

2024

Monroe Community College Self-Study Design



June 7, 2024

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I. Institutional Overview

History and Overview

Monroe Community College (MCC) is a premier two-year college within the State University of New York (SUNY) system. As one of SUNY's sixty-four institutions and thirty community colleges, MCC remains dedicated to its founding vision, now guided by its sixth president, Dr. DeAnna R. Burt-Nanna. MCC's commitment to evolving and meeting the ever-changing needs of its students and community, which includes ensuring equitable post-completion outcomes, continues to drive its mission forward.

MCC was established in 1961 under founding chairman, Samuel J. Stabins, M.D. Its first Board of Trustees was comprised of Rochester's leading professionals in business, health care, education, and law as appointed by Monroe County and New York state. That same year, MCC was established as a member of the State University of New York system. In response to increasing enrollment, in 1968 MCC relocated to a new campus in Brighton, marking the beginning of continuous campus expansion.

In 1974, MCC started training first responders at the Public Safety Training Facility. The MCC Child Care Center, certified by the National Association for the Education of Young Children, opened in May 1991, offering care for children aged eight weeks to five years, with summer programs for school-age children up to 11 years old. In 1992 in the heart of downtown Rochester, MCC opened the Damon City Campus.

Further, the Applied Technologies Center opened in 1997, serving students interested in high-demand industries including precision tooling and machining; automotive technology; and heating, ventilation, and air conditioning. MCC enhanced its emergency response training capabilities in 2002 with a new 49,000-square-foot, \$26-million regional emergency responder training complex. The Public Safety Training Facility, located on Scottsville Road across from the Greater Rochester International Airport, resulted from collaboration among regional emergency response organizations and Monroe County. In 2008, MCC welcomed the Louis S. and Molly B. Wolk Center for Excellence in Nursing and the PAC fitness and recreational facility. In 2017, the Damon City Campus was relocated and renamed the Downtown Campus. This state-of-the-art campus, housed in a former Kodak building in Rochester's historic High Falls district, began offering programs in criminal justice, education, and human services alongside other course offerings.

The most recent addition to MCC's facilities is the Finger Lakes Workforce Development Center (FWD Center) at the Downtown Campus, launched in 2022. Spanning 50,000 square feet, the FWD Center focuses on short-term and accelerated training programs in technology-oriented careers and industry 4.0 skill sets, aligning education with the evolving demands of the regional workforce. Throughout its history, the College has dynamically adapted to the community's needs and continues to offer innovative programming and resources to students and community members.

Grounded in its history, MCC remains committed to addressing the evolving requirements of the local community through innovative practices and long-term partnerships. Recognized for its excellence, MCC was selected in 2015 by the Association of American Colleges and Universities as one of ten community colleges for the *Developing a Community College Student Roadmap Project*, leading to its national and state leadership in Guided Pathways. MCC is a leader in the implementation of the *SUNY Guided Pathways* initiative among community colleges, a statewide strategy focused on designing and

implementing structured academic and career pathways for all students. Additionally, in 2019, SUNY chose MCC as an early partner in the *SUNY Online Initiative*, highlighting the expertise of MCC faculty and the Virtual Campus team in its selection.

MCC was selected in 2023 by the Aspen Institute College Excellence Program and the Community College Research Center (CCRC) as one of the ten colleges nationwide to participate in a new initiative – *Unlocking Opportunity: The Post-Graduation Success and Equity Network* – which provides support for comprehensive reforms aimed at improving post-graduation outcomes, particularly for students of color and those from low-income backgrounds. Over the past three years, MCC has collaborated closely with the Aspen Institute, CCRC, seasoned coaches, and industry experts to implement comprehensive improvements. Following this intensive period of reform, MCC will undergo three additional years of evaluation, all united by a singular goal: enabling thousands more community college students to enter and complete programs that lead directly to jobs paying a family-sustaining wage or to efficient and effective completion of a bachelor's degree. MCC is concentrating its efforts in three areas:

1. An integrated advising model redesign
2. Improved student success outcomes in gateway English and mathematics courses
3. Transfer program course mapping

In the fall of 2023, MCC was awarded \$1,160,000 in *SUNY Transformational Grant* funding to drive innovative and impactful changes including improving student success. Of this funding, \$579,564 is allocated to address the success gap for approximately 490 first-generation, Pell-eligible, underrepresented students in a Liberal Arts: General Studies degree program. MCC's data show that these students face challenges such as academic under-preparedness and financial concerns which hinder their success. To transform their educational outcomes, MCC will deliver essential student supports, provide integrated supplemental academic assistance, and offer funds to alleviate external impediments to continuing education. These efforts include adopting a proactive case management model for student onboarding, redesigning course delivery for gateway courses, and providing student emergency assistance funds. Collectively, these efforts will result in successes on campus that translate into post-completion success in transfer and high-value career opportunities.

Mission, Vision, and Core Values

The Mission, Vision, and core values of Monroe Community College shape its innovative approach to higher education, contributing the future development of the Rochester region.

Mission. Monroe Community College transforms lives and communities, fostering the success of diverse students through affordable and innovative academic, career, technical, and workforce development programs. Our shared work inspires and champions excellence in higher education and builds global engagement and understanding.

Vision. Monroe Community College champions equity, opportunity, innovation, and excellence while transforming students' lives and communities.

Core Values.

- **Community.** We believe in meaningful partnerships among students, colleagues, departments, offices, and divisions within MCC as well as with local, regional, national, and global communities.
- **Inclusiveness.** We commit to an environment of belonging in which everyone feels safe, valued, and respected by dismantling practices, policies, and procedures that uphold structural racism and other systemic inequities.
- **Integrity.** We believe in respect, honesty, authenticity, accountability, and ethics in policies, actions, and behaviors.
- **Excellence.** We encourage innovation, creativity, critical analysis, and continuous assessment to improve teaching, learning, programs, services, and policies.
- **Empowerment.** We support learners and employees on their paths to intellectual, professional, and personal growth.
- **Stewardship.** We are accountable for the responsible management of human, fiscal, physical, and environmental resources and the information entrusted to us.

Strategic Direction and Goals

Monroe Community College is committed to an inclusive, diverse, equitable, and accessible workplace where everyone can thrive; this commitment is reflected in the integration of the College's first-ever Diversity, Equity, and Inclusion statement within the College's Strategic Plan, *Vision2027*. This plan was a collaborative effort between internal stakeholders at the College (faculty, staff, administrators, students, and the Board of Trustees) and external stakeholders (community partners and supporters, alumni, and educational partners at all levels). *Vision2027* was affirmed by the Monroe Community College's Board of Trustees in August 2022.

Diversity, Equity, and Inclusion Statement. Monroe Community College expects and upholds equity, inclusion, and a sense of belonging in our educational programs, policies, campus life, employment, and community involvement. We believe that diversity enriches our lives and leads to understanding and appreciation of our differences and commonalities. In order to achieve academic and institutional excellence, we actively recruit, engage, and retain students, faculty, staff, and community partners who represent the diversity of our region, nation, and world.

Strategic Directions and Goals. The Monroe Community College Planning Project began in December 2021 and concluded in May 2022, revealing in five high priority areas known as "Strategic Directions." Each includes targeted goals aimed at achieving every priority over the five-year implementation period. Annually, divisional and departmental plans are crafted to reach these goals, with the Strategic Plan, *Vision2027*, serving as the guiding framework.

Direction One: Together as One. MCC's students, faculty, staff, trustees, retirees, and alumni serve as ambassadors to meet the needs of our communities and create solutions. We will work intentionally as one institution across our campuses, sites, and as a unit of SUNY.

- Goal 1.1. Develop and implement the College's Diversity, Equity, and Inclusion plan to create a supportive and collaborative culture which nurtures a sense of belonging and being valued and supports the health and wellness of both students and employees.
- Goal 1.2. Strengthen the College's commitment to community, service, and justice by aligning the College Community with a more just and equitable world.
- Goal 1.3. The MCC Downtown Campus will serve as a transformative and comprehensive educational and workforce development center, further positioning the College as an innovative leader at regional and global levels.

Direction Two: Student-centered College. MCC provides programs and services centered on current and prospective students to meet their unique needs and ongoing educational pursuits. The College is committed to creating a vibrant, welcoming culture of inclusion and belonging.

- Goal 2.1. Provide holistic academic and support services to help students succeed and thrive personally and academically.
- Goal 2.2. Identify, analyze, understand, and reduce equity gaps to increase access and improve outcomes.
- Goal 2.3. Ensure user-friendly and inclusive multi-cultural and multi-lingual communications and services for diverse communities.
- Goal 2.4. Identify and reduce barriers that impact student enrollment and success.
- Goal 2.5. Define student success at MCC.

Direction Three: Enrollment Reimagined. MCC attracts and retains students by providing programs and supportive services structured to meet the needs of a diverse population. The College, through its diversified educational opportunities and delivery modes, enhances the quality of life and economic vitality of the region.

- Goal 3.1. Develop, launch, and implement the new Strategic Enrollment Management plan to maximize recruitment, retention, persistence, and completion.
- Goal 3.2. Provide staff development with a focus on cross-training, professional growth, and customer service.
- Goal 3.3. Deliver an innovative and flexible schedule to accommodate traditional and non-traditional students and their diverse learning modalities.
- Goal 3.4. Promote clearly defined pathways and intrusive advising that support students' personal and career advancement.
- Goal 3.5. Offer and align credentials, certificates, and degree programs with transfer, career, and entrepreneurial opportunities.

- Goal 3.6. Create bridges from non-credit to credit programs.
- Goal 3.7. Promote the updated, strategic, and intentional marketing plan.

Direction Four: Community Engagement and Partnerships. MCC, through its local, regional, and international presence, engages with a wide network of educational and community partners.

- Goal 4.1. Expand and strengthen collaborations and partnerships to support the College Mission.
- Goal 4.2. Strengthen the College's commitment to civic, community, and global engagement.
- Goal 4.3. Serve as a leader in economic and workforce development in the region, state, and nation.
- Goal 4.4. Re-envision the role of the College's advisory boards.

Direction Five: Institutional Effectiveness, Efficiency, and Sustainability. MCC provides effective programs and services through the efficient and sustainable use of resources. The College invests in its students, faculty and staff, facilities, and technology to provide an inclusive culture and relevant education.

- Goal 5.1. Strengthen employee recruitment, onboarding, retention, technology training, professional development, and succession planning.
- Goal 5.2. Invest resources into internal data-sharing, communications, decision-making, and systems integration.
- Goal 5.3. Advance institutional effectiveness and organizational efficiency through integrated planning, collaboration, assessment, evidence-based decision-making, and automation.
- Goal 5.4. Develop a proactive fiscal strategy that promotes revenue growth and aligns programs, staffing, and facilities with College priorities.

Key External and Internal Factors

Vision2027 aims to positively impact individuals' lives in the region by expanding access to and success in high-value educational pathways for those with the greatest needs in the community. MCC provides educational programs that lead to robust post-graduation opportunities and jobs with family-sustaining wages. However, the College faces various internal and external environmental factors that have influenced its operations and could continue to do so in the future.

Student Enrollment. Between 2017 and 2023, new student enrollment declined by 1,797, marking a 29.8% decrease. This decline in enrollment has persisted over the past five years, coinciding with a similar trend in feeder high school enrollments. Across the top 25 feeder high schools, student enrollments have notably decreased over this same period. Additionally, there has been an evident shift towards part-time attendance at the College, with 45% of students attending part-time in fall 2023 compared to 39.1% in fall 2017.

Student Retention. The overall fall-to-fall retention rate for degree-seeking students remained consistent at 52.5% to 52.4% between fall 2017 and 2022. The retention rate for first-time students decreased from 58.2% to 56.8%, while it increased for continuing students from 53.4% to 55.1% over the same period. Additionally, the College experienced a reduction in the number of degrees awarded annually, with 893 fewer degrees awarded in 2022-2023 compared to 2017-2018, representing a significant 39.1% decrease. This decline exceeded the 35.8% decrease in student headcount over the same period.

Student Demographics. Monroe Community College is nearing the achievement of a majority-minority status, marked by a significant increase in the number of students of color. The population served by the College is evolving rapidly, reflecting broader demographic shifts. Although the majority of graduates are still White, there has been a noticeable increase in the percentages of Hispanic Asian, and Multiracial graduates over the past five years. Specifically, the graduation rate of Hispanic students increased from 13.6% to 14.8%, the graduation rate of Asian students rose from 28.8% to 30.0%, and the graduation rate of multiracial students surged from 14.2% to 18.8%.

Area Demographics and Regional Outlook. MCC, located in Rochester, New York, is deeply committed to serving the local community and addressing its unique challenges. Rochester stands out in the Finger Lakes Region as the only area with an unemployment rate higher than that of the state; in June 2022, Rochester's unemployment rate exceeded New York State's by 1.1 percentage points. The county's population is also experiencing stagnation, with a noticeable trend towards aging. Projections suggest a decline in population segments aged 5 to 34 and 45 to 64, while age groups 35-44 and 65 and older show signs of growth or slower decline. Additionally, the Hispanic population is expected to increase from 9.8% to 11.1% of the county population, with slight growth among all non-white groups. The region faces significant socioeconomic challenges, such as a high child poverty rate—one of the highest in the United States—and a large proportion of single female households living in poverty.

Economic and Workforce Development Outlook. The business and industry sector in the region recognize MCC as a crucial contributor to economic and workforce advancement. Area employers have expressed a need for enhanced currency and relevance in programs, stacked credentials, and the introduction of Associate of Occupational Studies degrees, among other innovative workforce development strategies. With wages increasing and a noticeable demand for qualified workers, the region faces a pressing need for more skilled individuals to fill well-paying jobs. MCC's commitment to meeting these demands through relevant, up-to-date programs and workforce development initiatives underscores its pivotal role in driving the community's economic growth and prosperity.

Budgetary Challenges. Similar to many other community colleges, MCC is encountering budgetary difficulties. While the Higher Education Relief Fund (HEERF) bolstered MCC's financial reserves, the expiration of these funds in June 2023, coupled with marginal increases in enrollment and stagnant state aid, has heightened reliance on the fund balance to cover rising expenses, particularly contractual pay raises and services such as utilities. MCC remains dedicated to ensuring long-term fiscal viability and is actively implementing risk management measures.

Main Programs of Study

As of fall 2023, 67% of students are enrolled in Associate in Science (A.S.) or Associate in Arts (A.A.) transfer programs at MCC. The College has established 2+2 Transfer Pathways with fourteen four-year institutions, including SUNY colleges, allowing graduates to transfer with junior standing. For spring 2024, over 500 students are in the 2+2 programs; from 2018-2023, 383 students graduated from an MCC 2+2 program and transferred to a 4-year partner. The most popular partners, based on degrees awarded, were Rochester Institute of Technology (165), SUNY Brockport (92), and St. John Fisher University (39).

Among MCC's top five most highly enrolled programs, four are transfer programs: Liberal Arts and Sciences: General Studies A.S.; Health Studies A.S.; Business Administration A.S.; and Psychology A.S. The Nursing Associate in Applied Science (A.A.S.) program is also among the five most highly enrolled programs and boasts a pass rate on the national licensing exam that exceeds the national averages each year.

While a small percentage of students are not enrolled in a specific program, 24% of students are enrolled in A.A.S. career programs, such as the Nursing program. These career programs are designed to meet industry standards and provide hands-on learning in high-demand fields. Notably, 90% of MCC career program graduates with full-time jobs remain in the region. Of the 1,390 associate degree graduates in 2021-2022, 550 students transferred. Fourteen percent of the students who transferred were in career programs and 53% were in transfer programs. Regardless of a student's enrollment in a transfer or career program, *Vision2027* focuses on student success and ensuring graduates have skills that enable them to obtain a career that provides a family-sustaining wage.

MCC's diverse degree programs are aligned with the College's Institutional Learning Outcomes (ILOs), which prepare MCC students to

1. Communicate effectively for a range of audiences and purposes, employing oral, written, visual, manual, or other modes of delivery.
2. Evaluate, analyze, or employ methods such as scientific or quantitative reasoning to produce well-reasoned, credible arguments; accurately interpret data; or formulate valid inferences.
3. Apply knowledge about systemic inequities based on race, class, and gender to analyze social justice action.
4. Analyze the structures and interrelationships among global communities and their impact on sustainable systems, which may include cultural, health, environmental, financial, industrial, or political systems.
5. Identify information needs, access information, assess the validity of sources, and use information ethically.
6. Use technology in discipline-specific ways to further educational or occupational goals.

The ILOs at MCC are aligned with SUNY's new General Education Framework, which takes effect for all degree programs starting fall 2025, ensuring that all students meet these standards regardless of degree program. The ILOs reflect the fundamental knowledge, skills, and competencies that an MCC education provides to prepare students for success in the twenty-first century.

Notably, ILO #3 is focused on Diversity, Equity, and Inclusion (DEI) and aligns with MCC's newly approved Diversity, Equity, and Inclusion Statement. This underscores MCC's commitment to highlighting the importance of DEI within the campus community. As MCC embarks on the Self-Study process under MSCHE's *Standards for Accreditation and Requirements of Affiliation*, fourteenth edition, the college is eager to showcase the central role of DEI in its educational mission.

Student Population

Monroe Community College serves a diverse student population, with 8,530 credit students and 23,623 credit/noncredit students as of fall 2023. Among enrolled credit students, approximately 22% are African American, 14% Hispanic, 6% Asian, 6% multiracial, 0.3% American Indian, and 51% White. The College also welcomes 100 international students from over thirty-six countries, reflecting its commitment to engaging with a global community.

The College's student body is primarily composed of Monroe County residents (78%), with 16% from out-of-Monroe County in New York and 3% from out-of-state. Additionally, MCC's dual-enrollment program, College Now, serves 4,374 high school students from 46 schools and BOCES locations in the Finger Lakes region.

In fall 2022, 13% of Monroe County public high school graduates enrolled at MCC. The Honors Institute provides additional academic opportunities, with 112 students participating in fall 2023. Furthermore, MCC's student-athletes play a significant role on campus, with 227 student-athletes enrolled in fall 2023.

Enrollment. While MCC has faced enrollment challenges, in the last four years, census data are trending upward (see Table 1) and is projected to continue to do so (see Table 2).

Table 1: Enrollment Trends over the last 4 years

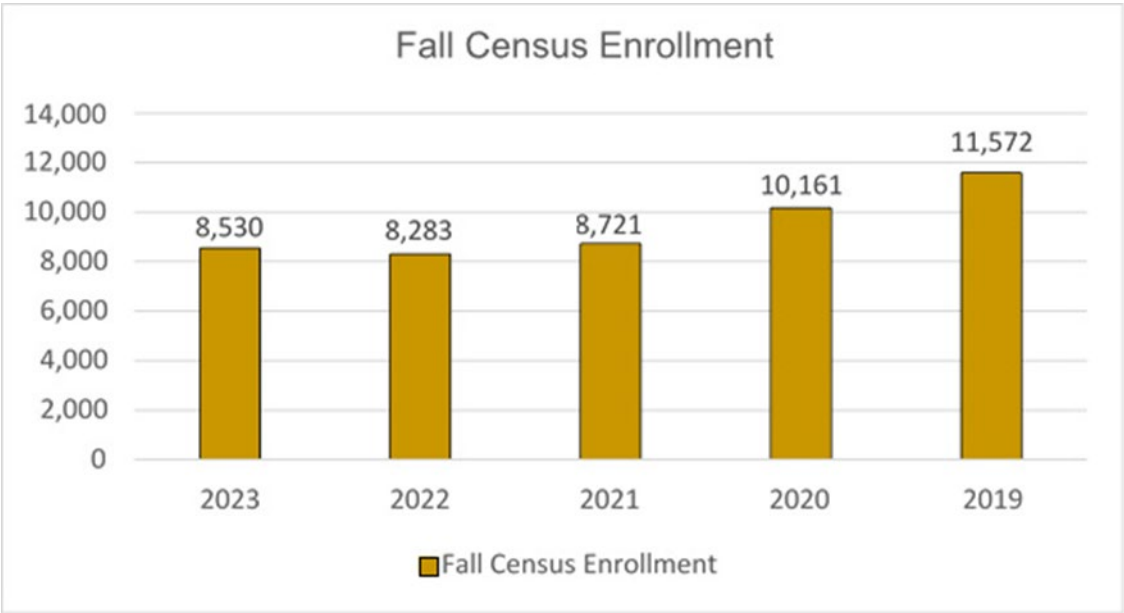
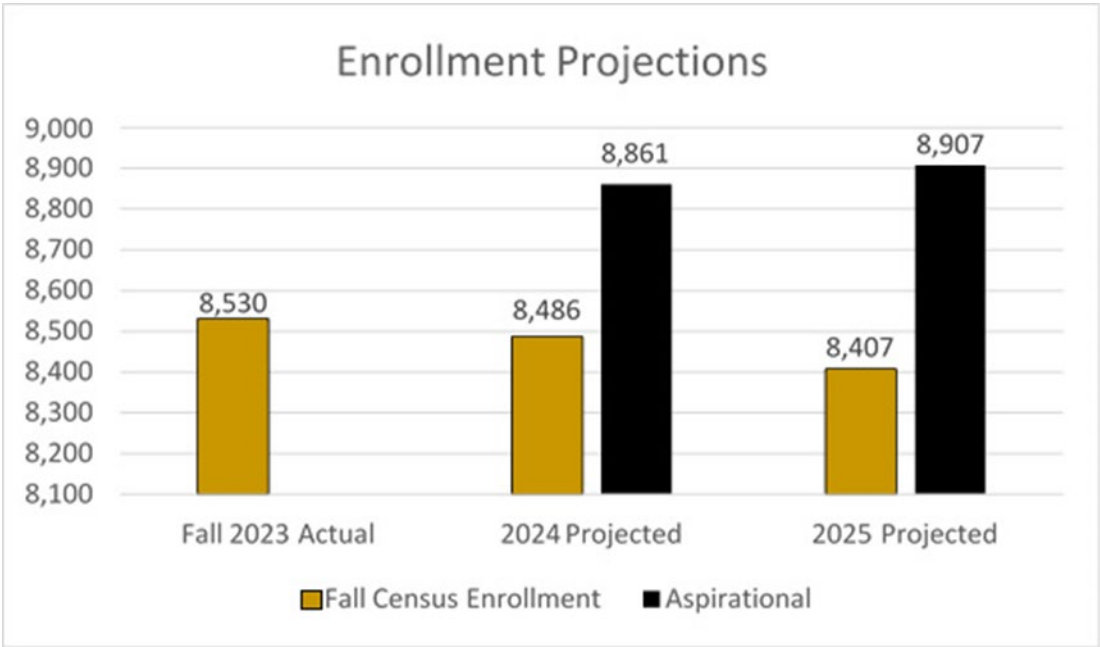


Table 2: Enrollment Projections for the Next 2 Years



Faculty and Staff. MCC is governed by a ten-member, government-appointed Board of Trustees and a shared governance system. MCC’s administrative team is led by a president and five college officers.

As of fall 2023, MCC employs 228 full-time faculty, 553 part-time employees and adjunct faculty, 273 full-time administrative and professional staff, and 252 full-time support staff (see Table 3).

Table 3: Fall 2023 Employees by Classification

Category	No. of Employees
Adjunct Faculty	304
Administration	200
Civil Service	253
Executive Officers	7
Full-Time Faculty	228
Grant Administrator	46
Non-Contract Administration	20
Other	248

II. Institutional Priorities to be Addressed in the Self-Study

Three institutional priorities were identified that align with our Strategic Plan, *Vision2027*, and contribute to the continuous improvement of MCC. These priorities are directly linked to the Strategic Directions outlined in *Vision2027*. Furthermore, MCC’s commitment to diversity, equity, and inclusion will be evident throughout and inform the entire Self-Study. To determine these institutional priorities, the College actively sought feedback from the Campus Community, including shared governance organizations such as the Student Government Association, Faculty Senate, and the Support Staff Planning Council, as well as through Working Groups, Steering Committee, and the DEI in Teaching and Learning Workgroup. The President and the Executive Leadership Team approved the following Self-Study institutional priorities, which are intricately woven with the strategic directions of *Vision2027* as illustrated in Table 4.

Table 4: Priorities Mapped to College Mission and Strategic Directions

Elements of Mission and Strategic Plan	Priority I: Attract and Retain Diverse Students	Priority II: Commit to Teaching and Learning	Priority III: Invest in and Sustain Resources
Together As One	X	X	X
Student-Centered College	X	X	X
Enrollment Reimagined	X		X
Community Engagement and Partnerships	X	X	X
Institutional Effectiveness, Efficiency, and Sustainability	X		X

Priority 1: Attract and Retain Diverse Students

This priority focuses on the College’s development of a Diversity, Equity, and Inclusion Plan, a Strategic Enrollment Management Plan, and a strategic and intentional marketing plan. Institutional Priority One is a primary point of emphasis in Standards I-V.

Priority 2: Commit to Teaching and Learning

This priority focuses on the College’s efforts to provide holistic academic services for students, reducing equity gaps to increase access and improve outcomes, and strengthening the College’s commitment to community, service, and justice. Institutional Priority Two is a primary point of emphasis in Standards I-V.

Priority 3: Invest In and Sustain Resources

This priority focuses on the College's work in investing resources into internal data-sharing, communications, decision-making, and systems integration; advancing institutional effectiveness and organizational efficiency through integrated planning; and developing a proactive fiscal strategy. Institutional Priority Three is a primary point of emphasis in Standards I, II, VI, and VII.

Table 5 provides an overview of how the institutional priorities align with the Middle States Standards.

Table 5: Priorities Mapped to Middle States Standards

Middle States Standards	Priority I: Attract & Retain Diverse Students	Priority II: Commit to Teaching & Learning	Priority III: Invest in & Sustain Resources
Standard I: Mission and Goals	Primary	Primary	Primary
Standard II: Ethics and Integrity	Primary	Primary	Primary
Standard III: Design/Delivery of Student Learning Experience	Primary	Primary	Secondary
Standard IV: Support of the Student Experience	Primary	Primary	
Standard V: Educational Effectiveness Assessment	Primary	Primary	
Standard VI: Planning, Resources, Institutional Improvement	Secondary		Primary
Standard VII: Governance, Leadership, and Administration	Secondary	Secondary	Primary

III. Intended Outcomes of the Self-Study

Through the Self-Study process, Monroe Community College will achieve the following outcomes:

1. Demonstrate how MCC currently meets the Commission's *Standards for Accreditation* and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and institutional priorities.
3. Engage the College Community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Utilize the Self-Study Report to guide future efforts of the College.

IV. Self-Study Approach

- ☒ Standards-Based Approach
- ☐ Priorities-Based Approach

Monroe Community College is using a standards-based approach for conducting the Self-Study. A Standards-based approach will allow the institution to thoroughly examine how it complies with MSCHE requirements and expectations while mapping institutional priorities to *Vision2027*. The Monroe Community College Executive Leadership Team and the Middle States Steering Committee have approved the Standards-based approach. Working Groups are organized around the seven standards.

V. Organizational Structure of the Steering Committee and Working Groups

Steering Committee Composition

The Steering Committee for MCC's Self-Study comprises 19 members, including two Co-chairs, 14 Co-chairs to the Working Groups, and three ex-officio members. The composition was carefully selected, with the Provost/VP for Academic and Student Affairs receiving nominations for Co-chairs and presenting them to the Executive Leadership Team (ELT). The ELT then selected two Co-chairs, one from the administration and one from the faculty, based on their extensive experience in higher education leadership and demonstrated commitment to diversity, equity, inclusion, and belonging throughout their careers (see Table 6).

Table 6: Steering Committee Members and College Roles

Co-chairs

Name	Role	Title
Candice P. Baldwin	Co-chair	Chief of Staff to the President <i>Office of the President</i>
Natasha Chen	Co-chair	Associate Professor, Sociology <i>Anthropology/ History/Political Science/Sociology</i> Vice President of Teaching, Faculty Senate; Chair, DEI in Teaching and Learning Workgroup

Members

Name	Role	Title
Dino Laury	Co-chair, Standard I	Dean <i>Career and Technical Education</i>
Kara Tierney	Co-chair, Standard I	Associate Professor, Chemistry <i>Chemistry and Geosciences</i>

Name	Role	Title
Rollo Fisher	Co-chair, Standard II	Professor, Music <i>Visual and Performing Arts</i> Academic Policies Chair, Faculty Senate
Carly O'Keefe	Co-chair, Standard II	Coordinator, International Services <i>Global Education and International Services</i>
Amanda Colosimo	Co-chair, Standard III	Professor, Geology <i>Chemistry and Geosciences</i>
Tracey Graney	Co-chair, Standard III	Professor <i>Biology</i>
Elizabeth Baxter	Co-chair, Standard IV	Project Director, Title III <i>Academic and Student Affairs</i> Special Committee for Academic Affairs Chair, Faculty Senate
Shannon Glasgow	Co-chair, Standard IV	Director, Title IX <i>Diversity, Equity, and Belonging</i>
Susan Hall	ALO and Co- chair, Standard V	Associate Director, Curriculum and Assessment <i>Curriculum and Program Development</i>
Catherine Ganze Smith	Co-chair, Standard V	Associate Professor, English <i>English/Philosophy</i>
Denise Thomas	Co-chair, Standard VI	Senior Specialist, Budget <i>Academic and Student Affairs and Economic & Workforce Development</i>
Phil Oettinger	Co-chair, Standard VI	Assistant Director, Academic Learning Environments <i>Instructional Services</i> Vice President, Faculty Association
Becky Babcock	Co-chair, Standard VII	School Specialist <i>School of Health Science and Physical Wellness</i> President, Faculty Senate
Jason Mahar	Co-chair, Standard VII	Professor <i>Mathematics</i> Nominations, Elections, and Governance Chair, Faculty Senate

Ex-Officio Members

Name	Role	Title
Valarie Avalone	Ex-Officio	Director <i>Office of Institutional Planning, Effectiveness, and Accountability</i>
William Dixon	Ex-Officio	Director <i>Institutional Research</i>
Mary Timmons	Ex-Officio	Multi-campus Outreach Librarian <i>Library</i> Secretary, Faculty Senate

Responsibilities of the Steering Committee

The Steering Committee provides leadership and guidance to the Self-Study process. The responsibilities of the Steering Committee are to:

- Serve as a liaison or Co-chair to a Working Group and corresponding standard
- Develop a comprehensive understanding of the entire accreditation process
- Ensure that institutional priorities are in alignment with the Monroe Community College's Strategic Plan, *Vision2027*, as well as the seven standards of accreditation
- Create a glossary of standard file names to label each piece of evidence for cross- referencing
- Provide leadership and guidance to the Working Groups and monitor progress to ensure that the timeline is implemented and deadlines are met for completing the final Self- Study Report
- Contribute key portions to the Self-Study design, including the lines of inquiry for each of the seven standards of accreditation
- Ensure that the seven standards Working Groups coordinate evidence collection efforts and the creation of an Evidence Inventory
- Promote and communicate the Self-Study process to all campus stakeholders and arrange for review and feedback of the Self-Study Report to include the College President, Board of Trustees, ELT, administrators, faculty, staff, students, shared governance groups, and other stakeholders
- Contribute to, review, and approve the periodic reports, Self-Study drafts, and final reports of the Working Groups
- Prepare for and engage in the MSCHE Liaison visit and evaluation team visit

Working Group Composition

The Co-chairs of the Steering Committee for MCC's Self-Study actively sought nominations for Working Group Co-chairs and members from the Executive Leadership Team, academic deans, and through self-nominations via the *MCC Daily Tribune*, the College's daily electronic newsletter. Respondents to the online nomination form indicated their interest in serving on a specific standard and/or as a Working Group chair. After receiving nominations, the Self-Study Co-chairs confirmed the willingness of each nominee to serve as a chair or member. Fourteen individuals were selected as Working Group Co-chairs based on their expressed interest, qualifications, and expertise. These selections were then submitted to ELT for review and approval (see Table 7).

Table 7: Working Group Membership*Standard I: Mission and Goals*

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Name	Role	Title
Dino Laury	Co-chair	Dean <i>Career and Technical Education</i>
Kara Tierney	Co-chair	Associate Professor, Chemistry <i>Chemistry and Geosciences</i>
Terrance Keys	Member	Associate Vice President <i>Instructional Services</i>
Todd Korol	Member	Professor and Department Chair <i>Business Administration</i>
Christina Lee	Member	Global Education Coordinator <i>Global Education and International Services</i>
Patrick Morris	Member	Director <i>Community Relations</i>
Demetrius Rhodes	Member	Admissions Counselor <i>Admissions</i>
Lena Shiao	Member	Associate Professor, Education <i>Education and Human Services</i> Faculty Senate
Michael Weingart	Member	Associate Professor, American Sign Language <i>World Languages</i> Faculty Senate

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Name	Role	Title
Rollo Fisher	Co-chair	Professor, Music <i>Visual and Performing Arts</i> Faculty Senate
Carly O'Keefe	Co-chair	International Services Coordinator <i>Global Education and International Services</i>
Katie Bastianelli	Member	Scholarship Liaison and Development Coordinator <i>MCC Foundation</i>
Karen Chin	Member	Project Director <i>Institutional Compliance and Internal Audit</i>
Melissa Santiago	Member	Financial Specialist <i>Controller's Office</i> Faculty Senate, Faculty Association

Name	Role	Title
Kim Dodson	Member	Development Assistant <i>MCC Foundation</i>
Dana Voldan-Curry	Member	School Specialist <i>School of Social Sciences & Global Studies</i> Faculty Senate
Steve Wise	Member	Chief of Public Safety <i>Public Safety</i>

Standard III: Design/Delivery of Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Name	Role	Title
Amanda Colosimo	Co-chair	Professor, Geology <i>Chemistry and Geosciences</i>
Tracey Graney	Co-chair	Professor <i>Biology</i>
N. Gabriel Armatas	Member	Assistant Professor, Chemistry <i>Chemistry and Geosciences</i>
Kathleen Borbee	Member	Professor <i>Business Administration</i>
Kevin French	Member	Professor and Department Chair <i>Applied Technologies</i> Faculty Association
Andrea Gilbert	Member	Assistant Director, Virtual Campus & Instructional Technologies <i>Instructional Technologies</i>
Rebecca Griffin	Member	Associate Professor and Department Chair <i>Hospitality Management</i>
Heather Pierce	Member	Assistant Professor, Geology <i>Chemistry and Geosciences</i>
Azwana Sadique	Member	Assistant Professor, Chemistry <i>Chemistry and Geosciences</i>

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Name	Role	Title
Elizabeth Baxter	Co-chair	Project Director, Title III <i>Academic and Student Affairs</i> Special Committee for Academic Affairs Chair, Faculty Senate
Shannon Glasgow	Co-chair	Director, Title IX <i>Diversity, Equity, and Belonging</i>
Ryan Clemens	Member	Associate Professor, Chemistry <i>Chemistry and Geosciences</i>
Kim DeLardge	Member	Director, Student Services – Downtown Campus <i>Academic and Student Affairs</i>
Gary Johnson	Member	Associate Vice President, Student Success & Strategic Initiatives <i>Academic and Student Affairs</i>
Jennifer Kinslow	Member	Coordinator, Academic Advisement Systems <i>Curriculum and Program Development</i>
Ryan Messenger	Member	Associate Vice President of Student Development <i>Academic and Student Affairs</i>
Vicki Pankratz	Member	School Specialist <i>School of Arts and Humanities</i>
Dax Parasnis-Samar	Member	Instructional Technologies Librarian <i>Library</i>
Medea Rambish	Member	Dean <i>Academic Foundations</i>
Holly Wynn-Preishe	Member	Director <i>Advisement and Transfer Services</i>

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Name	Role	Title
Susan Hall	Co-chair	Associate Director <i>Curriculum and Program Development</i>
Catherine Ganze Smith	Co-chair	Associate Professor, English <i>English/Philosophy</i>
Lauren Blew	Member	Associate Professor <i>Business Administration</i>
Destiny Brito	Member	Admissions Counselor <i>Admissions</i>
Diane Clements	Member	Associate Professor, Transitional Studies <i>ESOL/TRS</i>
Amy Coon	Member	School Specialist <i>School of Community Engagement and Development</i>
Daniel Tyree	Member	Assistant Professor, Anthropology <i>Anthropology/History/Political Science/Sociology</i> Department Faculty Senate

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Name	Role	Title
Denise Thomas	Co-chair	Senior Specialist, Budget <i>Academic and Student Affairs and Economic & Workforce Development</i>
Phil Oettinger	Co-chair	Assistant Director, Academic Learning Environments <i>Instructional Services</i> Vice President, Faculty Association
Denise Ambrose	Member	Coordinator II <i>Schools at MCC</i>
Victoria Boese	Member	Senior Specialist, Finance and Budget <i>Administrative Services</i>
Aaron Bouyea	Member	Director I <i>Athletics</i>
Alisa Camp	Member	Management Assistant <i>Technology Services</i> Civil Service Employees Association

Name	Role	Title
Katie Ghidiu	Member	Director of Library Services <i>Library</i>
Yolanda Johnson	Member	Manager <i>Campus Events</i>

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Name	Role	Title
Becky Babcock	Co-chair	School Specialist <i>School of Health Science and Physical Wellness</i> President, Faculty Senate
Jason Mahar	Co-chair	Professor <i>Mathematics</i> Nominations, Elections, and Governance Chair, Faculty Senate
Chelsea Davis	Member	Coordinator II, Recruitment and Retention <i>Human Resources</i>
Colleen Dolce	Member	Financial Aid Analyst <i>Financial Aid</i>
Bethany Gizzi	Member	Professor, Sociology <i>Anthropology/History/Political Science/Sociology</i> President, Faculty Association
Linda Hall	Member	Executive Assistant, Board of Trustees <i>Office of the President</i>
Sarah Pantaleo	Member	Associate Director <i>Advisement and Transfer Services</i>
Meryll Pentz	Member	Counselor <i>Financial Aid</i> Faculty Senate
Eric Wheeler	Member	Assistant Director <i>Veteran Services</i>

Working Group Charge

Each Working Group was assigned to a specific standard and, with input from the Steering Committee members and approval from the Executive Leadership Team, populated with at least five members to ensure broad representation of the Campus Community.

The primary task of each Working Group is to write a chapter of the Self-Study based on the assigned standard and research questions. These chapters should thoroughly address the research questions and conduct a comprehensive review of the standard, covering all its fundamental elements. This requires:

- Becoming familiar with the seven *Standards for Accreditation* and their connection to the Requirements of Affiliation, institutional priorities, and the College's Mission, Vision, and Strategic Plan, *Vision2027*
- Identifying, collecting, and analyzing the evidence to demonstrate compliance with the standard, addressing the criteria under the standard
- Regularly maintaining the Working Group Microsoft Team, keeping it up to date and accessible to all Working Group members and the Steering Committee
- Attending and providing input regularly in Working Group meetings and offering feedback to other Working Groups, as appropriate
- Developing lines of inquiry questions based on each standard's criteria and a creating data collection plan, such as document review, interviews, focus groups, and surveys, among others
- Identifying an Evidence Inventory Liaison to assess strengths, areas for improvement, gaps in evidence, and recommended actions for each standard
- Developing preliminary, working, and final drafts of the Working Group report by established deadlines, utilizing established templates and editorial style
- Promoting the Self-Study process to the College Community

Lines of Inquiry

The Working Groups will develop lines of inquiry for each standard. Initially, the leadership team provided a set of potential lines of inquiry; however, Working Groups have the authority to revise these as needed to assess compliance with the standards.

To enhance collaboration and efficiency, Working Groups are encouraged to engage with other groups having similar scopes. The Steering Committee meetings serve as valuable platforms for identifying alignment and sharing topics and questions among the Working Groups.

Standard I: Mission and Goals. Aligned Priority: Priorities I, II, and III

1. How does the College Community establish and work towards its Mission and goals?
 2. How does the College invest in and maintain resources that support the Mission and goals?
 3. What is the process of creating and assessing ILOs? How do they address and support the College's Mission and goals?
 4. How do quantitative and qualitative methods measure student learning and achievement in a way that supports the mission, goals, and overall learning environment?
 5. How do the Mission and goals support the attraction and retention of a diverse college community?
- Standard II: Ethics and Integrity. Aligned Priority: Priorities I, II, and III*

Standard II: Ethics and Integrity. Aligned Priority: Priorities I, II, and III

1. How does MCC assess, evaluate, and continually improve on its commitment to diversity, equity, and inclusion among its Board, employees, students, and most marginalized members of the community and also foster transparency, accountability, and commitment to DEI in terms of hiring, promotion, and retention processes?
2. How does MCC protect and promote academic freedom, academic integrity, diverse points of view, protection of intellectual property, and intellectual expression for its students, faculty, professional staff, administration, and Board?
3. What policies, procedures, and practices are in place to ensure fair and equitable treatment of constituents, in all aspects of the College to address complaints and conflicts, and to communicate transparently and honestly with all constituents?
4. How does MCC demonstrate compliance with federal, state, and MSCHE policies, regulations, and requirements?
5. How does MCC promote and ensure affordable and accessible high-quality education to the larger Monroe County community? To what extent is there intentional and purposeful recruitment of underrepresented and marginalized students, faculty, staff, administrators, and Board members?

Standard III: Design/Delivery of Student Learning Experience. Aligned Priority: Priorities I and II

1. How does the College ensure all faculty provide inclusive learning experiences across all curricula?
2. What evidence demonstrates the College monitors and promotes student success by providing sufficient learning experiences and adequate resources for all student populations?
3. What evidence shows how MCC's certificate, degree, and noncredit programs foster a coherent learning experience with an appropriate number of qualified faculty?
4. How does the College's general education program support the College's Mission and comply with MSCHE and SUNY guidelines?
5. To what extent does the College utilize third-party providers for student learning experiences, and what is the evaluation process for those providers?

Standard IV: Support for the Student Experience. Aligned Priority: Priorities I and II

1. How are student services integrated into the academic experience, in alignment with the College's Mission, Vision, and strategic goals, to enhance student success for all students?
2. What mechanisms are in place to ensure seamless coordination of, and equitable access to, academic advising, career counseling, tutoring, and other support services?
3. How does MCC leverage technology and innovation to enhance equitable access to support services and improve the student experience, and what mechanism is in place to ensure safe and secure maintenance of these systems?

4. How does MCC ensure that all student populations have equitable access to support services, including resources addressing food insecurity, housing instability, and other basic needs, to ensure students can fully engage in their academic pursuits?
5. How does MCC monitor and analyze data related to student persistence, completion, and transfer to ensure continuous improvement in supporting student success?
6. How are prospective students informed about the College, its expectations, programs, and admission and placement processes throughout the admissions cycle?

Standard V: Educational Effectiveness Assessment. Aligned Priority: Priorities I and II

1. Describe the assessment process, policies, and procedures, including incorporation of diversity, equity, inclusion, and belonging and communication of results to stakeholders
2. How does systematic and periodic assessment of student learning outcomes inform change and development, including pedagogical changes and the strengthening of opportunities for student transfer and career goals?
3. How are disaggregated assessment results for all student populations used for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness?
4. How are the various learning outcomes, including institutional, programmatic, and general education, mapped to one another and to the College's Mission and Strategic Plan, and how are these connections demonstrated to the larger College Community

Standard VI: Planning, Resources, and Institutional Improvement. Aligned Priority: Priority III

1. To what extent does the Strategic Plan align with the Mission, Vision, and values of the institution?
2. How does MCC prioritize resource allocation and incorporate technology planning to support its strategic goals, planning, and objectives to enhance teaching, learning, and administrative efficiency?
3. What strategies has MCC implemented to diversify revenue sources and secure external funding, grants, and donations to mitigate financial risks and support strategic priorities and initiatives?
4. How does MCC use assessment data and KPIs to inform decision-making and evaluate institutional goals as it pertains to the review, enhancements, and refinements of programs, services, and processes
5. What measures are in place to ensure adherence to accreditation standards, government regulations, and industry best practices?

Standard VII: Governance, Leadership, and Administration. Aligned Priority: Priority III

1. How does MCC's shared governance, including collective bargaining units, facilitate involvement of and communication with all constituency groups (staff, faculty, administration students, Board). Describe the responsibilities of each group and how they contribute to and/or participate in decision-making at the College.

2. In what ways are institutional values (integrity, excellence, empowerment, inclusiveness, collaboration, and stewardship) reflected in decision-making procedures, policies, and protocols?
3. How does the administration ensure that strategic priorities are implemented and operationalized through effective institutional planning, resource allocation/staffing, and assessing impact?
4. Examine and provide sufficient evidence of ongoing and systemic procedures in place for evaluating leadership, shared governance, and administrative units. How does MCC leverage this data to inform and direct future change?
5. To what extent does MCC collect, analyze, and utilize data to promote diversity, equity, and inclusion in governance, leadership, and administrative practices?

VI. Guidelines for Reporting

The Co-chairs of each Working Group will compile a written monthly report for the Self-Study Co-chairs, to be presented during the spring 2024 meetings of the Steering Committee. These reports will summarize updates and assess each team's progress. The template for the Progress Report is available in Appendix A which includes:

- Naming the standard
- Enumerating the month's goals
- Indicating progress for each goal as minimal, some, or completed
- Detailing the collected evidence
- Verifying that the evidence is included in the Evidence Inventory; if not, it should be submitted to the Evidence Inventory Manager
- Identifying challenges encountered during the month
- Specifying any specific assistance required from the leadership team at this stage

To guide the efforts of the Working Groups, the Steering Committee meetings will be held twice a month. Recordings of these meetings will be made available to Steering Committee members unable to attend, fostering continued collaboration and information-sharing. In addition to the bi-weekly meetings and monthly reports (see Table 8), both the Steering Committee and Working Groups will utilize Microsoft Teams for communication, deadline tracking, and file storage. Each Working Group is tasked with appointing an Evidence Inventory Liaison, responsible for keeping the Evidence Inventory Specialist updated with evidence requests. Moreover, all research and data requests will be submitted to the Director of Institutional Research.

The process for vetting and approving recommendations from the Working Groups will begin with an initial review by the Self-Study Co-chairs and the Steering Committee to ensure alignment with goals and outcomes. Following the initial review, the Campus Community will have an opportunity to provide feedback regarding the feasibility and implications of each recommendation. Subsequently, Working Groups can revise recommendations based on this feedback, conducting further analysis or seeking

additional consultation as necessary. Upon thorough review, the refined recommendations will be included in the final report submission.

In the final report submission to the Co-chairs, Working Groups are expected to provide a detailed analysis and evaluation surpassing descriptive information. While substantial segments of the Working Group reports will be included in the final Self-Study report submitted to the Middle States Commission on Higher Education, the Self-Study Co-chairs will retain final editorial authority over the Self-Study Report, based on input and feedback from the Campus Community and shared governance groups, and final approvals from the Board of Trustees and the Executive Leadership Team. Guided by the lines of inquiry for each standard, the report should be composed as a single, coherent narrative using clear and concise language. As a guideline, each Working Group’s final report should adhere to the template for the Preliminary Report Outline available in Appendix A, which includes the following requirements:

- Provide a brief overview of the standard and lines of inquiry
- Describe the documentation and inquiry methods used to address research questions
- Analyze the inquiry findings
- Evaluate MCC’s strengths and challenges regarding the standard and its fundamental elements
- If relevant, assess MCC’s strengths and challenges regarding its strategic directions, goals, and other Self-Study outcomes
- Offer recommendations for enhancing/maintaining strengths and addressing challenges

Table 8: Deadlines for Draft Documents and Reports

Deadline	Report
March 29, 2024	Lines of Inquiry
June 14, 2024	Plan of Action Report
September 13, 2024	Periodic Report
October 11, 2024	Periodic Report
November 1, 2024	Preliminary Draft of Working Group report
January 31, 2025	Final Working Group Report inclusive of feedback and stakeholder input

Editorial Style and Format

Self-Study Reports will be drafted using Microsoft Office Word.

Category	Style
Font	11- point Arial
Margins	Standard 1-inch margins
Justification	Left justified
Line Spacing	Single
Paragraph	No indentation
Major Headings	Left Justified in bold, upper and lower case, 14 point. Use a space of 2.0 afterward
Sub-Headings (1)	Left Justified in bold and italics upper and lower case, 12 point. Text starts a new paragraph on a new line.
Sub-Headings (2)	Left Justified in bold, 11 point. Heading ends with a period. Text continues on the same line.
Spacing	Use a space of 2.0 before and after a major heading.
Tables	Center tables on page. Content should be single-spaced, left justified. Tables should be labeled and numbered with Standard number, Table Number, and Title. Tables should be listed in Table of Contents.
Page numbers	Bottom right
Acronyms	To use the acronym of the name of an organization or office, spell it out on the first mention, followed by the abbreviation in parentheses. The abbreviation can be used throughout the rest of the chapter.
Bulleted list	Punctuation is not used when providing a simple list.
Capitalization	Uppercase the terms College Community and College Family when referring to the College's students and employees. Use College or Monroe Community College or MCC to refer to our institution. Use capital letters when referring to college committees, institutional documents, and processes. Other terms to capitalize: Core Team, Evaluation Team, Evidence Inventory, Self-Study Design, Self-Study Report, Self-Study, Steering Committee, Working Group.
Comma usage	Use the serial comma before the “and” in a sentence featuring a series of items.

Category	Style
Contractions	Do not use contractions
Dates	Spell out months and days of the week. When listing only the month and the year, do not use a comma. Use commas when the month, year, and date are used. Do not use “th,” “st,” or “nd” superscripts with dates.
Standards numbering	Use Roman numerals to refer to the Standards.

VII. Organization of the Final Self-Study Report

The Co-chairs will lead the development of the Self-Study Report, integrating and enhancing the contributions of the Working Groups to ensure a unified and coherent document in terms of tone, tense, and voice while preserving the essence of the content provided by the Working Groups. The final Self-Study Report will be organized using the standards-based approach, with a chapter dedicated to each standard. These chapters will include an introduction, an analysis of the evidence considered, and any recommendations for improvement. The introduction will provide an overview of Monroe Community College and the Self-Study process. The conclusion will provide will summarize major findings and a plan for implementing recommendations for ongoing institutional improvement and innovation. The following is the outline for the final Self-Study Report:

- Table of Contents
- Chapter 1: Executive Summary and Compliance Certification
- Chapter 2: Introduction
- Chapter 4: Standard I – Missions and Goals
- Chapter 5: Standard II – Ethics and Integrity
- Chapter 6: Standard III – Design and Delivery of the Student Learning Experience
- Chapter 7: Standard IV – Support of the Student Experience
- Chapter 8: Standard V – Educational Effectiveness Assessment
- Chapter 9: Standard VI – Planning, Resources, and Institutional Improvement
- Chapter 10: Standard VII – Governance, Leadership, and Administration
- Chapter 11: Conclusion
- Appendices

VIII. Self-Study Timeline

The Self-Study timeline below outlines the major milestones in the Self-Study process, including opportunities for planning, campus engagement, data collection and analysis, report writing and revision, and timely submission of materials, keeping collaboration, transparency, inclusion, and excellence at the forefront. This timeline includes a spring onsite visit to allow all campus community members to engage in the process, provide feedback, and contribute to the revision and submission of a Self-Study Report that reflects MCC accurately and aligns with MSCHE standards and requirements.

Fall 2023: Preliminary Planning

Establish the Self-Study Steering Committee, familiarize the Steering Committee with the MSCHE Self-Study process, requirements, and standards, and create a preliminary Self-Study plan.

Month	Activity
September	<ul style="list-style-type: none">• Appoint Self-Study Co-chairs: Candice Baldwin and Natasha Chen• Attend Virtual Self-Study Institute and establish weekly Leadership Team meetings
November	<ul style="list-style-type: none">• Recruit Working Group Chairs and members of each standard• Appoint division liaisons
December	<ul style="list-style-type: none">• Finalize Chairs, membership for Working Groups and Steering Committee• Set up a project management system and internal Evidence Inventory in Microsoft Teams

Spring 2024: Self-Study Design and Data Collection

Create a communication plan for stakeholders, finalize the Self-Study design and templates, provide resources to mobilize Working Groups

Month	Activity
January	<ul style="list-style-type: none">• Meet with VP Judith Sciple, MSCHE Liaison, to discuss Self-Study design: January 19, 2024
February	<ul style="list-style-type: none">• Familiarize Working Group members and chairs with MSCHE standards, requirements, responsibilities, and templates• Communicate priorities, accreditation, and Self-Study process to the Campus Community and stakeholders and provide opportunities for input and feedback• Begin bi-weekly Working Group and Steering Committee meetings for each standard• Plan for the Self-Study preparation visit
March	<ul style="list-style-type: none">• Create a communication plan and timeline regarding 2024-2026 Self-Study• Gather and review relevant data and evidence for the Evidence Inventory• Submit Self-Study design to MSCHE
April	<ul style="list-style-type: none">• Self-Study preparation visit: April 22, 2024

Fall 2024: Document Analysis

Analyze collected data and evidence, engage and support Working Groups, communicate with and gather feedback from the Campus Community and stakeholders

Month	Activity
September	<ul style="list-style-type: none">Refine institutional documents and policies within the Evidence Inventory
October	<ul style="list-style-type: none">Communicate regularly with the campus community about the progressAnalyze institutional documents and policies within the Evidence Inventory
November	<ul style="list-style-type: none">Analyze institutional documents and policies within the Evidence Inventory

Spring 2025: Working Group Initial Report Submission

Collate documents and evidence, draft working group reports, and provide updates to campus community and stakeholders.

Month	Activity
January	<ul style="list-style-type: none">Working Groups begin drafting the report for each standard and provide opportunities for feedback and input on the report
February	<ul style="list-style-type: none">Working Groups submit drafts of reports for each standard
March	<ul style="list-style-type: none">Communication provided regularly with the Campus Community about the progress and share drafts of Working Group reports
April	<ul style="list-style-type: none">Review and collate reports from the Working Groups for each standardSeek appropriate approvals and feedback

Fall 2025: Report Writing

Draft Self-Study Report, conduct stakeholder review of the report, plan Self-Study on-site visit, revise the report, and refine materials in Evidence Inventory for final approval from stakeholders.

Month	Activity
September	<ul style="list-style-type: none">Complete initial draft of the Self-Study ReportReview and revise the report with input from Working Groups and stakeholdersConduct an internal review of the draft Self-Study Report and seek feedback from stakeholders

Month	Activity
October	<ul style="list-style-type: none"> Share the draft Self-Study Report with stakeholders and obtain feedback
November	<ul style="list-style-type: none"> Revise Self-Study Report based on community, ELT, and BOT feedback, ensuring it reflects MCC accurately and aligns with MSCHE standards and requirements Create an announcement about the upcoming review, the availability of a draft of the Self-StudyR, and the opportunity for third parties to submit comments.
December	<ul style="list-style-type: none"> MSCHE Team Chair preliminary visit Plan Self-Study on-site visit

Spring 2026: Report Review: Revision, and Approval

Revise and submit the final report and Evidence Inventory; finalize on-site visit logistics, and receive feedback and decision from MSCHE on accreditation.

Month	Activity
January	Finalize plans for Self-Study on-site visit
February	Finalize and submit Self-Study Report and Evidence Inventory
March	MCC on-site evaluation visit

IX. Communication Plan

To facilitate the College's commitment to an inclusive and transparent process, the communication plan is designed to ensure that all campus community members are aware of and understand the Self-Study process. Through a Self-Study website, updates in the *MCC Daily Tribune*, and information sessions, all stakeholders will receive regular and consistent communications about the Self-Study process and updates on the progress and findings of the Self-Study.

Shared governance groups will receive regular updates through Co-chair attendance at their scheduled meetings, along with invitations to Executive Leadership Team meetings twice per semester. Additionally, the Board of Trustees (BOT) will be kept informed at scheduled meetings and monthly written reports from the President. Both the BOT and shared governance bodies will have opportunities to provide feedback and input on draft reports via surveys and direct comments. Additionally, members of the Working Groups and Steering Committee will maintain regular communication through bi-weekly meetings and document sharing through Microsoft Teams. Campus community members are also encouraged to communicate with the team through a dedicated email, msche@monroecc.edu, and through a feedback form.

Fall 2023 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Announce the launch of the Self-Study and Self-Study Co-chairs	Message in Campus Daily Newsletter, <i>MCC Daily Tribune</i>	X	X	X	X	X
	Email updates		X		X	
	Report updates at Scheduled meetings		X	X		X
Recruit Working Group Co-chairs and members	Message in <i>MCC Daily Tribune</i>	X	X	X	X	X
	Email updates		X		X	
	Report updates at scheduled meetings			X		X
	Interest Survey	X		X		X

Spring 2024 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Communicate institutional priorities, intended outcomes, accreditation, Self-Study process, Self-Study timeline, Steering Committee, and Working Group members	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at Scheduled meetings			X		X
	President Townhall	X	X	X	X	X
	Campus Information Session	X	X	X	X	X
	Shared Governance Leadership attendance at ELT meetings					X
	Website Updates	X	X	X	X	X

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPP, Faculty Senate)
Provide opportunities for input and feedback	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Feedback Survey		X			
	Report updates at scheduled meetings		X	X		X
	Presentation and Q&A at scheduled meetings			X		X
	Shared Governance Leadership attendance at ELT meetings					X
	Campus Information Session	X	X	X	X	X
Familiarize the community with MSCHE standards, requirements, and responsibilities	Website	X	X	X	X	X
	Campus Information Session	X	X	X	X	X
	Presentation and Q&A at scheduled meetings					X
	Report updates at scheduled meetings		X	X		
Inform and prepare for the Self-Study preparation visit	Website	X	X	X	X	X
	Campus Information Session	X	X	X	X	X
	Presentation and Q&A at scheduled meetings			X		X
	Report updates at scheduled meetings		X	X		
	Shared Governance Leadership attendance at ELT meetings					X
	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X

Fall 2024 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Communicate updates on Self-Study progress	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at Scheduled meetings		X	X		X
	Presentation and Q&A at scheduled meetings		X	X		X
	Shared Governance Leadership attendance at ELT meetings					X
	Campus Information Session	X	X	X	X	X
	President Townhall	X	X	X	X	X
	Website Updates	X	X	X	X	X
Share first draft of Working Group drafts and provide opportunities for input and feedback	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at scheduled meetings			X		X
	Campus Open Forum	X	X	X	X	X
	Student Open Forum				X	
	Feedback Survey	X	X	X	X	X

Spring 2025 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Communicate updates on Self-Study progress	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at Scheduled meetings		X	X		X
	Presentation and Q&A at scheduled meetings		X	X		X
	Shared Governance Leadership attendance at ELT meetings					X
	Campus Information Session	X	X	X	X	X
	President Townhall	X	X	X	X	X
	Website Updates	X	X	X	X	X
Share updated report based on feedback and get and get final input and approvals	Campus Open Forum	X	X	X	X	X
	Feedback Survey	X	X	X	X	X
	Email updates and report		X	X		
	Presentation and Q&A at scheduled meetings		X	X		X

Fall 2025 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Communicate updates on Self-Study progress	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at Scheduled meetings		X	X		X
	Presentation and Q&A at scheduled meetings		X	X		X
	Campus Information Session	X	X	X	X	X
	Shared Governance Leadership attendance at ELT meetings					X
	President Townhall	X	X	X	X	X
	Website Updates	X	X	X	X	X
Share and revise the Study report based on feedback, ensuring it accurately aligns with MSCHE standards and requirements	Campus Open Forum	X	X	X	X	X
	Feedback Survey		X			
	Email updates and report		X	X		
	Report updates at scheduled meetings			X		X
	Student Open Forum				X	
	Presentation and Q&A at scheduled meetings		X	X		X

Spring 2026 Communication Plan

Objective	Method	Audience				
		Faculty/ Staff	Board of Trustees	President/ ELT	Students	Shared Governance (SGA, SSPC, Faculty Senate)
Communicate updates about the Evaluation Team Visit and Process	Message in <i>MCC Daily Tribune</i> , Canvas, <i>Student Daily Tribune</i> , and MyMCC	X	X	X	X	X
	Email updates		X			
	Report updates at Scheduled meetings		X	X		X
	Presentation and Q&A at scheduled meetings		X	X		X
	Shared Governance Leadership attendance at ELT meetings					X
	Campus Information Session	X	X	X	X	X
	Student Information Session				X	
	President Townhall	X	X	X	X	X
	Website Updates	X	X	X	X	X

X. Evaluation Team Profile

Monroe Community College is a mid-sized, premier, multi-campus, two-year college within the State University of New York (SUNY) system serving a diverse student population approaching a minority-serving institution (MSI) designation. The College meets the Rochester community's evolving needs by offering urban and suburban facilities. With its large enrollment of credit and non-credit students, commitment to diverse education, and affiliation with a university system, MCC seeks an evaluation team with expertise and backgrounds aligning with its unique structure and mission, which includes nationally acclaimed workforce centers and a regional workforce facility.

Team Chair

The Team Chair of the evaluation team should be a current or former president of a two-year institution with the following characteristics

- Experience leading a multi-campus community college, particularly an institution with both suburban and urban campuses

- Experience leading a two-year institution within a university system
- Experience leading a two-year institution with a diverse student population, mostly serving students of color
- Experience leading a two-year institution with collective bargaining agreements or unionized faculty and staff

Team Members

The Evaluation Team should be comprised of individuals who have the following characteristics

- Knowledge of workforce development programs and career and technological education programs
- Member of a two-year college's leadership team with experience as a Chief Academic Officer, Chief Financial Officer, or Chief Student Affairs Officer
- Direct experience working in a two-year college with a diverse student population
- Understanding of a multi-campus institution, particularly an institution with both suburban and urban campuses
- Understanding of the organization and finances associated with community colleges within a large university system
- Experience working in an institution with collective bargaining agreements or unionized faculty and staff

Peer, Aspirant, and Competitor Institutions

The peer, aspirant, and competitor institutions are pulled from data from the Integrated Postsecondary Education Data System (IPEDS), which gathers information from all postsecondary education institutions eligible to receive Title IV funding across the United States and other jurisdictions. This collected data serves as a benchmarking and peer analysis tool at the institutional level.

Peer Institutions.

- Camden County Community College (Blackwood, NJ)
- CUNY Bronx Community College (Bronx, NY)
- Delaware County Community College (Media, PA)
- Erie Community College (Buffalo, NY)
- Hudson Valley Community College (Troy, NY)
- Montgomery County Community College (Blue Bell, PA)
- Northampton County Area Community College (Bethlehem, PA)
- SUNY Westchester Community College (Valhalla, NY)
- Union County College (Cranford, NJ)

Aspirant Institutions.

- Anne Arundel Community College (Arnold, MD)
- Harford Community College (Bel Air, MD)
- Howard Community College (Columbia, MD)
- Montgomery College (Rockville, MD)
- Suffolk Community College (Selden, NY)

Competitor Institutions.

- Erie Community College (Buffalo, NY)
- Finger Lakes Community College (Canandaigua, NY)
- Genesee Community College (Batavia, NY)
- Hudson Valley Community College (Troy, NY)
- Jefferson Community College (Watertown, NY)
- Mohawk Valley Community College (Utica, NY)
- Nassau Community College (Garden City, NY)
- Onondaga Community College (Syracuse, NY)
- Schenectady County Community College (Schenectady, NY)
- SUNY Broome Community College (Binghamton, NY)
- SUNY Corning Community College (Corning, NY)
- SUNY Westchester Community College (Valhalla, NY)

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

According to the recommendations made in the *Evidence Expectations by Standards Guidelines*, MCC will incorporate data from the Annual Institutional Update (AIU) into the Self- Study Report. Retention, graduation, transfer rates, and student headcount data will be included and analyzed in appropriate chapters, and disaggregated data will be analyzed as the College seeks to bolster student success for all students. Financial data will also be analyzed in relevant chapters, along with IPEDS data and annual financial audits. Steering Committee members have access to the AIUs in the Evidence Inventory, which they can share with Working Groups as they prepare their respective reports.

In December 2023, MCC submitted a Supplemental Information Report (SIR) in response to MSCHE’s analysis of the most recent AIU data for collection year 2021 to address a 150% graduation rate of 22%, which is below the threshold of 23% for two-year institutions. The SIR describes the actions MCC is taking to improve this outcome:

1. MCC is implementing strategies around a college-wide goal of being a “Student-Centered College” that directly supports student retention and completion and is aligned with the MCC’s Strategic Plan, *Vision2027*.
2. Participating in the Aspen Institute’s College Excellence Program and the Community College Research Center’s (CCRC) Unlocking Opportunity network aims to increase enrollment in programs leading to higher-wage earnings, thereby promoting post- completion success for students.
3. Using funding from the State University of New York Transformational Grant (2023- 2025) to increase persistence for first-semester students, support cohort groups of students identified as at-risk, and identify/promote career pathways into high-income occupations.
4. Developing an Academic and Student Affairs Master Plan with efforts to identify graduation and completion strategies.
5. Integrating developmental English and mathematics courses into the parent departments to streamline the educational experiences for students.
6. Engaging colleges identified as both winners and nominees for the Aspen Prize for Community College Excellence to identify graduation strategies that were successful at those colleges.

The Self-Study Report will elaborate on these actions in the appropriate sections.

XII. Evidence Inventory Strategy

Each of the Working Groups devoted to the *Standards for Accreditation* will gather evidence of compliance as they address the criteria for their respective standard. An Evidence Inventory Team is being led by the Co-chairs for each standard and the Evidence Inventory Manager, a Librarian, who is an accredited information professional. The Evidence Inventory Team will work together to create an efficient system for gathering data and organizing documents for the Evidence Inventory. The Director of Institutional Research is an *ex officio* member of the Steering Committee and will also play a key role the development of the Evidence Inventory. Technical support will be provided as needed to ensure that documents are accessible and in PDF format.

A shared Microsoft Team is available to the Evidence Inventory Team, and they will maintain a spreadsheet to track the collection of documents and to organize the files with appropriate naming conventions. Co-chairs will enter document requests on the tracking spreadsheet, and Division Liaisons have been established to ensure timely submission of Evidence Inventory documents. The Steering Committee meetings will devote time to discussing the development of the Evidence Inventory. Each Working Group has a folder for documents relating to their respective standard, and the Evidence Inventory Team and Steering Committee members have access to all folders. A Glossary of Terms is being developed to facilitate the use of consistent terminology through the Self-Study Report and Evidence Inventory.

The College will follow the *Evidence Expectations by Standards Guidelines* for the collection and analysis of appropriate documentation. Specific institutional data points will correspond to those outlined in this document. This MSCHE publication has been shared with all Steering Committee and Working Group members, and it is being used to guide the development of the Evidence Inventory. In the Working Group report templates, the relevance of the evidence to each standard will be discussed. Working Group members will begin assessing sources of evidence for their respective standards in spring 2024, and they will continue the process of gathering, evaluating, and refining documents throughout the fall and spring of the 2024-2025 academic year. MSCHE's Evidence Inventory Institutional Self-evaluation rubrics will be a helpful resource as the Working Groups develop and refine the evidence for their particular standard. The Steering Committee and the Executive Leadership Team will evaluate and approve all documents before the Co-chairs and Accreditation Liaison Official upload the documents to the Evidence Inventory in the spring of 2026 (see Table 9).

Table 9. Summary of Evidence Identification and Evaluation Schedule

Time Frame	Activities
April through June 2024	Working Groups begin process of identifying appropriate evidence for each Standard; Co-chairs submit requests for evidence to Director of IR and appropriate Division Liaison; Co-chairs and Evidence Inventory Manager tracks requests and organize evidence in Microsoft Team; file naming conventions are developed and evaluated.
Summer 2024	Evidence Inventory Manager finalizes file naming conventions and Evidence Inventory Team continues to organize documents. File conversion to PDF format performed as necessary.

Time Frame	Activities
Fall 2024	Working Groups meet bi-weekly to evaluate the documents for their assigned standard. MSCHE Evidence Inventory Institutional Self-Evaluation Rubric will be used to evaluate the evidence. More documents will be gathered and evaluated as necessary to demonstrate compliance.
Spring 2025	Further review and refinement of the Evidence Inventory.
Fall 2025	Ensure that consistent naming conventions are used in the Self-Study Report and the Evidence Inventory. Ensure alignment of evidence with appropriate standards.
Spring 2026	Leadership Team uploads documents to the Evidence Inventory in the MSCHE portal.

XIII. Appendix A: Working Group Templates

Appendix A.1
Working Group Templates

Monthly Progress Report

Date: _____

Standard: _____

Co-Chairs: _____

Month's Goals:

Goals	Progress (Minimal/Some/Completed)

Evidence Collection:

Description of Evidence	In Evidence Inventory (Yes/No)

Challenges Encountered:

Assistance Needed:

Appendix A.2

Working Group Templates (continued)

Plan of Action Report

Date: _____

Standard: _____

Co-Chairs: _____

Please briefly describe the alignment between the lines of inquiry and the selected self-study focus areas

Institutional Priorities:

- Attract and Retain Diverse Students
- Commit to Teaching and Learning
- Invest in and Sustain Resources

Lines of Inquiry	Standards Criteria	Institutional Priorities	College Mission

Tentative Plan of Action (determine and describe the process and strategies the Working Group will follow to):

Plan of Action	Process and Strategies
Communicate with the Steering Committee and Contribute to the Evidence Inventory	
Meet goals and collect evidence	
Tentative calendar	
Initial Outline of Plan of Action	

Appendix A.3
Working Group Templates (continued)

Periodic Report

Date: _____

Standard: _____

Co-Chairs: _____

Strengths aligned with Standard, Mission, and Priorities	Evidence

Areas of Improvement aligned with Standard, Mission, and Priorities	Evidence

Gaps in Evidence

Criteria	Explanation
Criteria where there is not sufficient evidence for evaluation	
Criteria in need of further explanation	
Gaps that need attention to fully assess the response	

Communication / Collaboration Plan

Criteria	Explanation
Collaboration and Information-Sharing Sessions with other Working Groups	
Sharing Information with Campus Community	

Additional Needs or Information:

Appendix A.4

Working Group Templates (continued)

Preliminary Report Outline

Date: _____

Standard: _____

Co-Chairs: _____

Brief overview of the standard and lines of inquiry

--

Method, Results, Analysis, and Interpretation of Evidence

--

Analysis of the inquiry

--

Strengths

--

Areas for Improvement

--

Recommendations

--