provide students the opportunity to complete college classes well before graduation. In 2011-12, MCC's High School Dual Enrollment (HSDE) program addressed college readiness by serving 3,965 students through high school and faculty partnerships that provide dually-enrolled students with an introduction to college-level rigor and expectations while still in high school. Five new dual enrollment courses and two new schools were added to the Dual Enrollment program. There have been significant enhancements to internal processes, as well as marketing the program. To generate enthusiasm, two new dual enrollment scholarships are offered to high school students. MCC takes the quality of its HSDE program seriously: we are just one of 36 community colleges to be fully accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). As the community's college, MCC is committed to moving the needle on student success.

High-Impact Learning Culture

MCC's reputation for teaching excellence is well-deserved. And that same spirit of innovation and dynamic spirit characterizes our recent focus on pedagogical culture that promotes active, collaborative, and inclusive learning. A high-impact learning culture certainly promotes those high impact practices identified by the American Association of Colleges & Universities (AAC&U) but also includes other essential ideas: mandatory and intrusive advising; a significantly revised orientation; early alerts and holistic support services; academy cohort models; and more competency-based general education outcomes.

High-impact learning is the hallmark of several pedagogical models currently being practiced at the College, including learning communities, Honors courses, and courses with service-learning components. In these types of learning environments, students experience hands-on learning that cultivates interaction and critical thinking. MCC's Honors course The City provides an excellent example of a course design that uses high-impact strategies. Leveraging the Damon City Campus' urban location, this multidisciplinary course uses Rochester as its classroom to explore the history and the rise of cities, the sociological and educational issues of wealth distribution and race, the unique environmental conditions created by cities, and the role of cities as incubators to the arts.

Global Education and International Services

A great number of our colleagues at MCC have made substantial progress in the area of globalization and this recent initiative has been fully supported by the College's leadership. Globalization is no longer an emerging trend but a national consensus. Traditionally, the college campus has been a place to prepare students to become engaged citizens in their communities. Today, those communities are increasingly global. MCC is currently meeting the challenge of preparing global citizens by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners.

MCC has partnered with the American Council on Education (ACE) to internationalize the College through ACE's Internationalization Laboratory. A college-wide Internationalization Task Force Steering Committee was formed and charged with developing a multi-dimensional, comprehensive strategy to infuse a global dimension into all aspects of teaching, learning, research, service, and outreach. The laboratory work with ACE has facilitated a process of full campus engagement. In 2014 a new office, the Office of Global Education and International Services, was created to provide a greater system of support for these students, additional opportunities for American students to interact with and learn from immigrant and international students, and provide a foundation from which both populations can grow.

Workforce Development

Fulfilling its promise to support the economic development of the region, in 2011, MCC created the Division of Economic Development and Innovative Workforce Services (EDIWS). Led by a newly created vice presidency and shaped largely by one of the four core directions of the College's strategic plan, this robust workforce development division has at its center the MCC Corporate College designed to anticipate and respond to the needs of the regional and national workforce by taking an innovative approach—including the use of stackable credentials and career pathways—to provide workforce solutions and combat middle skills mismatches.

One demonstrable way in which MCC's workforce initiatives help align the skills of New York's workforce with current and projected labor market demand is through Career Coach. This free, web-based tool provides up-to-date local employment data, such as current and future job openings, estimated earnings and possible MCC educational programs that will get them started. For example, MCC's Career and Technical Education (CTE) Professions course, launched in 2012, is aimed at matching students with in-demand careers. The course introduces students to key regional and national industries with growth opportunities. Initially, MCC provided the course at no cost to clients of the Rochester City School District's Office of Adult and Career Education Services department. The College is working with other community partners to expand this course, which is linked to SUNY's High Needs Program—an initiative critical to the future of New York State. Meanwhile, MCC's new Clinical Laboratory Technician/Medical Laboratory Technician associate degree program provides students the credential that has recently become mandatory for employment in the field. A favorable job market with growth opportunities makes this a promising option for students interested in this health care specialization.

Partnerships

Partnerships are one of MCC's strategic directions and they support so many of the College's recent developments and future initiatives. Community partnerships, for example, help MCC develop solutions to one of the region's most pressing challenges: college-readiness. MCC has partnered with the Community Center for Teaching Excellence, a hub for pedagogical research and resources for educators across the K-20 continuum, to provide a menu of high-impact teaching strategies that will better prepare students for college and increase college completion rates in Greater Rochester. Based at MCC, the center is guided by a learning community of experienced educators from the Rochester City and Rush-Henrietta school districts, MCC, St. John Fisher College, SUNY Geneseo, and The College at Brockport. The group works collaboratively to develop and implement teaching practices that strengthen student success and college readiness at all grade levels. Additionally, MCC also partners with East High School and JP Morgan Chase Foundation to create a seamless pathway for inner city students from high school graduation to college-level courses, and has partnered with Wegmans Food

Markets and the Rochester City School District (RCSD) in the P-Tech Project designed to prepare 700 RCSD at-risk students for high-skills, computer-related careers.

In the last several years, MCC's leadership has also been building industry partnerships and using real time labor market information to drive workforce education. MCC has been selected as a finalist for an American Association of Community College (AACC) award that recognizes outstanding college-corporate partnerships. One such partnership is MCC's work with the Corning Incorporated Foundation to help create educational opportunities in the optics field for area students and provide a pipeline of skilled workers for optics companies.

In addition to partnerships that address college- and career-readiness, MCC is also an active participant in The Democracy Commitment (TDC), a national initiative aimed at increasing the engagement of community college students in civic learning and democratic practice. Through the TDC, the College prepares students to be informed, active, and mobilized citizens in their communities.

FUTURE INITIATIVES

The Intentional College

One future initiative rigorously supported by the College is to create an intentional college that promotes global education, shaped by a high impact learning culture. Since our top priority is student success, then we must align existing and new efforts so that we are always intentional about how our work moves the institution toward that goal. The intentional college provides a seamless pathway for students to navigate college and to achieve their goals.

It might be best understood as a dynamic and integrated roadmap. In our version, it has five major steps: *Connect*—students make a significant connection with someone at the College, are placed in a defined program of study, and design an initial "completion plan" involving a 2, 4, or 6 semester sequence; *Enroll*—key intake programs are integrated and mandatory, including financial aid, health services, student support services, and technology; *Engage*—students will engage in courses and experiences designed to broaden and deepen learning; *Persist*—mandatory advising helps students register for second semester, review and amend completion plan, and celebrate milestones; and *Re-engage*—students return for second semester, experience a second high impact learning experience, and transfer and career pathways are reviewed and completion plan is updated.

Throughout the process, students will participate as full partners in navigating their own educational experiences and will take responsibility for their own successes.

Roadmap Academies Project

In an intentional college, the essential goal is to provide clear pathways to support the goals of our many diverse learners. In an intentional college, all functions of the college serve learning and all functions are integrated in order to support the seamless entry accelerated success. To this end, in conjunction with the American Association of Colleges & Universities (AAC&U) project "Developing a Community College Student Roadmap," MCC is piloting Roadmap Academies.

The Roadmap Academies place high-impact learning and meaningful relationships at the center of the student experience. They provide personalized, structured pathways for students from the very moment they enter MCC to increase student learning, retention and degree completion. Students work with faculty and professional staff teams to support their success. Beginning in fall 2015, students in the Transitional Studies (TS01) and Liberal Arts/Undeclared (LA01) programs will be placed into one of several "schools" belonging to the inaugural, phase 1, MCC Academies Model. By spring 2016, perhaps as many as 1,100 students will be enrolled in the various "schools"/Academies based on their area of academic interest.

New Downtown Campus

MCC leaders and community members have long held a vision of a true college campus in downtown Rochester, one that meets the changing needs of an urban population and reflects the aspirations, goals, and dreams of our talented students. After a process and dialogue spanning many years, on February 12, 2013, the Monroe County Legislature approved the purchase of the Kodak property for MCC's new, permanent downtown campus.

At present, plans to make MCC's new downtown campus an exceptional learning environment for thousands of students each year are underway. Redesign and renovation are scheduled to begin in fall 2014, with the goal of having the new campus fully operational in 2017. The downtown campus on State Street will serve the changing needs of an urban population and reflect the aspirations, goals and dreams of our talented students, faculty and staff. In addition to the programs that already exist at the current Damon City Campus, the new downtown campus will also have workforce development programs, career and technological education programs, and "program clusters" ranging from pre-college programs to transfer programs to four-year institutions.

The MCC Community envisions a downtown campus that reflects the core mission of access, academic excellence, innovation, and individual student success. At the same time, MCC wants to find creative ways to acknowledge the industrial heritage of the site, emphasizing the many cultural legacies of the Kodak imprint, and to document the rich legacy of Damon's history.

While the above provides a too simplified narrative of recent developments and future initiatives at the College, it does begin to tell MCC's rich and textured story. Informed by the College's mission and goals, these recent developments and future initiatives, are fully supported by the College's leadership and viewed, not as separate focuses, but as part and parcel of the same institutional fabric.

PREPARATIONS FOR THE SELF-STUDY

Preparations for MCC's self-study process began in spring 2013 when President Anne M. Kress appointed William Dunning, Associate Professor of the English/Philosophy Department, and Holly Preische, Associate Director of the Career and Transfer Center, to co-chair the Middle States Self-Study Steering Committee. While attending the Self-Study Institute held in Philadelphia in November 2013, the co-chairs met and conferred with Dr. Ellie Fogarty, MCC's Middle States staff liaison. They then prepared a preliminary rationale proposing the self-study model to be used, relying heavily on existing planning documents, as well as a timeline for conducting the self-study, and submitted these materials to the College Provost, Michael McDonough, and the College President for review and approval. Early in January 2014, the co-chairs met with the College Provost and the Director of Planning and Accreditation Liaison Officer (ALO), Valarie Avalone, to discuss the self-study model and timetable as well as Steering Committee membership. At that meeting, it was determined that MCC adopt the *Comprehensive Self-Study Model.*

Shortly after that meeting, President Kress appointed the members of the Steering Committee. That group met formally for the first time on January 29, 2014, and has met weekly either as a full committee or in sub-groups throughout the spring 2014 semester. Steering Committee members received the following materials prior to the first meeting in order to familiarize them with the process: *Characteristics of Excellence in Higher Education*; *Self Study: Creating a Useful Process and Report*; a recent sample self-study design from a similar institution; and the self-study model and timetable approved by the Office of the President.

At the initial Steering Committee meeting, the co-chairs provided a detailed summary of what they had learned at the Self-Study Institute and laid out the major duties and responsibilities of the committee. The group's immediate task was to organize for the self-study and develop a schedule and plan for completing the Self-Study Design. In addition, members spent a considerable amount of time studying the structure and content of effective questions to guide the study teams that will conduct the research and report on the topics identified as the subjects of the self-study. Small teams of Steering Committee members then worked among themselves to develop questions for 2-3 standards, with all questions brought back to the larger group for review, revision, and approval.

In February 2014, the co-chairs put out a call for campus-wide participation in the self-study, and by March 2014, the chairs and members for 14 study teams, one for each standard, were assigned. Once the study teams were populated with appropriate faculty

and staff, other preparations followed: members of the college-wide Self-Study will use the M-Drive, an internal College portal, to ease communication and information–sharing among its members. In addition to the M-Drive, the College purchased the accreditation module of *Compliance Assist*, an online comprehensive software program, to aid Steering Committee members and chairs of individual standards as they write, organize, monitor, and amend the self-study report throughout the process. The College also established a Middle States website (monroecc.edu/planning/middle states), which will be used throughout the self-study to provide updates, to solicit input from the broader campus community on the College's reaccreditation efforts, and to post relevant materials as they are produced. During her annual "State of the College Address" in March 2014, President Kress formally announced the kick-off of the Middle States Self-Study process to the college-wide campus; going forward, her office will provide frequent updates during the self-study in order to assure that faculty, staff, and the Board of Trustees are aware of important developments and milestones. Finally, as consistent with other college-wide initiatives, the Steering Committee will reach out to the student body in the form of focus groups and surveys to ensure that student concerns are represented throughout the self-study process.

II. NATURE AND SCOPE OF THE SELF-STUDY

The Middle States reaccreditation review and self-study processes are particularly well-timed for MCC which has recently celebrated its fiftieth year anniversary. But as we stand in the glow of whatever we have done to achieve success at our institution, we are aware that this will likely not be the kind of work that will advance our college in the next ten years, yet alone in the next fifty years. Therefore, we see the Middle States review as an opportunity for us to celebrate our rich legacy yet imagine a new college for an unusual, albeit challenging, time in higher education.

The challenges facing community colleges at this time can be framed by four deceptively simple questions:

- Who has access to the community college?
- How do we recruit and retain the new and rich diversity of the community college?
- Who defines success?
- How do we keep community college affordable?

Meanwhile, MCC is in the midst of many large scale projects and initiatives as it begins work on its Middle States Self-Study, some of which includes implementing phases of the Intentional College and designing and building a new downtown campus.

Due to these dynamic circumstances, MCC has chosen for its Middle States reaccreditation process a ***Comprehensive Self-Study Model***. A comprehensive self-study will enable MCC to use the Commission's standards as a rubric to assess how well institutional strategies are responding to these moving times at the College in relation to

its strategic directions and goals, and where necessary, as a starting place for innovation and continued success.

III. Intended Outcomes of the Self-Study

MCC's intention for this Middle States Self-Study process is rather simple: to comprehensively examine policies, procedures, and systems across the college. Our intentionality during this process rests upon two major assumptions: that in order to advance the College in the next decade we must imagine a new college that is leaner and more strategic, and that access alone cannot define who we are; it must be access to individual success.

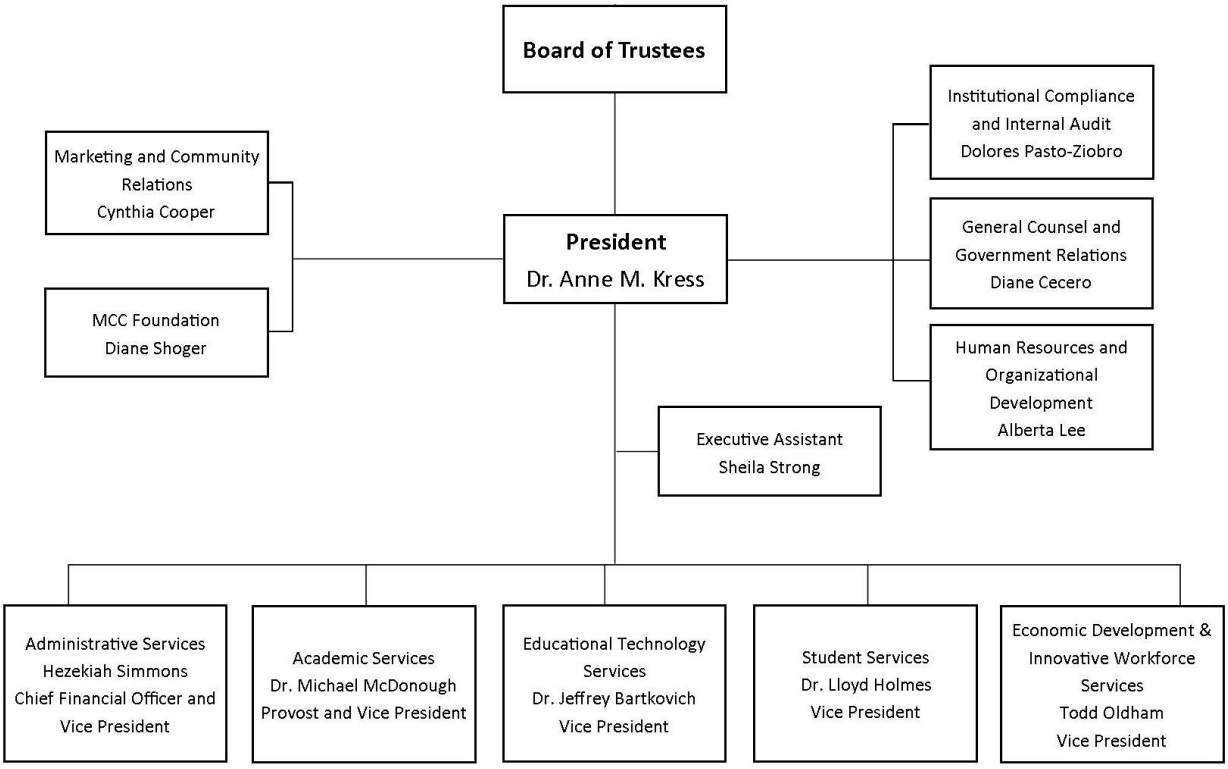
The intended outcomes for the Self-Study are that we will:

- Demonstrate compliance with Middle States Standards of Accreditation;
- Provide a comprehensive analysis of how the College's strategic plan is positioning MCC to meet the opportunities and challenges of the next five to seven years with respect to each relevant standard;
- Identify strategies that will promote the way MCC engages, retains, and encourages degree completion of its students.

IV. Organizational Structure of the College, Steering Committee, and Study Teams

College Leadership

Monroe Community College has a traditional organizational structure with lines of authority flowing from the Board of Trustees through the president. In addition to the Office of the President, there are five principal divisions, each headed by a vice president and each with a clearly defined structure. The vice presidents, along with the other administrators shown on the following organizational chart, make up the President's Staff. MCC's Self-Study efforts are fully supported by the College's Board of Trustees, the President, and the President's Staff.



STEERING COMMITTEE

The Steering Committee for MCC's self-study has 18 members. Its composition includes two co-chairs, 14 liaisons to the study teams, and two ex-officios. The senior administrators of the college selected one of the Steering Committee co-chairs from Academic Services and the other from Student Services, a reflection of the College's commitment to both teaching and student success. The co-chairs of the Steering Committee then nominated individuals for the Steering Committee who were selected by the Provost and the President. Steering Committee members were nominated and selected on the basis of the following criteria:

- A good or emerging record of college service and an ability to meet deadlines;
- Personal/leadership attributes;
- Institutional memory;
- The ability to commit two and half years to the task;
- Expertise in the area of the study team's standard;
- Balanced representation from all areas and backgrounds of the college community.

The table below lists the members of the Self-Study Steering Committee and identifies the standards each respective member is responsible for throughout this process.

Steering Committee Members

Name	Title	Department/Division	Liaison to Standard
William Dunning	Associate Professor	English/Philosophy Academic Services	Middle States Self-Study Co-Chair
Holly Preische	Associate Director	Career and Transfer Center Student Services	Middle States Self-Study Co-Chair
Jodi Oriel	Associate Director	Office of Student Life Student Services	Standard 1: Mission and Goals
Darrell Jachim-Moore	Assistant Vice President	Administrative Services	Standard 2: Planning, Resource Allocation, and Institutional Renewal
Patrick Bates	Director	Purchasing Administrative Services	Standard 3: Institutional Resources
Sheila Strong	Executive Assistant to the President	President's Office President's Division	Standard 4: Leadership and Governance
Kimberley Collins	Assistant Vice President	Academic Services	Standard 5: Administration
Tokeya Graham	Assistant Professor	English/Philosophy Academic Services	Standard 6: Integrity
Terry Keys	Assistant Vice President	Educational Technology Services	Standard 7: Institutional Assessment
Randyll Bowen	Assistant Vice President	Enrollment Management Academic Services	Standard 8: Student Admissions and Retention
Jerome St. Croix	Director	Financial Aid Student Services	Standard 9: Student Support Services
Christine Abbott	Professor	Mathematics Academic Services	Standard 10: Faculty
Robert Lasch	Coordinator	Applied Technologies EDIWS	Standard 11: Educational Offerings
Laurel Sanger	Dean	Science, Health, & Business Academic Services	Standard 12: General Education
Mary Rizzo	Coordinator	Dual Enrollment Academic Services	Standard 13: Related Educational Activities
Wanda Willard	Professor	Psychology Academic Services	Standard 14: Assessment of Student Learning
Valarie Avalone	Director	Institutional Planning/Effectiveness/ Accountability Administrative Services	College Accreditation Liaison Officer
Angel Andreu	Director	Institutional Research Academic Services	Ex-Officio
Kristen Love	Assistant to Vice President	Academic Services	Ex-Officio

Steering Committee Responsibilities

The Steering Committee is charged with providing leadership to the entire self-study process. This includes the following:

- Act as liaison to one study team and corresponding standard;
- Develop a comprehensive understanding of the entire accreditation process;
- Contribute key portions to the self-study design, including the research questions to each standard;
- Participate in the selection of study team chairpersons and members;
- Establish and charge study teams with clear assignments and coordinate their work on various issues to be studied;
- Facilitate communication between the steering committee and study teams;
- Ensure that the timetable is implemented as planned;
- Promote and communicate the self-study process to all campus stakeholders;
- Provide clear guidelines to each study team for report formatting and style;
- Condense and integrate interim and final reports from each study team;
- Arrange for institution-wide review of and responses to a draft of the self-study;
- Oversee the completion of the final self-study report;
- Be available for MSCHE liaison visit and evaluation team visit.

STUDY TEAMS AND CORRESPONDING STANDARDS

Since MCC has decided on a comprehensive approach to the fourteen standards for its self-study process, the Steering Committee has assigned an individual study team to each standard. In consultation with the members of the Steering Committee and the approval of the Provost, the 14 study teams were populated with 5-7 members apiece. We wanted each study team to be large enough to distribute the work and get it done, but small enough to work as a cohesive group. In selecting members for the study teams, the following people were recruited:

- Those with a willingness and ability to devote the next year to the project;
- Individuals with expertise in a particular area;
- A combination of members that includes senior faculty and staff with institutional memory and a historical perspective along with junior faculty and staff to provide future continuity and a fresh perspective;
- Representatives from all areas of the college community.

The following tables list the liaisons, chairs, and members for each of the standards:

Standard 1: Mission and Goals	
Liaison: Jodi Oriel, Associate Director, Office of Student Life & Leadership Development	**Chair: Steve Kilner, Associate Professor, Mathematics**
Christopher Otero, Associate Professor, English Rebecca Mack, Counselor, Career & Transfer Center Patricia Williams, Director, Strategic Resource Development & Grant Management Kimberley Willis, Acting Director, Registration & Records Kate Smith, Dean, Academic Foundations Kara Tierney, Assistant Professor, Chemistry & Geosciences Ann Penwarden, Assistant Director Integration Services, Computing & Information Technology Services	

Standard 2: Planning, Resource Allocation & Institutional Renewal	
Liaison: Darrell Jachim-Moore, Assistant Vice President, Administrative Services	**Chair: Thaddeus Ciambor, Director Educational Technology Development & Planning, Educational Technology Services**
Dawn Quatro, Management Assistant, Student Services Office Mary Ewanechko, Associate Professor, Business Administration/Economics Victoria Boese, Administrative Services Julianna Frisch, Director, Campus Events Susan Carlson, Interim Chairperson, Nursing Debra Dwyer, Assistant Director, Public Safety Bobby Wright, Associate Professor, Mathematics	

Standard 3: Institutional Resources	
Liaison: Patrick Bates, Director, Purchasing	**Chair: Bob Cunningham, Director, Academic Facilities and Learning Environments**
Anne Vogtle, Assistant Professor, Nursing Jessica Barone, Assistant Professor, Geology Antonia Custodio, Coordinator, DCC Executive Dean's Office Maria Savka, Instructor, Biology Sandra Wolf, Facilities Philip Oettinger, Instructional Technologies Micquel Little, Assistant Director, Library Donald Bigelow, Assistant Director, Housing and Residence Life	

Standard 4: Leadership & Governance	
Liaison: Sheila Strong, Executive Assistant to the President, President's Office	**Chair: Christine Fogal, Associate Professor, Mathematics**
Diane Cecero, General Counsel, President's Office Christopher Wendtland, Assistant Professor, Biology Michael Bates, Coordinator, Counseling, International & Veteran's Services Lomax Campbell, Assistant to the Vice President, Economic Development and Innovative Workforce Services Melissa Santiago, Financial Aid Renee Rigoni, Professor, Business Administration/Economics James Senden, Assistant Professor, English/Philosophy	

Standard 5: Administration	
Liaison: Kimberley Collins, Assistant Vice President, Academic Services	**Chair: Ann Topping, Interim Executive Dean, Damon City Campus**
Jacqueline Carson, Assistant Director, Health Services Jeremy Case, Instructional Technologies Amy Greer, Director, Housing & Residence Life Javier Ayala, Dean, Career Technical Education Laura Bond, Instructor, Mathematics Bethany Gizzi, Associate Professor, Anthropology/History/Political Science/Sociology and Faculty Association President	

Standard 6: Integrity	
Liaison: Tokeya Graham, Assistant Professor, English/Philosophy	**Chair: Dolores Pasto-Ziobro, Institutional Compliance Officer & Internal Auditor, Institutional Compliance & Internal Audit**
James Nelson, Associate Professor, English/Philosophy Michael Carroll, Specialist I, Facilities Pamela Lazio, Counselor, Career & Transfer Center Gretchen Wood, Associate Director of Development, MCC Foundation Donna Pogroszewski, Director, Communications & Network Services Adrian Smalls, Assistant Professor, Law/Criminal Justice	

Standard 7: Institutional Assessment	
Liaison: Terrance Keys, Assistant Vice President, Educational Technology Services	**Chair: Mark McBride, Director, Library**
Elizabeth West, Specialist, Advisement & Graduation Services Elina Belyablya, Specialist II, Research Mark Harris, Associate Professor, Mathematics Amy Burtner, Associate Professor, English/Philosophy Hency Yuen-Eng, College Relations Specialist, Marketing and Community Relations	

Standard 8: Student Admissions & Retention	
Liaison: Randyll Bowen, Assistant Vice President, Enrollment Management	**Chair: Christine Casalinuovo-Adams, Director, Admissions**
Sally Dingee, Assistant Director, Advisement & Graduation Services Sherry Parks, Executive Secretary, Administrative Services Corinne Rapp, Counselor, DCC Student Services Center Kimberly Aquila, Assistant Professor, Nursing Rosanne Rivers, Marketing Communications Specialist, Marketing & Community Relations Judith Bulin, Professor, Business Administration/Economics Andrew Welsh, Specialist II, Research Christie Smith, Counselor, Admissions	

Standard 9: Student Support Services	
Liaison: Jerome St. Croix, Director, Financial Aid	**Chair: Vilma Patterson, Assistant Director DCC Student Services Center**
Rita Straubhaar, Assistant Professor, World Languages & Cultures Aubrey Zamiara, Director, Services for Students with Disabilities Dudley (Skip) Bailey, Director, Athletics Anne Hughes, Counselor, Career & Transfer Center Margaret Whelehan, Resident Director, Housing & Residence Life Aimee Calhoun, Associate Professor, Mathematics Elizabeth Ripton, Interim Assistant Vice President, Student Services Office	

Standard 10: Faculty	
Liaison: Christine Abbott, Professor, Mathematics	**Chair: Patrick Callan, Associate Professor, English/Philosophy**
Melissa Jarkowski, Assistant Director, Financial Aid Jayalaxmi Chakravarthy, Assistant Professor, Information & Computer Technologies Jonathan Iuzzini, Coordinator, Teaching & Creativity Center Dan Robertson, Chairperson, Chemistry and Geosciences Mitchell Redlo, Associate Professor, Business Administration/Economics Jennifer Caruso, Assistant Director, Student Accounts Janice Volland, Professor, Nursing	

Standard 11: Educational Offerings	
Liaison: Robert Lasch, Coordinator, Applied Technologies	**Chair: Holly Wheeler, Associate Professor, English/Philosophy**
Mary Timmons, Librarian, DCC Library Jason Mahar, Associate Professor, Mathematics Jacqueline Dorsey, Assistant Professor, Nursing Delovis Olaode, Associate Director, Instructional Technologies Sherry Tshibangu, Associate Professor, Business Administration/Economics Matthew Fetzner, Chairperson, Engineering Technologies Teresa Schichler, Program Manager, Workforce Development Ivan Matthew, Counselor, Student Services Center – DCC	

Standard 12: General Education	
Liaison: Laurel Sanger, Dean, Science, Health & Business	**Chair: Annette Leopard, Chairperson, Mathematics**
Catharine Ganze-Smith, Assistant Professor, English/Philosophy Tracey Britton, Counselor, DCC Student Services Center Elizabeth Zion-Stratton, Assistant Professor, Nursing Mary DiSano, Associate Professor, Chemistry Bonnie Dery, Senior Advisor, Advisement & Graduation Services Karen Wells, Assistant Professor, Mathematics Anne Flatley, Associate Professor, Health and Physical Education	

Standard 13: Related Educational Activities	
Liaison: Mary Rizzo, Coordinator, Dual Enrollment	**Chair: Susan Bender, Assistant Professor, Visual & Performing Arts-DCC**
Pam Czaja, Distance Learning Librarian, Library William Sigismond, Director, Adult & Experiential Learning Michael Doolin, Adjunct Instructor, English/Philosophy Clayton Jones, Assistant to the Vice President, Academic Services Joan Moorehead, Counselor, Admissions Tracy Wyant, Associate Professor, Education Charles Caples, Program Director, Workforce Development Margaret Kaminsky, Assistant Professor, Chemistry & Geosciences	

Standard 14: Assessment of Student Learning	
Liaison: Wanda Willard, Professor, Psychology	**Chair: Elena Dilai, Associate Professor, Mathematics**
Michael Heel, Assessment Coordinator, Curriculum & Program Development Paul Emerick, Associate Professor, Biology Mary Ann DeMario, Specialist I, Research Daniel Tyree, Instructor, Anthropology/History/Political Science/Sociology Jessica Wilkie, Assistant Professor, English/Philosophy Karen Chin, Internal Audit Jannette Avery, Professor, Mathematics	

V. CHARGES TO THE STUDY TEAMS AND REPORT GUIDELINES

STUDY TEAM RESPONSIBILITIES

Each study team will write a chapter of the self-study based on the standard and research questions listed below. In order to thoroughly address the research questions and to ensure a full review of the standard along with all of the fundamental elements related to the standard, each study team is charged with the following responsibilities:

- Become familiar with all fourteen standards for accreditation as described in *Characteristics of Excellence in Higher Education;*
- Develop a firm understanding of the "fundamental elements" of the standard related to the study team;
- Understand relevant findings and outcomes of MCC's Periodic Review Report as well as develop a firm understanding of MCC's current strategic plan;
- Work with liaison to help the study team understand the intentions of the Steering Committee as the study team interprets and explores the Self-Study Research Questions;

- Evaluate how existing documentation addresses the Self-Study Research Questions assigned to the study team;
- Consider if there is more additional information that may allow for more thorough responses to the Self-Study Research Questions;
- Assess MCC's strengths and challenges with respect to the standard and any of the self-study outcomes;
- Develop specific, realistic recommendations for institutional improvement where warranted;
- Document and condense the findings into a single narrative report to the Steering Committee observing the "Editorial Style and Format of all Study Team Reports" found in Section VIII and meeting the following submission stages in the process:

Initial draft: Feb. 2 through Apr. 24
Final draft: May 4 through Jun. 22

- Make documentation of the study team's process (including meeting minutes and reference materials) available to the Steering Committee.

DOCUMENTING REQUIREMENTS

In their reports to the Steering Committee, Study Teams should go beyond simple *description* and provide thoughtful and frank *evaluation*. While large portions of study team reports will appear in the final self-study report to the Middle States Commission on Higher Education, the Steering Committee will exercise final editorial control over the Self-Study Report. Guided by the Self-Study Research Questions assigned to the group, each study team report should be written as a single, coherent narrative using clear and concise prose and complete sentences. As a starting point, each study team's final report should be conceptualized upon the following template:

- Brief overview of the standard and research questions
- Description of documentation and inquiry used to address research questions
- Analysis of the inquiry
- Analysis of MCC's strengths and challenges with respect to the standard and fundamental elements
- If applicable, analysis of MCC's strengths and challenges with respect to its strategic directions and goals and the other self-study outcomes
- If warranted, recommendations for enhancing/maintaining strengths and addressing challenges

RESEARCH QUESTIONS

The Steering Committee took great care to design research questions intended to keep the self-study future-oriented, analytical, and data-informed. To put it another way, these research questions are meant to encourage exploration of how we build from the lessons we have learned as a reflective organization and how we can best implement measures to strengthen mission effectiveness and ensure ongoing compliance with MSCHE standards, and more specifically, the fundamental elements.

STANDARD 1: MISSION AND GOALS

1.1 How are the College's goals and strategies linked to its mission and how does the College determine progress towards its strategic directions?

1.2 How does the College inform its many stakeholders about its mission and how does the College provide updates regarding progress?

1.3 How does the College's mission guide the faculty, staff, and administration in determining programs, curricular priorities, partnership opportunities, and operations?

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

2.1 How does the College use a collaborative and data-driven process to prioritize and match institutional resources with mission?

2.2 How does the planning and resource allocation process anticipate and respond to the ever-changing educational landscape so that diverse learners achieve scholarly, professional, and individual success?

2.3 How do the College's assessment practices inform planning and resource allocation and contribute to institutional renewal and continuous improvement?

2.4 What evidence demonstrates that the College is prepared to meet current and future challenges?

STANDARD 3: INSTITUTIONAL RESOURCES

3.1 What college-wide processes are in place to provide adequate and sustainable resources to meet the mission and goals of the institution?

3.2 How does the institution provide for faculty/staff professional development, continuity of leadership, and seamless transfer of institutional knowledge/culture?

3.3 In what ways does the institution use existing facilities, provide proper upkeep and maintenance, refresh infrastructure and equipment, and plan for future needs?

3.4 To what extent are fiscal policies and procedures transparent and likely to foster proper stewardship of financial resources?

STANDARD 4: LEADERSHIP AND GOVERNANCE

4.1 How does the College express its commitment to shared governance?

4.2 How do the various constituencies understand their specific roles and responsibilities with respect to shared governance?

4.3 How does the College foster participation in shared governance and how does this participation contribute to institutional decision-making?

STANDARD 5: ADMINISTRATION

5.1 How does the administrative structure support the mission of the College and in what ways does this structure promote student success?

5.2 What changes in staffing and organizational structure have occurred at the College since its last decennial self-study and how have these changes allowed the College to better achieve its mission and goals?

5.3 How do administrators realize annual strategies for their areas and how are administrative structures and services assessed?

STANDARD 6: INTEGRITY

6.1 How is the College committed to equitable, appropriate, and consistent practices and policies that protect the rights of its various constituencies?

6.2 How does the College foster a climate of academic inquiry and engagement and support academic and intellectual freedom?

6.3 How does the College encourage an environment that fosters inclusion, diversity, and civility?

6.4 How does the College communicate its policies, best practices, institutional data, mission, and goals with its constituencies in a manner that is accurate, ethical, and transparent?

STANDARD 7: INSTITUTIONAL ASSESSMENT

7.1 How does the College demonstrate a sustained commitment to ongoing institutional assessment?

7.2 How is assessment integrated into the planning and implementation of the College's strategic plan, promoting and supporting a culture of continuous improvement?

7.3 What evidence is there that these assessment processes, and the communication of the findings, have led to improvements in institutional effectiveness?

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

8.1 How do the College's recruitment strategies, admissions policies, and procedures support the College's mission, values, and goals?

8.2 How will the College address the recent declining numbers of high school graduates and its impact on enrollment?

8.3 How does the College support an increasingly diverse student population?

8.4 What strategies has the College adopted to improve student retention?

STANDARD 9: STUDENT SUPPORT SERVICES

9.1 How does the design and structure of student support services support the College's mission?

9.2 What support services and programs are in place for varied student populations (e.g. returning adults, veterans, residential students), how are they aligned with academic programs, and how does the College communicate their availability?

9.3 How thoroughly does the College address compliance concerns regarding the safety and security of student records?

9.4 How are students informed of their rights and what systems are in place to address student complaints and grievances?

STANDARD 10: FACULTY

10.1 How does the College recruit and appoint a qualified and diverse faculty who will advance the College's mission?

10.2 How does the College communicate and implement evaluative procedures for retention, tenure, promotion, discipline, and grievances to all faculty including adjuncts?

10.3 How does the College encourage and provide support for professional development activities to advance teaching and learning?

STANDARD 11: EDUCATIONAL OFFERINGS

11.1 How does the College develop educational offerings that respond to and align with the College's mission?

11.2 How are educational offerings assessed for academic content, rigor, and relevance?

11.3 To what extent do learning resources and technology support academic progress and how are technology and equipment allocated in support of educational offerings?

STANDARD 12: GENERAL EDUCATION

12.1 How well does the College design and assert the goals of a general education program?

12.2 To what extent does the general education program prepare graduates with the knowledge, skills, and competencies required for intellectual, professional, and personal growth?

12.3 How does the College assess the general education program and how does this assessment lead to improved student learning outcomes?

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

13.1 How does the College identify, place, and support students within developmental pathways and how are these practices assessed?

13.2 How are community partnerships used to enhance student learning and how are similar experiential learning opportunities developed, promoted, and assessed?

13.3 What practices are used to develop, implement, and assess certificate and non-credit offerings?

13.4 How does the College determine that distance education meets institutional expectations for student learning outcomes?

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

14.1 How does the College assess student learning and does the College provide resources to support this assessment?

14.2 How are the results of this assessment used by faculty to make changes to courses, curricula, and pedagogy?

14.3 How do assessment results provide direct evidence that the College is achieving its mission and goals?

14.4 What evidence exists that the assessment of student learning outcomes has been used to improve teaching and learning?

VI. INVENTORY OF SUPPORT DOCUMENTS

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

Legend: "M": Denotes Multiple Years																
Document to be Reviewed			**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Institutional Documents																
Academic Advising Atlas: Graduation and Transfer: SUNY Gen Ed Requirements														X		
Accuplacer Report Indicating Required TRS Courses (Course Placement Guidelines)													X		X	
Adult Learners Publication													X			
Annual Report Highlights: Academic Services		M	X	X					X					X		
Annual Report: Administrative Services				X					X							
Annual Report: Campus Center											X					
Annual Report: ETS		M		X					X						X	
Annual Report: Honors Studies													X			
Annual Report: Marketing Communication										X						
Annual Report: Office of the President				X			X		X							
Annual Report: Office of Workforce Development															X	
Annual Report: Student Services		M		X					X		X					X
Annual Reports: Financial Aid Office		M									X					
Assessment of Student Learning Outcomes in General Education		M														X
Audited Financial Statements				X												
Audited Reports of the College					X											
Audited Reports of the MCC Association, Inc.					X											
Board of Trustees By-laws						X										
Board of Trustees Meeting Minutes		M	X													
Board of Trustees Policy Manual								X				X				
Budget Process Instructions					X											
Campus Center Department Brochures											X					
Capital Improvements Projects Information					X											
Career Center Goals & Objectives Status Report		M									X					
Career Center Goals-Based Assessment Plan		M									X					X
Chair Evaluation Process												X				
Co-curricular Transcript											X					
College Budget		M			X											
Curriculum & Program Development - MCC Website										X		X				
Curriculum and Program Development: Procedures and Process – New Course & Program			X													
Curriculum Proposal Submission & Approval Fact Sheet												E				
Curriculum Proposals Database			X									X				

1 Mission and Goals
2 Planning, Resource Allocation, and Institutional Renewal
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4 Leadership and Governance
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Institutional Documents																
Curriculum Proposals Processed through MCC Curriculum Office													X			
Economic Impact Reports		M	X	X												
EOP Final Report		M											X			
Equipment Replacement Guidelines					X											
Executive Committee Meeting Minutes		M	X													
Facilities Master Plan				X	X				X							
Faculty Advisor Handbook												X				
Faculty Association Contract					X	X	X					X				
Faculty Resource Handbook			X									X				
Faculty Senate Bylaws						X	X	X				X				
Faculty Senate Minutes		M	X								X					
Faculty Senate Resolutions			X			X	X					X	X			
Faculty Senate: "Leaves for Professional Advancement"			X													
Financial Aid Office Policies and Procedures Manual											X					
Foundations for Student Success: Learning and Assessment, SUNY General Education Assessment		M														X
Grant Proposals and Reports - Funded Applications		M		X	X											
Health-Related Programs: Competitive Admission Information pamphlet										X						
Homeland Security Management Institute			X													
Honors Studies at MCC: The Honors Concentration Degree													X			
Human Resources Professional Development					X											
iDashboards: KPIs & Strategic Plan Metrics									X							X
Institutional Effectiveness Model				X												X
Internal Funding Guidelines and Application Package			X		X											
MCC Association's Inc. Budget				X	X											
MCC Association's Inc. By-Laws				X	X											
MCC Catalog & Student Handbook		M	X					X		X	X		X	X		
MCC Civil Service Employees Association Agreement												X				
MCC Daily Tribune		M	X									X				
MCC Facts		M	X													

1 Mission and Goals
2 Planning, Resource Allocation, and Institutional Renewal
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14 Assessment of Student Learning

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Institutional Documents																
MCC Financial Statements - Auditor's Report		**M**			**X**											
MCC Foundation Financial Reports					**X**											
MCC Foundation Annual Reports		**M**		**X**	**X**											
MCC Foundation By-Laws				**X**	**X**											
MCC Foundation Strategic Plan				**X**	**X**											
MCC General Education Plan			**X**											**X**		
MCC Master Plan Overview			**X**													
MCC Mathematics Department Handbook													**X**			
MCC Policy Manual								**X**								
MCC President Job Description							**X**									
MCC Residence Life Brochures: Fast Facts Sheets and Fire Safety brochure											**X**					
MCC Student Loan Default Data Report											**X**					
MCC Website											**X**					
Office of Planning: "Planning Projects" & Strategic Planning Process"			**X**													
Office of Service Learning: "Service-Learning Mission"			**X**													
Organizational Chart						**X**	**X**									
Phi Theta Kappa Resource Manual													**X**			
President Kress Resume							**X**									
Program Change Procedures and Guidelines							**X**									
Report Indicating No. Certificates Issues in Previous Years															**X**	
Report that Life Experience must match College -level objectives															**X**	
Rochester Parent Network: "Introduction"			**X**													
Service Learning Manual: Community, Faculty, Student															**X**	
Service Learning Self Reflection Rubric															**X**	
Strategic Goals/Plans from Departments in Campus Labs							**X**									
Strategic Plan: 2012-2016 "Fulfilling the Promise"			**X**	**X**	**X**		**X**		**X**							
Strategic Planning Funding		**M**		**X**												
Strategic Planning Process				**X**												

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

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Institutional Documents																
Student Events and Governance Association						X										
Student Government Association By-laws						X										
SUNY General Education Plan									X					X		
Technology Plan				X	X				X							
Title III Grant : Student Success Collaborative and TRS redesign																
Workforce Development Policy Manual															X	
Workforce Enrollment															X	
Institutional Research																
Academic Department History		M	X		X											
College Data History Document					X											
College-Wide Performance Indicators		M	X													
Community College Survey of Student Engagement		M									X					
Course C or Better Rates													X			
Enrollment and Population Projections										X						
Fall to Fall Retention of Matriculated Students										X						
First Year Persistence Rates after Full-time Transfer to SUNY Institutions													X			
Graduating Students Survey Results													X			
Graduation and Persistence of Students Entering a Degree Program from a Transitional Program													X		X	
Graduation Rates of First-Time Full-Time Cohorts										X						
IPEDS Peer Report		M		X	X							X				
Learning Center FTE History				X									X			
Needs Assessment Surveys for Workforce Development													X			
Performance Indicators				X						X						X
Program Enrollment Trends															X	
Rate of Full-time Employment of Career Program Graduates in Field of Study													X			
Rate of Full-time Transfer of MCC Assoc. Degree Grads													X			
Residence Hall Research											X					
SLN Student Profile				X											X	
Student Expectation Survey		M										X				
SUNY Student Opinion Survey		M	X					X			X	X	X			

1 Mission and Goals
2 Planning, Resource Allocation, and Institutional Renewal
3 Institutional Resources
4 Leadership and Governance
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Document to be Reviewed			**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Institutional Research																
Trends in enrollment and Characteristics of MCC Students		**M**	**X**							**X**						
What Happened to the Class of ----?		**M**	**X**							**X**	**X**	**X**	**X**	**X**		
Comparative Documents																
Budget Office Report: SUNY Comparisons				**X**					**X**							
National Community College Benchmarking Project					**X**				**X**							
SUNY Community Colleges Budget Net Op. Cost & Rev. per FTE Student					**X**											
SUNY Community Colleges Net Cost & Rev.					**X**											
SUNY Community Colleges Budget Revenues as Percent of Net Cost					**X**											
SUNY Community Colleges Annual Report Summary		**M**			**X**											
SUNY Community Colleges Mission Statement			**X**													
Power of SUNY – Strategic Plan				**X**	**X**											
SUNY State Education Department Financial Aid Data Report											**X**					
Middle States Commission on Higher Education																
MSCHE Characteristics of Excellence in Higher Education			**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
MSCHE Designs for Excellence			**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
MSCHE MCC Periodic Review Report										**X**				**X**		**X**
Periodic Report for Comm. HE Middle States					**X**				**X**				**X**			
Self-Study for Commission on Higher Education, Middle States Association of College and Schools: MCC January 2006			**X**		**X**											**X**
Miscellaneous																
Characteristics in Higher Education													**X**			
Distance Learning Offerings															**X**	
Dual Credit Curriculum Checklist															**X**	
Faculty Association Newsletter												**X**				
Institutional Effectiveness Activities									**X**							
League for Innovation - Key Trends in the Community College										**X**						

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

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Miscellaneous																
League for Innovation in the Community College, "About the League"			X													
Mission statements from various departments providing student services											X					
Monroe Doctrine							X									
New York State Education Law Article 126						X										
NISOD website												X				
Orientation and Residential Life Student Planner								X								
President's Update		M					X									
Promotion Criteria Memo												X				
Steps to Developing Your Portfolio of Prior Learning Outside the Classroom															X	
Students' Satisfaction with MCC's Quality of Education Survey												X				
Teaching and Creativity Center website												X				
The Joint Statement on Rights and Freedoms of Students								X								
Variety of Job Descriptions (Faculty & Prof. staff)												X				
Writing Across the Curriculum Guidelines													X			

VII. Organization of the Final Self-Study report

The final Self-Study Report will be organized according to the Middle States Standards for Accreditation. The report will dedicate a section to each standard, including a description of the topic under review, an analysis of the evidence considered, and any recommendations for improvement. The following is a proposed outline for the final Self-Study Report:

I. Table of Contents
II. Executive Summary and Certification Statement
III. Monroe Community College: History and Overview
IV. Approach to the Self-Study Process
V. Standard 1: Mission and Goals
VI. Standard 2: Planning, Resource Allocation and Institutional Renewal
VII. Standard 3: Institutional Resources
VIII. Standard 4: Leadership and Governance
IX. Standard 5: Administration
X. Standard 6: Integrity
XI. Standard 7: Institutional Assessment
XII. Standard 8: Student Admissions and Retention
XIII. Standard 9: Student Support Services
XIV. Standard 10: Faculty
XV. Standard 11: Educational Offerings
XVI. Standard 12: General Education
XVII. Standard 13: Related Educational Activities
XVIII. Standard 14: Assessment of Student Learning
XIX. Recommendations for Improvement
XX. Conclusions
XXI. Appendices

VIII. Editorial style and format of Study Team reports

Style Format and Written Style Guidelines

The Steering Committee understands that study team reports may vary in length depending on the standard being studied, but it is anticipated that most reports should fall between 7-10 pages (not including supporting documentation). All study team reports should use Microsoft Office 2010 for documents, graphs, charts, and tables; use Times New Roman font, 12 point; and use APA guidelines for references and other style elements. Since the final Self-Study Report is a prose document, team reports should use complete sentences, be single-spaced, and prefer the active voice rather than the passive voice construction. Additionally, study team reports should also observe the following style format guidelines:

- Paragraphs should be separated with a space between paragraphs.
- Single space after periods.

- Where possible, bullets should be used instead of numbered lists.
- All language should be gender neutral (student, staff/faculty member, he/she).
- The following are formal names used in conjunction with the self-study: Self-Study Steering Committee and Study Teams. Capitalize these names when referring to the specific committee but use lowercase in non-specific and plural cases.
- The official name of the College is Monroe Community College. On second reference it may be called "MCC" or the "College" (with a capital "C"). It should not be referred to as "Monroe" to avoid confusion with other county facilities and other colleges.
- The Monroe Community College Damon City Campus may be called "DCC" on second reference. When differentiating between the College's two main campuses, one may use the "Brighton Campus" (not the "main campus") and the "Damon Campus."
- The Applied Technologies Center may be called "ATC" on second reference while the Public Training Facility may be called "PSTF" on second reference.

COMMONLY USED ACRONYMS AND NAMES

MCC has facilities and programs that are commonly referred to by names or acronyms other than by their formal or official titles:

- For a full list of commonly used acronyms see Appendix A
- For a full list of building names and numbers see Appendix B
- For a full list of named facilities and appropriate abbreviations see Appendix C
- For a full list of course abbreviations see Appendix D

IX. TIMETABLE FOR THE SELF-STUDY AND EVALUATION

March 2013

- President appoints two Self-Study Co-Chairs

November 2013

- Co-Chairs attend the Self-Study Institute in Philadelphia

January 2014

- President appoints 14 Steering Committee members
- Provost and Co-Chairs choose Self-Study Design: ***The Comprehensive Model***

February - March 2014

- Steering Committee drafts questions for study teams
- Steering Committee, Provost, and Director of Planning nominate chairs of study teams
- Steering Committee, Provost, and Director of Planning appoint study team members
- Steering Committee drafts Self-Study Design

- Draft of Self-Study Design reviewed and discussed with Provost and President
- Steering Committee submits Self-Study Design to MSCHE, March 28

April - May 2014

- MSCHE liaison, Dr. Ellie Fogarty, visits MCC to discuss Self-Study Design, April 7
- Steering Committee reviews feedback from Dr. Fogarty and revises Self-Study Design
- Co-Chairs present the Middle States self-study process to Faculty Senate

June 2014

- Liaison and Chairs provided with orientation to the self-study process, June 2
- Study teams provided with orientation to the self-study process, June 11
- Study teams establish schedule of meetings for 2014-2015 academic year
- Steering Committee submits final Self-Study Design to MSCHE, June 30
- Send final Self-Study Design to Board of Trustees and President's Staff

Summer 2014

- Steering Committee Co-Chairs create study team templates for reporting
- Steering Committee Co-Chairs assemble on-site resources
- Study team chairs engaged in information gathering
- Steering Committee Co-Chairs identify existing resources and data to be utilized by study teams
- Set up Liaison and Chair Compliance Assist training

September - December 2014

- Steering Committee begins biweekly meeting schedule
- Study teams begin work to answer research questions
- Co-Chairs and Steering Committee oversee research and reporting by study teams
- Implement plans to gather additional data needed for study teams
- Study Team Chairs provide monthly updates to Steering Committee Liaisons

January - April 2015

- **Study teams provide initial draft team reports to Steering Committee Feb. 2 through Apr. 24**
- Steering Committee and Study Team Chairs meet to discuss draft team reports
- Provost, Director of Planning, Co-Chairs, and Steering Committee provide feedback to MSCHE on selection of Evaluation Team Chair
- MSCHE and MCC agree on Evaluation Team Chair
- Dates selected for Evaluation Team visit

May - June 2015

- **Study teams submit final team reports to Steering Committee May 4 through Jun. 22**
- Co-Chairs and members of the Steering Committee begin Self-Study Report draft

Summer 2015

- Compile online self-study support resources and appendices
- Co-Chairs and Steering Committee compile the Self-Study Report
- Co-Chairs and Steering Committee assigned drafting and editing responsibilities for the Self-Study Report

September 2015

- Submit draft of Self-Study Report for review by Vice-Presidents, Provost, and President

October - November 2015

- Provide draft of Self-Study Report for review by campus-wide community
- Send draft of Self-Study Report to MSCHE Evaluation Team Chair for review
- Host Middle States Team Chair for preliminary visit and receive recommendations about draft Self-Study Report

December 2015

- Prepare final Self-Study Report for review by Vice Presidents, Provost, Board of Trustees, and President

January - February 2016

- Submit final Self-Study Report to Evaluation Team and Middle States

March 2016

- Host Evaluation Team for reaccreditation visit

April - May 2016

- Receive Evaluation Team report
- Convene Steering Committee to review Evaluation Team report and results of visit
- Compile response to Evaluation Team report

July 2016

- Communicate action by Commission to College regarding reaccreditation

X. PROFILE OF THE VISITING EVALUATION TEAM

We respectfully request that the Commission and its staff consider selecting visiting evaluation team members with the following characteristics:

- Knowledge of workforce development programs in addition to career and technological education programs;
- Understanding of a multi-campus institution, particularly an institution with both suburban and urban campuses;
- Experience in a comparable size community college, preferably one with residential halls;
- Appreciation of a diverse student body.

APPENDIX A
COMMONLY USED ACRONYMS

Academic and Support Services:

2 + 2 – Dual admission programs

AFDR – Annual Faculty Development Report

ANGEL – MCC's Learning Management System for web enhanced, hybrid and fully online courses

ASLC – Academic Services Leadership Committee

ATC – Applied Technology Center

AVAV – Audio Visual and Classroom Technology Hotline

BANNER – MCC's enterprise-wide information system

BOOK – Library Services Information

BRC – Budget Resource Committee

CAPP – Curriculum, Advising and Program Planning

CLEP – College Level Examination Program

CNS – Communications and Network Services

COA – cost of attendance

CRN – course reference number

CSEA – Civil Service Employees Association

ELC – Electronic Learning Center (11-106, 30-4071)

EOP – Educational Opportunity Program

ESL – Eastman Savings Loan

ESOL – English for Speakers of Other Languages

ETS – Educational Technology Services

FA – Faculty Association

FACE – Financial Aid Course Eligibility

FCH – Faculty Credit Hour

FICs – Faculty Innovation Centers (3-150, 30-4088)

FTE – Full Time Equivalent

FWS – Federal Work Study

GPA – grade point average

HR – Human Resources

NTP – non-teaching professional

PSTF – Public Safety Training Facility

SCAA – Special Committee for Academic Affairs

SED – State Education Department

SLN – SUNY Learning Network

APPENDIX A (CONTINUED)
COMMONLY USED ACRONYMS

Academic and Support Services (continued):

SUNY – State University of New York
TECH – Educational Technologies Help Center

Facility:

EMS – Environment Management System
HVAC – Heating, ventilation, air-conditioning
LCA – Life Cycle Assessment
GSF – gross square footage
LEED – Leadership Energy Environment Design
Sustainability vs. "Green"

Financial:

TRC – Tuition Refund Committee
FTE – Full Time Equivalent
EFT – Electronic Funds Transfer
FWS – Federal Work Study
TAP – Tuition Assistance Program
PELL – Federal Award
OSP – Other sponsored program
WFD – Workforce Development
CBO – Community Based Organization
ROI – Return on Investment
CEV – Continuing Education Unit
LDA – Last Date of Attendance
R2T4 – Return of Title IV (Federal) Aide
FAFSA – Federal Application for Student Aide

APPENDIX B
BUILDING NAME AND NUMBERS

Building Name	Building Number
Peter A. Spina Administration	1
LeRoy V. Good Library	2
R. Thomas Flynn Center Student Center (Warshof Conference Center)	3
Communication/Theater	4
North Faculty Tower	5
Registration/Financial Services	6
Sciences	7
South Faculty Tower	8
The Gleason Hall of Science & Technologies	9
Wolk Center for Excellence in Nursing	9
Auxiliary Classrooms	9A
Samuel J. Stabins Physical Education Complex	10
Learning Centers	11
Fine Arts	12
Auxiliary Classroom	19
Facilities/Purchasing/Receiving	21
Child Care Center	22
Applied Technologies Center	23
Damon City Campus	30
Pioneer Hall	50
Alexander Hall	51
Tribune Hall	52
Canal Hall	53

APPENDIX C

NAMED FACILITIES AND APPROPRIATE ABBREVIATIONS

OFFICIAL NAME	ACCEPTABLE, ALTERNATIVE NAME (ON SECOND REFERENCE)	NOTES
Alice Holloway Young Commons	N/A	Refer to the building as "residence halls," not as "dorms" or "resident halls." Residence hall names include: Alexander Hall, Canal Hall, Pioneer Hall and Tribune Hall. Refer to as follows: Alexander Hall, Alice Holloway Young Commons.
Applied Technologies Center	N/A	"Technologies" is always plural; it should never be "Applied Technology Center" ATC is acceptable on second reference for internal audiences only
Atrium, R. Thomas Flynn Campus Center *or* R. Thomas Flynn Campus Center Atrium	Flynn Campus Center Atrium *or* Atrium in the Flynn Campus Center	Refers to the first and second floor areas of the Flynn Campus Center under the skylight, including the second floor balcony.
Bausch & Lomb Lobby, R. Thomas Flynn Campus Center *or* Bausch & Lomb Lobby in the R. Thomas Flynn Campus Center	Bausch & Lomb Lobby	The Bausch & Lomb Lobby is located on the first floor of the Flynn Campus Center.
Brighton Room, R. Thomas Flynn Campus Center *or* Brighton Room in the R. Thomas Flynn Campus Center	Brighton Room	Refers to Room 3-217 in the Flynn Campus Center (faculty/staff dining room).
Damon City Campus	DCC	When referencing the college campus in development at State Street and Morrie Silver Way, "downtown campus" is appropriate.
Economic and Workforce Development Center	N/A	Facility located in Building 29, 1057 East Henrietta Road, Suite 100 & 300, home to Corporate College, Workforce Development, Grants, and the Economic Development and Innovative Workforce Services Vice President's office.
John L. DiMarco Field	DiMarco Field	
R. Thomas Flynn Campus Center	Flynn Campus Center	Internally may use with "Bldg. 3" or "3-172" (indicating room) in parentheses.
Forum, R. Thomas Flynn Campus Center *or* Forum in the R. Thomas Flynn Campus Center	Forum	Refers to room 3-130 in the Flynn Campus Center
Gilman Lounge, R. Thomas Flynn Campus Center *or* Gilman Lounge in the R. Thomas Flynn Campus Center	Gilman Lounge	
The Gleason Hall of Science and Technology	Gleason Hall	Internally may use with "Bldg. 9" or "9-126" (indicating room) in parentheses.
LeRoy V. Good Library	NA	Capitalize the "R" in the middle of "LeRoy."
Richard M. Guon Child Care Center	Guon Child Care Center	
Louis S. and Molly B. Wolk Center for Excellence in Nursing	Wolk Center for Excellence in Nursing	
MarketPlace, R. Thomas Flynn Campus Center *or* MarketPlace in the R. Thomas Flynn Campus Center	MarketPlace	Refers to dining and food service area within the Flynn Campus Center.

APPENDIX C (CONTINUED)

NAMED FACILITIES AND APPROPRIATE ABBREVIATIONS

OFFICIAL NAME	ACCEPTABLE, ALTERNATIVE NAME (ON SECOND REFERENCE)	NOTES
Monagan Court	N/A	Used to identify location of basketball and volleyball matches within the Stabins Physical Education Complex
PAC Center	N/A	PAC stands for MCC alumna Pamela Ann Chesonis. The "C" does not stand for "Center." The PAC is acceptable on second reference for internal audiences only.
Peter A. Spina Administration Building	Spina Administration Building	
Public Safety Training Facility	PSTF	This is the building on Scottsville Road. The building includes the Public Safety Training Center (MCC's training program), Monroe County's Emergency Operations Center and other entities.
Reflections Bistro, R. Thomas Flynn Campus Center *or* Reflections Bistro in the R. Thomas Flynn Campus Center	Reflections	Identifies the student-managed restaurant in the Flynn Campus Center
Samuel J. Stabins Physical Education Complex	Stabins Physical Education Complex	Internally may use with "Bldg. 10" or "10-131" (indicating room) in parentheses.
MCC Theatre	Theatre	
Warshof Conference Center, R. Thomas Flynn Campus Center	N/A	Comprising Monroe A, Monroe B, Empire Room and the second-floor lobby in between. May omit the exact room name and rely on signage to direct visitors, but need to keep Warshof Conference Center and R. Thomas Flynn Campus Center in location name. If needed, exact room name appears in parentheses at the end of the listing. When noting an event that occurs in both Monroe A and Monroe B, use the following style format: Monroe A & B. Warshof Conference Center should appear first in a listing (e.g., Warshof Conference Center, R. Thomas Flynn Campus Center).
Viswanathan Dental Studies Clinic	N/A	

APPENDIX D

COURSE ABBREVIATIONS

AAD	APPLIED ART AND DESIGN
ACC	ACCOUNTING
ACD	ALCOHOL/CHEMICAL DEPENDENCY
AGS	AGRICULTURAL STUDIES
ANT	ANTHROPOLOGY
ARA	ARABIC/FOREIGN LANGUAGE
ART	ART
ASL	AMERICAN SIGN LANGUAGE/FOREIGN
ATP	AUTOMOTIVE TECHNOLOGY
BIO	BIOLOGY
BUS	BUSINESS
CDL	CAREER DEVELOPMENT
CE	COOPERATIVE EDUCATION
CEL 200	LEADERSHIP
CHE	CHEMISTRY
CHI	CHINESE/FOREIGN LANGUAGE
CIN	CINEMA STUDIES
CIS	COMPUTER INFORMATION SYSTEMS
CIT	CIVIL AND CONSTRUCTION TECHNOLOGY
CLT	CLINICAL/MEDICAL LABORATORY
COM	COMMUNICATION
COS	COLLEGE SUCCESS
CPT	COMPUTER TECHNOLOGY
CRC	COMPUTER RELATED CURRICULA
CRJ	CRIMINAL JUSTICE
CSC	COMPUTER SCIENCE
DAS	DENTAL ASSISTING
DEN	DENTAL HYGIENE
EBL	EXPERIENCE BASED LEARNING
ECE	EDUCATION AND EARLY CARE
ECO	ECONOMICS
EDU	EDUCATION
ELT	ELECTRICAL ENGINEERING
EMG	EMERGENCY MANAGEMENT
EMS	EMERGENCY MEDICAL SERVICES
ENG	ENGLISH
ENR	ENGINEERING SCIENCE
ESL	ENGLISH SPEAKERS OF OTHER LANGUAGES
FPT	FIRE PROTECTION TECHNOLOGY
FRE	FRENCH/FOREIGN LANGUAGE
FSA	FOOD SERVICE ADMINISTRATION
GEG	GEOGRAPHY
GEO	GEOLOGY
GER	GERMAN/FOREIGN LANGUAGE
GLF	GOLF MANAGEMENT
HBR	HEBREW/FOREIGN LANGUAGE
HED	HEALTH EDUCATION
HIM	HEALTH INFORMATION TECHNOLOGY
HIS	HISTORY
HMN 295	HONORS STUDIES
HMN	HUMANITIES
HSE	HEALTH AND SAFETY EDUCATION
HSM	HOMELAND SECURITY MANAGEMENT
HSP	HOSPITALITY
HTL	HOTEL TECHNOLOGY
HUM	HUMAN SERVICES
HVA	HEATING, VENTILATING AND AIR
IDC 195/295	HONORS STUDIES
IDE	INTERIOR DESIGN
INT	INDUSTRIAL INSTRUMENTATION
ITA	ITALIAN/FOREIGN LANGUAGE
JPN	JAPANESE/FOREIGN LANGUAGE
LAW	LAW
LDS	LEADERSHIP
MAR	MARKETING
MET	MECHANICAL TECHNOLOGY
MFG	MANUFACTURING TECHNOLOGY
MTH	MATHEMATICS
MUS	MUSIC
NUR	NURSING
OFT	OFFICE TECHNOLOGY
OPT	OPTICAL SYSTEMS TECHNOLOGY
PE/PEC	PHYSICAL EDUCATION-CO-ED
PEH	PHYSICAL EDUCATION-HANDICAPPED
PEG	PHYSICAL EDUCATION-CRIMINAL JUSTICE
PEM	PHYSICAL EDUCATION-MEN
PEW	PHYSICAL EDUCATI0N-WOMEN
PFT	PHYSICAL EDUCATI0N- FIREFIGHTERS
PHL	PHILOSOPHY
PHO	PHOTOGRAPHY
PHO 201	OPTICAL SYSTEMS TECHNOLOGY
PHY	PHYSICS
PLA	PLASTICS TECHNOLOGY
PLE	POLICE: LAW ENFORCEMENT
PLS	PARALEGAL STUDIES
POR	PORTUGUESE/FOREIGN LANGUAGE
POS	POLITICAL SCIENCE
PPE	PHYSICAL STUDIES/PHYSICAL EDUCATION
PSC/PSP/PS	PUBLIC SAFETY TRAINING
PSY	PSYCHOLOGY
QCT	QUALITY CONTROL TECHNOLOGY
REA	READING
SBS 295	HONORS STUDIES
SBS	SOCIAL AND BEHAVIORAL SCIENCES
SCI	SCIENCE
SCI 295	HONORS STUDIES
SCR	COMPUTER SECURITY
SOC	SOCIOLOGY
SPA	SPANISH/FOREIGN LANGUAGE
SPC	SPEECH COMMUNICATION
STT	SOLAR THERMAL TECHNOLOGY
SUS	SUSTAINABILITY STUDIES
SVL	EDUCATION
TAM	TOOLING AND MACHINING
TEK	TECHNOLOGY
THE	THEATRE
TLC	TELECOMMUNICATIONS
TRS	TRANSITIONAL STUDIES
TVL	TRAVEL AND TOURISM
XRT	RADIOLOGIC TECHNOLOGY