![Monroe Community College — STATE UNIVERSITY OF NEW YORK]

Institutional Self-Study
MONROE COMMUNITY COLLEGE

**Self-Study for the
Middle States Commision on Higher Education**

Institutional Self-Study: Monroe Community College

Table of Contents

Executive Summary

Since the last self-study, Monroe Community College (MCC) has made significant strides in advancing student success, equity, and institutional effectiveness through targeted, evidence-based reforms. Initiatives such as Aspen Institute's Unlocking Opportunities and the full implementation of Guided Pathways have expanded access to credentials and improved outcomes in gateway courses. Structural reorganizations—including the integration of Student and Academic Services—have streamlined operations and strengthened student support. The Academic Master Plan and Strategic Enrollment Management (SEM) Plan serve as core planning frameworks that provide integrated direction, support effective resource allocation, and advance equitable outcomes—all intentionally aligned with the College's Strategic Plan, *Vision2027*. Collectively, these efforts underscore MCC's commitment to data-informed decision-making and a culture of continuous improvement.

Standard I: Mission and Goals

Mission Statement: 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.

MCC meets Standard I through a mission-driven, inclusive planning process anchored in *Vision2027,* which reflects the institution's commitment to continuous improvement and responsiveness to community needs. The Strategic Plan articulates core values and measurable goals across student success, workforce readiness, and institutional effectiveness. These goals are developed collaboratively and reviewed regularly to ensure they remain relevant and achievable. Planning is collaborative and transparent, engaging stakeholders across the College. Progress is tracked through institutional dashboards and annual updates, demonstrating MCC's commitment to using its Mission as a foundation for decision-making, resource allocation, and program development.

Standard II: Ethics and Integrity

MCC fulfills Standard II through policies and practices that actively promote ethics, integrity, and transparency across all areas of operation. It protects academic freedom, fosters inclusive governance, and upholds equitable treatment of students, faculty, and staff. Through embedded diversity, equity, and inclusion initiatives, the College advances support for underserved populations in both strategic planning and daily practice. It maintains fair employment and grievance procedures and clearly communicates expectations through accessible policies and codes of conduct. By complying with legal and regulatory requirements and cultivating a respectful, inclusive campus climate, MCC demonstrates its sustained commitment to ethical conduct.

Standard III: Design and Delivery of the Student Learning Experience

MCC meets Standard III by offering rigorous, coherent academic programs designed to foster intellectual growth and workforce readiness. Programs are aligned with clearly defined learning outcomes and incorporate high-impact practices such as service learning and undergraduate research. Faculty are appropriately qualified and supported through ongoing professional development and scholarly engagement. Students benefit from clear program information, robust academic supports, and equitable access to resources. Continuous assessment informs curricular improvements and ensure that learning is effective across all modalities including online, hybrid, and in-person formats.

Standard IV: Support of the Student Experience

MCC's student support systems reflect a deep commitment to equity, access, and success, fully addressing Standard IV. Ethical admissions practices and transparent financial aid policies ensure fair access while proactive advising. early alert systems, and holistic services (e.g., mental health support and basic needs

assistance) promote retention and completion. Guided Pathways and transfer credit policies streamline academic progression, and career-readiness initiatives –such as co-ops, internships, and industry partnerships-- prepare students for post-graduate success. MCC's student-centered approach is reinforced by regular assessment of support services and responsiveness to student feedback.

Standard V: Educational Effectiveness Assessment

MCC's faculty-led assessment system ensures that educational effectiveness is continuously monitored and improved, in full alignment with Standard V. Learning outcomes are clearly articulated, mapped, and assessed across credit and non-credit programs. Assessment results are disaggregated by student demographics to identify equity gaps and inform curricular revisions. Institutional goals are linked to program-level outcomes, and findings are used to guide strategic initiatives and resource allocation. Transparent reporting and collaborative structures—such as the General Education and Program Review Committees—foster a culture of evidence-based decision-making and continuous improvement.

Standard VI: Planning, Resources, and Institutional Improvement

MCC demonstrates excellence in Standard IV through integrated, mission-driven planning and resource management. *Vision2027* and the Institutional Effectiveness framework guide strategic priorities and link them to resource allocation. Planning processes are inclusive and transparent, engaging various stakeholders. MCC maintains sustainable financial, human, and technological resources, with regular audits and performance reviews ensuring accountability and stewardship. Strategic investments are evaluated for impact, accessibility, and alignment with institutional goals, supporting continuous improvement and innovation.

Standard VII: Governance, Leadership, and Administration

MCC's governance structure supports mission-aligned collaborative and transparent leadership. The Board of Trustees, College President, and shared governance bodies operate with clearly defined roles and responsibilities. Leadership is regularly assessed for effectiveness and alignment with institutional goals. Stakeholder engagement is fostered through campus climate assessments, open forums, and participatory decision-making processes. MCC's administrative structures are designed to support strategic planning, resource management, and student success, reinforcing the College's commitment to ethical leadership and continuous institutional improvement.

Introduction

Monroe Community College (MCC), a leading two-year college in Rochester, NY, is part of the State University of New York (SUNY) system, which comprises sixty-four institutions, including thirty community colleges. Founded in 1961 to address a critical need for skilled nursing professionals, MCC quickly expanded its mission, reshaping educational access in the Greater Rochester area and creating lasting opportunities for future generations. Under the leadership of founding chairman, Dr. Samuel J. Stabins, MCC's first Board of Trustees was comprised of Rochester's leading professionals in business, education, health care, and law, providing a strong foundation for the College's growth. That same year, MCC became a member of the SUNY system, reinforcing its dedication to academic excellence and accessibility. Committed to serving its students and community, MCC continues to evolve by responding to changing needs through embracing innovation in educating the community's next generation of leaders and professionals, as well as in workforce development, diversity, equity, and inclusion within higher education and beyond **(ES 1.1).**

In fiscal year 2022–23 alone, MCC played a transformative role in shaping the economic and social fabric of its service area **(ES 1.2)**. With a total added value of $915 million, MCC contributed 1.2% of the region's Gross Regional Product — a powerful testament to its influence. Beyond economic figures, MCC's presence supported 9,808 jobs, meaning that one in every 70 jobs in the area was sustained by the College and its students. These impacts reflect more than just numbers—they represent lives changed, opportunities created, and a community strengthened. MCC is not only an educational institution but a catalyst for regional growth, equity, and long-term prosperity.

Instructional Sites

As enrollment has grown, MCC has expanded instructional sites to advance its mission of educational opportunity. In 1968, the College relocated to the Brighton Campus, which has since undergone continuous expansion. The Public Safety Training Facility opened in 1974 and later expanded in 2002 with a $26 million, 49,000-square-foot emergency responder training complex. The MCC Child Care Center, accredited by the National Association for the Education of Young Children, opened in 1991, followed by the Damon City Campus in 1992, later relocated and renamed the Downtown Campus in 2017. To meet regional workforce needs, MCC launched the Applied Technologies Center in 1997, the Louis S. and Molly B. Wolk Center for Excellence in Nursing in 2008, and most recently, the Finger Lakes Workforce Development Center in 2022. Student life was strengthened first with the opening of the R. Thomas Flynn Campus Center in 2003, providing student services, community spaces, and a food pantry, and then with the addition of three residence halls in 2003 and an additional one in 2007. In April 2025, MCC began construction on a $69.9 million Advanced Technology Center at the Brighton Campus. Replacing the Applied Technology Center, the new facility will offer hands-on training in high-demand fields, including automotive, precision tooling, optics, HVAC, and renewable energy. Designed to support academic and workforce programs, it advances MCC's Mission to promote student success and regional workforce development, with opening planned for Fall 2026 **(ES 1.3)**.

Educational Offerings

MCC offers 108 academic programs including 3 Associate in Arts (A.A) and 38 Associate in Science (A.S.) programs in varied areas including Business Administration, Criminal Justice, Chemistry, Health Studies, and Liberal Arts. The College also offers 33 Associate in Applied Science (A.A.S.) degrees and 34 Certificate programs in disciplines such as Computer Systems Technology, Culinary Arts, Optical Systems Technology, and Nursing. To accommodate its diverse population, MCC holds classes in multiple modalities including traditional face-to-face, fully online, and hybrid options across four locations during the day, evenings, and weekends.

As of Fall 2025, 66% of MCC students were enrolled in A.S. or A.A. transfer programs, including four of the College's five highest-enrolled majors (Liberal Arts and Sciences: General Studies, Health Studies, Business Administration, and Psychology). MCC's transfer advising guides support early alignment of coursework, enabling students to enter four-year institutions—such as Rochester Institute of Technology, SUNY Brockport,

and St. John Fisher University—with junior status. Also in Fall 2024, 24% of students were enrolled in A.A.S. career programs such as Clinical Laboratory Technician, Construction Technology, and Accounting Technician; MCC's 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.

Regardless of a student's enrollment in a transfer or career program, the current Strategic Plan, *Vision2027,* focuses on student success and ensuring graduates have skills enabling them to obtain a career that provides a family-sustaining wage as determined by the MIT Living Wage Calculator for Monroe County which is currently $47,465.

Student Population

MCC's diverse population included 9,143 credit students as of Fall 2025 and anticipates over 24,000 credit/noncredit students for AY2526 academic year. Among enrolled credit students, approximately 22% are African American, 14% Hispanic, 6% Asian, 6% multiracial, 0.3% American Indian, and 49% White, making MCC a majority-minority serving institution. MCC welcomes students from many countries around the globe including 142 international students from over 34 countries, as well as additional students who are considered immigrants, refugees, and asylum-seeking. These students embody MCC's commitment to global engagement and enrich the campus community through their diverse perspectives and lived experiences.

The College's student body is primarily composed of Monroe County residents (81%), with 15% from out-of-Monroe County in New York, and 3% from out-of-state. Additionally, in the 2024-2025 academic year, MCC's dual enrollment program, College Now, served 4,539 high school students from 47 schools and Boards of Cooperative Educational Services (BOCES) locations in the Finger Lakes region.

In comparison to other SUNY community colleges, MCC ranks fourth in FTEs and second in enrollment **(ES 1.4).**

Table 1: Fall 2024 End of Term Headcount and FTE for SUNY Community Colleges

College Name	Fall 2024 FTE	FTE Rank	Fall 2024 Headcount	Enrollment Rank
Suffolk County	13,746.84	1	20,489.00	1
Nassau	8,788.37	2	12,782.00	3
Fashion Institute	7,848.79	3	8,204.00	8
Monroe	**7,583.84**	**4**	**13,910.00**	**2**
Westchester	6,988.62	5	9,432.00	5
Hudson Valley	6,703.98	6	10,032.00	4

In addition to serving a diverse regional population, MCC continues to play a vital role in the local educational pipeline. In Fall 2023, 14% of Monroe County public high school graduates, up from the prior year, chose to enroll at MCC, highlighting the College's role as a gateway to higher education for the community **(ES 1.5).**

Workforce Diversity

In addition to tracking student characteristics, MCC is also committed to ensuring a diverse workforce. For the fall 2025 semester, 17.3% of the full-time teaching staff were employees of color and 54% were female. Hiring rules at the College require a diverse hiring staff and a diverse applicant pool before the search can continue, showing the College's commitment to ensuring a diverse employee pool **(ES 1.6).**

Leadership in Student Success and Academic Pathways

MCC has earned national and state recognition for its innovative work in advancing student success and designing effective academic pathways, positioning the institution as a leader in higher education reform. In 2015, the Association of American Colleges and Universities (AAC&U) named MCC one of ten community

colleges nationwide—and the only in New York—to the Developing a Community College Student Roadmap Project, recognizing its leadership in Guided Pathways. MCC also played a key role in SUNY's Guided Pathways initiative, creating structured academic and career pathways, and in 2019 was an early SUNY Online partner, chosen for the expertise of MCC faculty and the Virtual Campus team. Central to Guided Pathways is helping students select and commit to an academic route while providing sustained support to keep them on track. To this end, MCC has invested in career and academic exploration tools that enable informed program-of-study choices, which have contributed to a sharp increase in students matriculated into pathways since Fall 2012, as shown in Table 2.

Table 2: Matriculated Students in Academic Pathways, 2014-2024

Term	% of students in a pathway	Term	% of students in a pathway
Fall 2014	18%	Fall 2019	97.9%
Fall 2015	78%	Fall 2020	99.8%
Fall 2016	93%	Fall 2021	100%
Fall 2017	97%	Fall 2022	99.79%
Fall 2018	96%	Fall 2023	99.52%
		Fall 2024	99.97%

In 2023, the Aspen Institute and the Community College Research Center selected MCC as one of ten colleges nationwide to join the Unlocking Opportunity: The Post-Graduation Success and Equity Network, a reform initiative focused on improving post-graduation outcomes, especially for underrepresented students. After implementing comprehensive improvements with national experts, MCC will undergo a three-year evaluation beginning in 2026 to help thousands more students enter programs leading to living-wage jobs or efficient transfer to a bachelor's degree. To advance this work, MCC is concentrating on three areas: redesigning its integrated advising model, improving student success in gateway English and mathematics, and mapping transfer program courses.

Also in Fall 2023, MCC was awarded a $1.16 million SUNY Transformational Grant, including $579,564 to support 490 first-generation, Pell-eligible, underrepresented Liberal Arts students facing academic and financial challenges. The grant funds targeted support, supplemental academic assistance, emergency aid, proactive onboarding, redesigned gateway courses, and case management to strengthen success on campus and prepare students for transfer and high-value career paths after completion.

Institutional Priorities

MCC identified three Institutional Priorities that align with the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation, MCC's Strategic Plan, *Vision2027*, and ongoing institutional initiatives. These priorities were established after active engagement with various groups in the College Community including the Student Government Association; Faculty Senate; Support Staff Planning Council; Middle States Commission on Higher Education Steering Committee; and the Diversity, Equity, and Inclusion in Teaching and Learning Workgroup. President Burt-Nanna and the Executive Leadership Team approved the following Self-Study Institutional Priorities, which are intricately connected to the Strategic Directions of *Vision2027* as illustrated in Table 3.

Table 3: Institutional Priorities Mapped to College Mission and Strategic Directions

Strategic Directions of Mission and Strategic Plan	Institutional Priority I: Attract and Retain Diverse Students	Institutional Priority II: Commit to Teaching and Learning	Institutional Priority III: Invest in and Sustain Resources
Together As One	X	X	X
Student-Centered College	X	X	X
Enrollment Reimagined	X		X

Strategic Directions of Mission and Strategic Plan	Institutional Priority I: Attract and Retain Diverse Students	Institutional Priority II: Commit to Teaching and Learning	Institutional Priority III: Invest in and Sustain Resources
Community Engagement and Partnerships	X	X	X
Institutional Effectiveness, Efficiency, and Sustainability	X		X

Attract and Retain Diverse Students (Priority 1) focuses on the College's development of a Diversity, Equity, Inclusion, and Social Justice 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. Commit to Teaching and Learning (Priority 2) addresses 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. Invest In and Sustain Resources (Priority 3) emphasizes 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.

Self-Study Design

Monroe Community College adopted a standards-based framework for its Self-Study, enabling a comprehensive examination of compliance with the Middle States Commission on Higher Education requirements and expectations. This approach also facilitated alignment between Institutional Priorities and the Strategic Plan, *Vision2027*.

At the beginning of this process, the College set forth these four 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

The self-study is divided into seven chapters, one for each standard. Each chapter begins with a chart demonstrating alignment between themes discussed in each chapter, the standard's criteria, MSCHE Requirements of Affiliation, and MCC's Institutional Priorities. Each chapter ends with any strengths, challenges, and/or opportunities. A glossary and list of abbreviations can be found in Appendix A. Self-Study Team Membership can be found in Appendix B.

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.

Standard 1 Themes	Standard 1 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Development of Mission and goals	1a, 1b, 1c, 2	7	1,2,3
Periodic review of Mission and goals	1g, 4		1,2,3
Planning and resource allocation	1d, 3		2
Program and curriculum development	1d, 1e		2
Definition of institutional and educational outcomes	1d, 3	10	2

For Monroe Community College (MCC), this standard is foundational, reflecting the College's commitment to transforming lives and communities through accessible, affordable, and innovative education.

MCC's Mission is clearly defined and embodies the fundamental principles that steer the institution. As a cornerstone of strategic planning, the Mission is reviewed and updated as needed during the planning cycle, shaping institutional objectives and long-term goals. As such, it ensures a coherent and systematic approach to advancing the College's priorities and measuring progress toward institutional effectiveness. The College's adherence to its Mission, goals, and integrated planning process began with MCC's first strategic plan (1993), which established both a lasting framework for aligning planning efforts with the Mission and regular review to ensure this alignment.

In 2021, MCC completed its seventh strategic plan, *Vision2027*, for the period of 2022-2027, which encompasses the following elements:

- **Mission Statement:** 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 Statement:** Monroe Community College champions equity, opportunity, innovation, and excellence while transforming students' lives and communities.

- **Core Values:** Community, Inclusiveness, Integrity, Excellence, Empowerment, and Stewardship

- **Diversity, Equity, and Inclusion (DEI) 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. 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:** (1) Together as One, (2) Student-centered College, (3) Enrollment Reimagined, (4) Community Engagement and Partnerships, and (5) Institutional Effectiveness, Efficiency, and Sustainability.

Before creating *Focus Forward 2027: The Academic and Student Affairs Master Plan, 2024–2027* **(ST1 1.0)**, MCC developed the MCC Plans and Goals Matrix **(ST1 1.0a)** to ensure that each of the five Strategic Directions—each containing four to seven goals—was both achievable and tied to the appropriate responsible party. This matrix first provided a clear picture of how existing initiatives aligned, complemented, and collectively supported the Strategic Plan and one another, while also helping to shape the core values that define Academic and Student Affairs and its work. Today, the MCC Plans and Goals Matrix continues to guide efforts by ensuring that priorities, initiatives, and resource allocations are consistently assessed, communicated, and refined within a structured framework aligned with institutional goals. Together, these elements provide a cohesive and values-driven framework that guides institutional priorities, decision-making, and continuous improvement across all areas of the College.

Criterion 1. Clearly defined mission and goals that: 1a. are developed through appropriate collaborative participation and 1b. address external as well as internal context and constituencies

To foster collaborative development of what ultimately became *Vision2027*, College leadership actively identified and recruited internal stakeholders representing a wide array of perspectives. In Fall 2021, President Burt-Nanna convened the Strategic Planning Leadership Team (SPLT) to formulate its next five-year strategic plan. SPLT participants' selection extended beyond divisional lines to ensure inclusion of individuals across diverse job roles, classifications, locations, and campuses **(ST1 1.01 -1.02).**

In preparation for the creation of the new Strategic Plan, the College engaged an external consulting firm to conduct a series of 60 listening sessions involving more than 50 external and over 150 internal stakeholders, including various student groups. In addition, two comprehensive all-college forums were convened **(ST1 1.03a; ST1 1.03b)**. The broader college community was subsequently invited to provide feedback on the preliminary draft of *Vision2027* through a survey published in the *Daily Tribune*, MCC's electronic newsletter **(ST1 1.03c)**. To further extend this engagement beyond the College, the President met with local K–12 school leaders and regional two- and four-year colleges, fostering a network of partnerships that strengthen students' pathways into higher education.

Vision2027 demonstrates a strong commitment to addressing the priorities of both internal and external contexts and constituencies. The College's Community Core Value prioritizes building meaningful partnerships across campus and throughout the broader community. MCC's inaugural Diversity, Equity, and Inclusion Statement reinforces this commitment by emphasizing engagement with all stakeholders. Direction One, Together as One, focuses on unifying and meeting the diverse needs of internal constituencies, while Direction Four, Community Engagement and Partnerships, establishes four targeted goals to enhance communication and collaboration with external partners.

1c. are approved and supported by the governing body

MCC's established process of approving strategic plans is characterized by a collaborative effort. The SPLT is co-chaired by the Director of Institutional Planning, Effectiveness, and Accountability with a faculty member selected by the Faculty Senate Executive Committee. The Faculty Senate discussed *Vision2027* in Spring 2022 and voted to approve it that June **(ST1 1.04a);** the Board of Trustees heard presentations at the March and June 2022 meetings; subsequently the full plan was provided for a first read and discussion in June 2022. *Vision2027* was approved by a Board Resolution at the August 2022 meeting **(ST1 1.04b).**

1.d guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;

MCC's integrated planning process ensures the College's Mission and Strategic Plan are central to all decision-making activities. *Vision2027* continues this tradition by aligning goals, strategies, and decision-making, as further discussed in Standard VI.

Planning and Resource Allocation

MCC's Strategic Plan is the College's guiding document, informing all other plans, initiatives, and priorities. Following the Institutional Effectiveness Model developed in 2015, all plans and related processes must reference the goals of *Vision2027* directly as illustrated in Figure 1 **(ST1 1.06a).** For example, The Academic Master Plan's 16 goals include a crosswalk directly to *Vision2027* **(St 1.0).** Additionally, the annual budget development process requires every budget line in each budget request to identify which Strategic Planning goal(s) it supports. Additional supporting documents further demonstrate the alignment of budgets with *Vision2027* which is further discussed in Standard VI **(ST1 1.07a-e).**
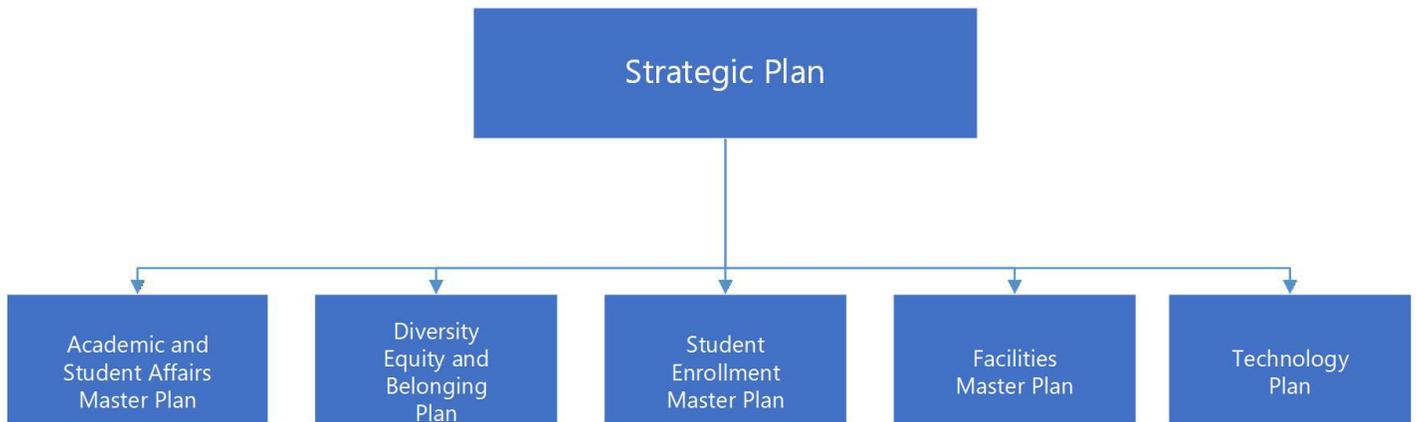
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                          │   Strategic Plan    │
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| Academic and Student Affairs Master Plan | Diversity Equity and Belonging Plan | Student Enrollment Master Plan | Facilities Master Plan | Technology Plan |

Figure 1: Institutional Planning Process

Program and Curricular Development

MCC's curriculum development process is strategically aligned with its Mission and Institutional Priorities, ensuring that academic programs reflect the goals outlined in the Strategic Plan. Proposals undergo a rigorous, collaborative review facilitated by the Faculty Senate curriculum committee **(ST1 1.06b; 1 1.06c; 7 1 07b))** and must explicitly demonstrate how they support student success (Direction 2: Student Centered College) and address career or transfer pathways (Direction 3: Enrollment Reimagined). This structured process, supported by an in-house proposal system, ensures that program and curricular development are consistently guided by MCC's Strategic Directions. The College ensures that institutional priorities are always reflected in the curriculum process, as further discussed in Standards III and V.

Definition of Institutional and Educational Outcomes

The creation of Monroe Community College's Institutional Learning Outcomes (ILOs) was directly guided by the Mission to transform lives and communities through innovative and inclusive education. Rooted in a collaborative process that welcomed diverse perspectives, the ILOs reflect MCC's commitment to student success, academic and career readiness, and global understanding **(ST1 1.06d)**. By ensuring graduates possess strong communication skills, technological proficiency, analytical abilities, and cultural awareness **(ST1 1.06e)**, the ILOs bring the Mission's core values to life within the student learning experience**.** Additional discussion on the creation and assessment of ILOs can be found in Standard III.

1.e. Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

Monroe Community College's Mission to transform lives and communities through affordable and innovative academic programs is reflected in its support of scholarly inquiry and creative activity that is appropriately scaled and aligned with its institutional focus on excellence and student success. Additionally, this is codified in the Strategic Plan's Core Value of Empowerment: "we support learners and employees on their path to intellectual, professional, and personal growth" **(ST1 1.01, p 6)**. This commitment is reflected in the College's investment in internal and external opportunities that foster scholarly inquiry and creative expression among both faculty and students, discussed further in Standard II.

Internal Opportunities

MCC supports scholarly and creative inquiry through its Teaching and Creativity Center (TCC), which offers faculty opportunities for professional growth via inquiry groups, reflective practice sessions, and the Winter Teaching Institute. In partnership with the Faculty Senate Professional Development Committee, the TCC hosts a weeklong summer institute for faculty and staff **(ST1 1.08a).** Additionally, the Professional Leave for the Benefit of the College allows faculty to pursue research and creative projects that advance institutional goals **(ST1 1.08b).** These initiatives foster a collaborative academic culture that promotes innovation and continuous scholarly development as further discussed in Standard III.

The League for Innovation

MCC's membership in the League for Innovation in the Community College ("League"), reaffirmed in 2022, demonstrates the College's longstanding commitment to institutional innovation and the advancement of scholarly inquiry and creative activity that fosters student success and community impact. Since 2010, 57 faculty and staff members have been awarded the League for Innovation of the Year award following MCC' s internal process by which the College Officers review and rank proposals based on the League's criteria and MCC's focus on innovation. In the same time frame, 70 students participated in the League's Student Literary and Art Awards, and more than 20 articles were published by faculty, staff, and administrators in League publications **(ST1 1.08c)**. MCC's reaffirmed membership highlights a sustained commitment to institutional innovation, scholarly and creative achievement, and student-centered impact—reflected in national recognitions for faculty, staff, and students since 2010.

Support for Student Scholarly Inquiry and Creative Activity

In alignment with its Mission to provide innovative education, MCC fosters student-centered scholarly and creative engagement through a wide array of initiatives and opportunities. Signature campus events include Scholar's Day, featuring student research across disciplines, Mercer Art Gallery exhibitions, the Sixth Act playwriting competition, the Annual Otis Young Motivational Speak-Off, and regular participation in the SUNY Undergraduate Research Conference, which the College has hosted. These events showcase intellectual inquiry, artistic expression, and student empowerment.

This commitment also extends beyond campus through MCC's sustained support for student participation in academic conferences. Over the past four academic years, Honors students have presented their research at the Northeast Regional Honors Conference and the Beacon Conference—both highly regarded for their competitive selection processes **(ST1 1.08d; ST1 1.08e)**. Through these scholarly forums, which emphasize academic excellence and interdisciplinary discourse, MCC students not only gain recognition for their achievements but also contribute meaningfully to broader academic conversations.

1.f. Are publicized and widely known by the institution's internal stakeholders;

MCC actively promotes its Mission, Vision, Core Values, DEI Statement, and Strategic Directions to ensure they are widely recognized across all internal constituencies. Throughout the creation of *Vision2027*, the Office of Institutional Planning, Effectiveness, and Accountability provided monthly updates via its website **(ST1 1.05b)**, reinforcing transparency and stakeholder engagement. The revised Mission Statement was disseminated through multiple institutional channels, including *The Daily Tribune*, College-wide open forums, Board of Trustees meetings, and Faculty Senate meetings, reaching employees across roles and divisions **(ST1 1.05a).** Institutional initiatives are expected to align with strategic priorities, with updates on progress routinely shared at Board and Faculty Senate meetings, as well as during Town Hall sessions. Faculty further demonstrate their commitment to institutional goals by linking their professional work to the Strategic Plan in annual Faculty Development Reports.

1.g. are periodically evaluated

The College employs a comprehensive, multi-level evaluation process to monitor the progress of all components of *Vision2027.* Through the Strategic Plan tracking and assessment software, divisional strategies, and regular governance review, the College ensures strategic goals are actively advanced, contextually responsive, and achievable across institutional functions. The tracking and assessment software identifies how goals are being met and which departments contribute to their implementation **(ST1 1.10).** This system reinforces institutional accountability by analyzing progress within each Strategic Direction using data from across divisions, confirming that outcomes are both timely and substantive. Additionally, dashboards created by the Office of Institutional Research show that the College's Key Performance Indicators are reviewed and discussed regularly at Board meetings to ensure transparency in progress toward the goals **(ST1 1.09).**

The President's Office also conducts the Annual Officer Evaluation process as a strategic mechanism to support institutional improvement, professional development, and divisional goal alignment and progress. Each evaluation conversation provides a dedicated space for reflective dialogue—celebrating individual accomplishments while identifying areas for growth, clarifying responsibilities, and refining professional development objectives; further explanation of this process is found in Standard VII.

Criterion 2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission

The College's Mission statement clearly embodies the central purposes of higher education by prioritizing student access and success, educational quality, workforce relevance, community service, innovation, and global engagement. MCC's 23 institutional goals are linked to one of the Strategic Plan's five Strategic Directions, positioning MCC as not only an academic institution but a transformative force for individuals and the broader society. Table 4 demonstrates how selected institutional goals reflect the values of higher education, are grounded in realistic and achievable planning, and aligned with the Mission.

Table: 4 Examples of Alignment of Institutional Goals with Mission and Core Values of Higher Education

Institutional Goal	Realistic and Achievable	Appropriate to Higher Education	Alignment with MCC's Mission
2.1. Provide holistic academic and support services to help students succeed and thrive personally and academically.	Builds on existing services (e.g., tutoring, advising, and mental health support); aligns with ongoing retention and student development efforts.	Addresses students' academic and personal development, a central tenet of student-centered higher education.	Supports the Mission's focus on "fostering the success of diverse students" and creating transformative educational experiences.
2.4. Identify and reduce barriers that impact student enrollment and success.	Informed by data (e.g., enrollment trends, equity gaps) and achievable through targeted policy and program changes including the Strategic Enrollment Management Plan.	Supports access, retention, and equity — core responsibilities of open-access institutions.	Directly reflects the Mission's commitment to affordability, innovation, and inclusive success.

Institutional Goal	Realistic and Achievable	Appropriate to Higher Education	Alignment with MCC's Mission
3.4. Promote clearly defined pathways and intrusive advising that supports students' personal and career advancement.	Leverages MCC's existing Guided Pathways model and Integrated Advising Model.	Focuses on structured academic progress and career readiness — key goals in community college and transfer education.	Advances the Mission's emphasis on "academic, career, technical, and workforce development programs" and prepares students for real-world success.

The College demonstrates its commitment to institutional goals through **the** MCC Plans and Goals Matrix **(ST1 10a)**, which clearly connects each plan to the strategies that advance those goals. Further information on MCC's integrated planning process can be found in Standard VI.

Criterion 3. Goals that focus on student learning outcomes and student achievement that:
3.a. include retention, graduation, transfer, and placement rates;

Vision2027's Strategic Directions 1- 3 include 15 goals focused on improving retention, graduation, transfer, and placement rates. The Academic and Student Affairs Master Plan identified key strategies that support these goals (*ST1 1.0,* **p. 10-25)**; examples are provided in Table 5.

Table 5: Alignment Between Vision2027 and Academic and Student Affairs Master Plan

Vision 2027 Goal	Academic and Student Affairs Master Plan Highlighted Strategies
2.4	#4: Provide Connections to meet Students' Basic Needs
2.4	#5: Support Students Financially
2.1	#6: Increase Student Success in Gateway Courses
2.1	#8: Close Achievement Gaps through Enhanced Holistic Advising
3.4	#9: Plan, Direct, Coordinate, and Identify Gaps in Academic Program Mapping
2.4	#10: Ensure the Integrity, Value, and Transferability of the Curriculum
2.4	#11: Accelerate Program Completion
3.3	#12: Ensure the Master Schedule is Focused on Student Outcomes and Efficiency
3.4	#15: Expand Dual Enrollment/College Now with a focus on RSCD College Readiness

MCC's data-driven approach to understanding student success is the driving force behind the Strategic Plan, the Strategic Enrollment Management (SEM) plan, and the ASAMP. Vision2027 sets overall KPI goals for the College and targeted KPIs by student demographic group outlining how the College will achieve the overall goal. The new KPI tracking system not only allows the College to track the overall progress towards a KPI goal but also allows the College to identify student population outcomes in real time **(ST1 1.11)**. In addition to the tracking system, the College also uses a variety of resources to analyze student retention, graduation, transfer, and placement rates highlighting the importance of data informed decision making at MCC. **(ST1 3.02i, ST1 3.02j, ST1 3.15, ST1 3.20, ST1 3.21, ST1 3.22)**

The following examples illustrate some of MCC's successes in these areas:

Retention and Persistence Rates

MCC's Fall 2023 to Fall 2024 college success rate was 59.4%. This figure is comprised of a 42.5% fall-to-fall retention rate and a 17% graduation rate; students who were enrolled as of fall semester and graduated before the next fall semester. The Fall 23 to Spring 24 success rate was 72.1%. These rates reflect MCC's dedication to student engagement and support. While the persistence rate indicates that most students remain committed to their educational journey, the retention rate points to areas where MCC can strengthen support services to improve year-to-year continuity **(ST1 3.02k)**.

Advancing Workforce Readiness

By tracking KPIs such as retention, persistence, and post-graduation earnings, MCC ensures its programs meet the evolving needs of the labor market. MCC tracks the median income of all graduates 1, 2, 3-, 4-, 5-, and 10-years post-graduation and has set a strategic goal that graduates make above the living wage needed for Monroe County 5-years post-graduation. Currently, MCC graduate wages ($51,640) slightly exceed the minimum living wage ($51,626) **(ST1 3.09).**

Additionally, the FWD Center offers programs and industry recognized credentials that equip learners to enter the workforce quickly and earn a living wage. Examples include Control Systems Specialist ($31–$55/hour), Robotics Operations and Maintenance ($26–$39/hour), and Industry 4.0 Operator ($24–$40/hour).

Graduation Rates

Vision 2027 has placed a focus on student momentum (KPI 5) and graduation rates (KPI 3). These metrics were selected in response to an in-depth analysis of graduation rates broken down by student characteristics. Analysis showed that the most recent 3-year graduation for MCC is 26.9%, with the rate for white students (34.7%) being 4 times higher than that of African American students (8.5%) as outlined in Table 6 **(ST1 2.10).**

Table 6: Graduation Rates by Ethnicity

Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	30.5%	27.6%	27.6%	28.5%	34.7%
Hispanic	14.7%	14.5%	13.0%	14.8%	19.2%
Black or African American	10.1%	9.4%	11.0%	7.9%	8.5%
Asian	20.6%	27.2%	27.8%	30.0%	33.3%
Am. Indian or Alaska Native	27.3%	35.7%	0.0%	n/a	0.0%
International	30.4%	45.5%	42.9%	0.0%	28.6%
Multiracial	15.3%	22.4%	14.9%	18.8%	23.1%

3.b. consider diversity, equity, and inclusion principles

Vision2027 reinforces the College's commitment to DEI by including the College's Diversity, Equity, and Inclusion Statement for the first time. The Mission, Vision, Core Values, and Strategic Directions explicitly highlight DEI principles, ensuring that inclusivity remains a priority in the institution's overarching goals **(ST1 1.01, p 6).** Five goals in the Strategic Plan address DEI principles specifically:

1.1 Develop and implement the College's Diversity, Equity, and Inclusion (DEI) 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.

1.2 Strengthen the College's commitment to community, service, and justice by aligning the College community with a more just and equitable world.

2.2 Identify, analyze, understand, and reduce equity gaps to increase access and improve outcomes.

2.3 Ensure user-friendly and inclusive multi-cultural and multi-lingual communications and services for diverse communities.

4.2 Strengthen the College's commitment to civic, community, and global engagement.

Vision2027 positions DEI not as a standalone initiative, but as an embedded, systemic driver of institutional transformation and strategic intent. The way the College operationalizes these goals is discussed in Standard II.

3.c. are supported by administrative, educational, and student support programs and services;

In 2022, Academic Services and Student Services were merged into a single division, Academic and Student Affairs (ASA), to enhance alignment of student supports and services and to reflect MCC's holistic approach to student success. The ASAMP's 16 strategies focus administrative, educational, and student support programs and services on the priorities outlined in *Vision2027* **(ST1 1.01, p. 8).** Examples of the robust and comprehensive array of supports to students at MCC that promote student success include the creation of Tutoring and Academic Assistance Center, the Student Technology Assistance Center, and MCC's essential pantry ("Doing What is Good and Healthy Together", or DWIGHT) (all addressed further in Standard IV). This strategic alignment ensures that MCC continues to provide effective, efficient, and sustainable support to its students, fostering their success and enriching the community.

MCC also ensures goals focusing on student learning outcomes and student achievement are supported by institution-wide systems through integrated academic support and financial guidance discussed in Standard IV; providing access to learning tools, libraries, and digital platforms as discussed in Standard III; and using data-driven insights after conducting institutional assessment as discussed in Standards V and VI. All of these supports are available to students regardless of the location of their classes.

For example, student-athletes have various support systems in place that help enrich their collegiate athletic experiences. All student-athletes are assigned student success coaches who work directly in the athletic department and provide academic advising support and referrals which include financial aid, housing, tutoring, and counseling assistance. Athletic success coaches work directly with student-athletes to ensure they collaborate with their assigned school success coach, progressing towards graduation while navigating the complexities of NJCAA Division I, II, and III compliance rules and regulations.

3.d. prioritize institutional improvement

MCC prioritizes institutional improvement through an intentional and integrated planning process. Grounded in its Mission, Values, and Strategic Plan, the College's commitment to improvement is most directly articulated in *Vision2027*, specifically Direction Five: Institutional Effectiveness, Efficiency, and Sustainability. This direction outlines four goals focused on employee recruitment and support, resource investment, institutional effectiveness, and fiscal sustainability.

A clear framework guides this work, as outlined in the *Institutional Effectiveness Handbook and Plan* (**ST1 1.06a**), revised in August 2024. This framework ensures that institutional goals drive improvement efforts by connecting the Strategic Plan, academic assessment cycles, administrative unit reviews, and data-informed decision-making; additional details are provided in Standard VI.

The work of Academic and Student Affairs align closely with these institutional priorities. At the divisional level, the *Focus Forward 2027* Academic and Student Affairs Master Plan translates the College's goals into actionable strategies. Rooted in six core values—Student Success; Academic Excellence; Diversity, Equity, and Inclusion; Financial Responsibility; Technology and Space Planning; and Research and Assessment—the ASAMP's strategies guide ongoing improvement in teaching and learning, student and employee support, campus life, enrollment, and space utilization **(ST1 1.0, p. 3).**

Integration with other major initiatives strengthens this focus. The ASAMP aligns seamlessly with *Vision2027*, Key Performance Indicators, the SEM Plan, the Diversity, Equity, Inclusion, and Social Justice (DEISJ) Plan, the Downtown Campus Plan, and MCC's participation in the Aspen Institute's Unlocking Opportunity Network. Together, these initiatives advance student success through coordinated strategies such as gateway

course success, advising redesign, and program mapping, as shown in the MCC Goals and Plan Matrix. This focus on improvement can also be seen with determined metrics measuring progress for each goal. Quarterly updates, College-wide reports, and systematic review of progress are all practices developed to ensure timely assessment of each strategy's development **(ST1 1.0).** Strategies include holistically addressing barriers to student success and improving College functions in areas including enrollment management, master schedule, technological support, and academic advisement.

Improvement efforts are tiered and intentionally aligned across all levels of the organization:

- Institutional Goals provide the foundation for ASAMP's 16 strategies
- Division Plan Annual Strategies identify Academic and Student Affairs priorities and are tracked in the MCC Plan Tracking & Assessment Tool (formerly Compliance Assist)
- Departmental Annual Strategies are developed by non-instructional departments, typically focusing on two to three goals that align with institutional priorities
- Unit-Level Assessments occur on a five-year cycle to support evidence-based reflection and improvement in accordance with established **Unit Assessment Schedule**

Through this structured, interconnected framework, institutional goals not only guide long-term strategy but also drive day-to-day improvement efforts across divisions, departments, and units, demonstrating MCC's sustained commitment to institutional effectiveness and student success.

Criterion 4. Periodic assessment of mission and goals to ensure they are relevant and achievable

MCC has a long history of reviewing and updating its Mission and Strategic Plan. As such, neither are recycled; instead, every five years the College has gone through an intensive planning process to address the evolving needs of the College and the community it serves.

Additionally, to ensure the continued relevance and effectiveness of *Vision2027,* the Institutional Effectiveness Committee conducted a formal evaluation in July 2024, two years after the plan's release **(ST1 4.04)**. This was followed in Sept. 2024 by an independent assessment by the Executive Leadership Team **(ST1 4.03**. Both reviews were conducted using the same established guidelines **(ST1 4.05)**. The findings from both analyses affirmed that *Vision2027* remains fully aligned with its original objectives. The foundational assumptions and goals continue to be appropriate, and priorities are not being overlooked. Progress toward achieving the goals within the specified timelines is ongoing and supported by adequate resources. Given these findings, no revisions to goals or priorities were necessary, and the ongoing monitoring process continues to provide valuable insights to guide institutional efforts.

Strengths

MCC continually assesses its Mission Statement and Strategic Plan to ensure they align with the institution's evolving goals, emerging challenges, and the changing needs of its students, faculty, and community. This ongoing process reflects MCC's commitment to adaptability, accountability, and excellence in providing relevant and forward-thinking educational opportunities (Criteria 1g and 4).

The institution has a well-established, transparent, and collaborative planning process that is consistently applied and integrated across various departments. This long-standing process of strategic planning is supported by the procedures outlined in the *Institutional Effectiveness Handbook*. Regular and ongoing communication ensures that all stakeholders are informed and engaged throughout planning processes, while extensive outreach efforts are made both internally and externally to promote inclusivity and transparency (Criteria 1d and 1f).

The College demonstrates strong institutional support for scholarly inquiry and creative activity through dedicated faculty development programs, national recognitions, and student-centered initiatives that foster

intellectual growth and innovative practice across all levels of the academic community. Its engagement with the League for Innovation and consistent student participation in regional research conferences further affirm the breadth and depth of its commitment (Criterion 1e).

Opportunities

Monroe Community College has the opportunity to increase the 3-year, 150% graduation rate of students by strategically strengthening support services, building on its demonstrated success in fostering persistence and engagement (Criterion 3a).

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.

Standard 2 Themes	Standard 2 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Commitment to academic freedom, intellectual freedom, freedom of expression	1,2,9		2
Fair and impartial grievance policies and procedures for students, faculty, or staff	3,9		1
Fair and impartial employment practices	4,5	13,15	3
Honesty and truthfulness in public relations	6,8a, 8c, 9	8, 12, 14	1,3
Compliance with all federal, state and commission requirements	8,8b,8d	10, 14	3
Periodic assessment of ethics and integrity	9		1, 2

Criterion 1: A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property

Monroe Community College (MCC) reinforces its commitment to academic freedom, intellectual freedom, and integrity through clear and comprehensive policies designed to safeguard open expression. The College demonstrates this commitment by allowing all individuals to engage with each other in various types of communications both on and off campus without fear of reproach as outlined in the Board of Trustee's Academic Freedom Policy (ST2 1.01). Members of the MCC community can also express themselves freely including assemblies, picketing, and demonstrations (ST2 1.02). The Freedom of Expression Procedure (ST2 1.03) guides the College Community to appropriately exercise these freedoms. In alignment with shared governance practices and institutional commitment to academic integrity, the Faculty Senate reviewed and provided feedback on the College's Copyright and Intellectual Property Policy in Fall 2024 (ST2 1.04). This collaborative process was undertaken to ensure continued respect for intellectual property rights and to promote clarity regarding the ownership of copyrights associated with instructional materials. The effort reflects MCC's dedication to transparency, effective communication, and the protection of faculty-centered content.

Criterion 2: A climate that fosters respect among students, faculty, staff, and administration from a variety of backgrounds, ideas, and perspectives

MCC is committed to cultivating a campus climate that fosters mutual respect among students, faculty, staff, and administrators from diverse backgrounds. This commitment is reflected in policies, programming, leadership initiatives, and continuous assessment efforts that promote equity, inclusivity, and community engagement.

Policies Fostering Respect for Diversity

- **MCC's Notice of Non-Discrimination**: The College does not discriminate on the basis of race, creed, color, disability, national origin, sexual orientation, military status, sex, age, marital status, domestic violence victim status, arrest or conviction record, predisposed genetic characteristics, sincerely held religious belief or gender identity or expression and prohibits discrimination in any Education Program or Activity that it operates, as required by Title IX and its regulations, Title VI of the Civil Rights Act of 1964 and the New York State Human Rights Law (NYSHRL), including in admission and employment.

- **Anti-Racism Action Plan**: Following a Twitter post including racial slurs and hate speech by an MCC student on their personal account, MCC developed an action plan to confront and address racism within the College Community by promoting transparency, accountability, and systemic change.
- **Equal Employment and Affirmative Action Policy:** This policy demonstrates the College's commitment to ensure equal opportunity in employment and education by actively promoting a diverse, inclusive, and discrimination-free environment.
- **Preferred Name Policy:** Consistent with SUNY guidance, MCC allows students and employees to notify the College of their preferred first names even if they have not changed their official/legal names.

Global and Intercultural Engagement Opportunities

Through partnerships and programming, MCC actively promotes global awareness and intercultural dialogue. Global Education and International Services (GEIS) and the Division of Diversity, Equity, Inclusion, and Belonging (DEIB) collaborate with Cornell University to host global scholars, artists, and musicians from South and Southeast Asia, Latin America, and Africa, who share research rooted in lived experience and challenge ethnocentric narratives. GEIS integrates global learning with local engagement, involving Rochester's cultural communities in campus events such as welcoming Burmese activists alongside local Burmese residents. It also manages interfaith spaces—including a planned room in the new Sydor Optics Advanced Technology Center—ensuring inclusive, faith-sensitive environments supported by recent SUNY funding**.** In partnership with Student Life and Sodexo, MCC provides culturally responsive dining options and supports student-led programming through clubs like Global Union and the Muslim Student Association, with events ranging from Bollywood dances and Iftar dinners to International Education Week's "Speed Travel" presentations and the Mother Language Day celebration. Additional initiatives, including diversity conferences, Safe Zone training, and other cultural events, offer regular opportunities for cultural exchange.

Strategic DEISJ Planning and the Role of the IDEA Council

In 2024, MCC formalized its Diversity, Equity, Inclusion, and Social Justice Plan (DEISJ) plan in collaboration with the administration and the Diversity, Equity, Inclusion Committee (ST2 2.11). Rooted in Vision 2027 and the College's DEI statement, the DEISJ plan outlines strategies to foster equity, engagement, and mutual respect. The plan was developed transparently with feedback provided by the Faculty Senate, CSEA, Student Government Association, Support Staff Planning Council, the Executive Leadership Team, the DEI Teaching and Learning Workgroup; the Science, Technology, Engineering, and Mathematics Diversity Equity, Inclusion, and Belonging Workgroup; the Office of Institutional Research; the Curriculum and Program Development Office; and various affinity groups including the African-American Affinity Group and the Latino Empowerment Network.

The College's support for a climate of respect is clear from the DEI report's action plan designed to address disparities between the current climate and the aspirational campus climate. The Inclusion, Diversity, Equity, and Accountability (IDEA) Council identified four goals to guide MCC on this path as seen in Table7.

Table 7: IDEA Council Recommended Goals for Campus Climate

Goal	Objective
Campus culture and belonging	Ensure all individuals at the College feel safe, valued, and treated fairly. Bi-annual campus climate surveys will be conducted, focus groups established from various underrepresented stakeholders to identify any gaps in DEI efforts, and follow-ups to those conversations will assess progress annually. Results from these findings will guide any modifications in DEI programming.
Recruitment and retention	Create recruitment and retention strategies to increase diverse representation at MCC of students, faculty, staff, and administration. Staff members representing different divisions of the College will be trained in these strategies.

Goal	Objective
DEISJ education	Increase participation in DEI education from both students and employees at the College, with the aspirational goal of all members of the College Community receiving DEISJ training
DEISJ infrastructure and transparency	To establish institutional infrastructure to support progress towards DEISJ goals aligned with the College's Mission, Vision, and Strategic Plan.

Campus Climate Surveys and Feedback

Under the leadership of the Vice President for DEB and in collaboration with The Office of Institutional Research, MCC administered a student campus climate survey to support the IDEA Council's commitment to an inclusive environment. While the response rate fell below 10% and was therefore not representative per IRB protocol, results aligned with findings from other student feedback sources, allowing the College to establish benchmark goals using multiple instruments. Student input is also gathered through course evaluations, two SUNY-mandated surveys, and a COVID-era needs survey, which consistently highlight affordability, family responsibilities, and work obligations as barriers to success **(ST2 2.02).**

Employee feedback has been systematically collected to inform planning and improvement. MCC administered the Gallup Survey of Employee Engagement in 2017 and 2019 and adopted the higher-education–focused Campus Climate Survey in 2022. In 2023, 283 employees (22.1% of the workforce across all four sites) responded, citing career advancement, MCC's academic reputation, and student diversity as key strengths. More recent climate survey results (Viewfinder, 2023) also confirmed themes across instruments and informed updates to the DEISJ Plan **(ST2.2.02).**

Respectful Campus Climate and Ethical Accountability

The College's commitment to fostering an inclusive and respectful campus environment is evidenced by leadership's prioritization of diversity, multiculturalism, and equity-driven practices. Individuals from varied backgrounds report feeling welcomed, and, when incidents of discrimination, bias, or harassment arise, the College responds with transparency and fairness. According to institutional survey data, most employees "agree" or "strongly agree" that such reports are taken seriously; complainants are treated respectfully, and accused individuals are afforded due process regardless of investigative outcomes.

MCC reinforces this climate through comprehensive policies and reporting structures that promote equity and accountability, which are discussed in Criterion 3.

Criterion 3: A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably

Monroe Community College demonstrates fairness and impartiality through clear, publicly accessible policies and procedures for addressing all complaints and grievances consistently and transparently. These are detailed on the College website, including the Student Complaint Resolution Protocol with filing instructions and a direct reporting link **(ST2 3.0a)**. Following the 2022 merger of Academic and Student Services, the Associate Vice President for Student Development serves as Ombudsman to assist in resolution efforts. The College also outlines alternative filing options through SUNY and the U.S. Department of Education. MCC maintains grievance processes for discrimination, sexual harassment/misconduct, and grade disputes, in alignment with federal, state, and SUNY requirements.

MCC also partners with the independent third-party Mitratech Hotline (formerly Syntrio's Hotline) for anonymous online reporting of unethical or noncompliant activities **(ST2 3.01b).** The Whistleblower Policy **(ST2.3.06)** (est. 2009; updated 2021) protects individuals who report concerns in good faith from retaliation, with investigations managed confidentially by Institutional Compliance & Internal Audit, Human Resources, and Risk Management.

Table 8 provides details on the different types of complaints, their purposes, and the party responsible.

Table 8: Forms of College Grievances

Reporting Method	Purpose	Responsible Party
College Complaint	A complaint about a service area, employee, faculty member, class, or policy.	Relevant department or administrative office depending on the subject of the complaint.
Discrimination and Sexual Harassment Complaint	Reporting an incident of bias or discrimination based on categories in the Notice of Non-Discrimination, or to report sexual harassment or misconduct.	Discrimination complaints: Vice President, Diversity, Equity and Belonging & Executive Director, Downtown Campus. Sexual harassment: Title IX Coordinator.
Academic Grade Grievance	For students who believe they have been graded unfairly or inconsistently.	OSRR manages the process; academic department chairs and deans make the final decisions following the Academic Grade Grievance Policy and Academic Grade Grievance Procedure.
Ethics Hotline	Anonymous reporting of misconduct, unethical behavior, or violations of College policy.	Reports are routed confidentially through an anonymous system to the appropriate administrative body for review.
Title IX / Title VI Reporting	Reports of sex-based discrimination (Title IX) or discrimination based on race, color, or national origin (Title VI).	Title IX Coordinator and designated Title VI officials, following College grievance procedures and federal compliance policies.

The Office of Student Rights and Responsibilities (OSRR), in partnership with the Ombudsman, manages the complaints process. Students are provided with a safe and welcoming environment to ask questions, relay problems, or question College policies. Options are reviewed, and students are advised on the best path to resolution. All formal complaints and grievances begin with the submission of an electronic form. Each submission is reviewed within one business day, and the OSRR /Ombudsman follows up as outlined in the Complaint Resolution Protocol **(ST2.30b)**. The goal of the complaint resolution process is to facilitate dialogue, evaluate options, and provide feedback in situations where systemic issues or trending problems arise. Complaint trends or patterns that may need to be addressed by College leadership are shared with the Provost.

In all cases, established guidelines ensure that each resolution is achieved in a timely manner. Students are provided with ethical outcomes, even when the complaint is against the College. Multiple offices collaborate to ensure that complaints and grievances are handled according to policy, are thoroughly and appropriately investigated, and are held to the highest standards of confidentiality. Those offices include the Offices of Institutional Compliance and Internal Audit, Human Resources, Risk Management, Student Rights and Responsibilities, Title IX, the Ombudsperson, the Chief Diversity Officer, and the Affirmative Action Officer. Furthermore, the College is required by federal and county laws to track all student complaints in each of these categories and to note trends in complaints across time in order to inform future policies and processes. The Office of Student Rights and Responsibilities maintains a records database that stores information for each student complaint or grievance.

Criterion 4: The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents

MCC prevents conflicts of interest and the appearance of undue influence through policies requiring transparency, accountability, and ethical conduct **(ST2 4.01).** The policy states that when personal and institutional interests may conflict, officers or non-contract employees must consult with College officials and comply with Board policy **(ST2 4.01).** New employees receive the policy and a disclosure form, which must be signed and returned to Human Resources within 30 days; potential conflicts are reviewed by the President or legal counsel. Board of Trustees members and MCC Foundation Directors sign annual certifications regarding conflicts with external parties. No conflicts have been documented, but any would appear in Board meeting minutes **(ST2 4.02).**

Safeguards include mandatory annual disclosures, written reporting of potential conflicts, presidential review of transactions involving personal interests, a prohibition on gifts of $75 or more if intended to influence duties, and restrictions on using confidential information for personal gain.

Criterion 5: Fair and impartial employment practices, including all phases of hiring, evaluation, promotion, and separation, with appropriate attention to diversity

MCC demonstrates a commitment to fair and impartial employment practices through its hiring manual; engaging diverse candidates; mitigating unconscious bias; and ensuring that hiring, evaluation, promotion, and separation processes align with collective bargaining agreements and transparent governance (See Table 9).

The College is firmly committed to fostering a diverse, equitable, and inclusive workplace environment that upholds the principles of fairness, transparency, and compliance with all applicable federal, state, and local employment laws. MCC's comprehensive strategies and practices demonstrate the College's dedication to fair and impartial employment practices as depicted in Table 9 and further discussed in Standard VII.

Table 9: MCC's Fair and Impartial Employment Practices

Policy Area	Description	Implementation Highlights
Equal Employment Opportunity & Affirmative Action	Equal Employment Opportunity and Affirmative Action Policy support equitable employment practices, grounded in merit and qualifications, free from discrimination across protected categories.	Disseminated through handbooks, policy manuals, and onboarding materials Vendor contracts require compliance Annual audits conducted
Inclusive Recruitment, Hiring, and Promotion	Structured processes overseen by HR ensure equity and compliance across the full hiring lifecycle.	Recruitment and Hiring Handbook (2023) Standardized committee structure and interview rubrics Inclusive job descriptions reviewed with diversity officers Recruitment data analyzed for diversity outcomes
Accessibility and Disability Accommodation	MCC ensures ADA compliance with reasonable accommodations for qualified individuals.	Centralized Disability Accommodation Portal launched (2024) Includes physical, technological, and scheduling accommodations
Non-Discrimination and Grievance Procedures	MCC's policies provide accessible, multi-channel complaint resolution with due process safeguards.	0+ investigations completed with resolution plans (2022–2024) Employees have access to representation, appeals, and notification rights
Ethical Conduct and Due Process	Policy 4.2 outlines standards for ethical behavior, supervisory responsibilities, and communication practices.	Code of Conduct training included in onboarding Policy updated for remote work and digital standards (2023).

Hiring Practices

MCC's Human Resources (HR) Office, in collaboration with shared governance and union leadership, developed the *Recruitment and Hiring Handbook* **(ST2 5.01)** to standardize inclusive hiring. The handbook:

- Outlines consistent policies, procedures, and best practices

- References Board of Trustee policies and aligns with collective bargaining agreements **(ST2 5.02)**

- Provides guidance for effective, inclusive searches
- Defines the Division of Diversity, Equity, and Belonging's active role and priority in hiring diverse employees

Recruitment strategies prioritize outreach to underrepresented groups. The HR Office maintains relationships with publications and platforms such as *HigherEdJobs.com*, *LinkedIn*, *The Chronicle of Higher Education, Community College Jobs, Hispanic Outlook, Diverse Jobs*, and *Blacks in Higher Education*. Advertising plans are developed jointly by hiring managers and HR, with emphasis on broad outreach.

Hiring integrity is supported by search committees and required annual training. The Faculty Senate's Special Committee on Administrative Affairs participates in administrative searches per Faculty Senate Resolution 5.3 by forming a joint co-chaired committee with equal representation, while the College President may also appoint union representation as appropriate. All search committee members complete annual training, including three modules—one on diversity, equity, and inclusion—covering: building diverse committees, developing diversity-focused interview questions, using inclusive job posting language, and avoiding conscious and unconscious bias.

Evaluation, Promotion and Separation

The process regarding evaluations, promotions, and eventual separation from the College for employees represented by a union is outlined in their respective collective bargaining agreements **(ST2 5.03-.04)**. Employees are entitled to annual reviews, receive annual pay increases or steps, and can apply for promotion after surpassing years of service or passing the appropriate exams and applying for upward mobility. Established processes, developed collaboratively through union representation and collective bargaining, help ensure that all contract employees receive timely evaluations and earned promotions or pay increases, regardless of their reporting structure. Because employees can maintain a certain level of expectation for their title and earning potential at MCC, they can make informed decisions about the future of their careers at MCC. Non-contract employees, who serve at the pleasure of the College President, are also eligible for promotion, title changes, and pay increases.

Criterion 6: Honesty and truthfulness in public relations announcements, advertisements, recruiting, and admissions materials and practices, as well as internal communications.

Monroe Community College demonstrates its dedication to honesty and transparency by ensuring that all public relations materials, advertisements, recruitment content, admissions communications, and internal messaging accurately reflect the College's promise to deliver high-quality education, robust student support, and meaningful post-completion outcomes. These practices are grounded in truthfulness and intended to build trust among prospective and current students, faculty, staff, and the broader community.

Commitment to Honest and Transparent Communication

MCC ensures truthfulness and transparency in its public and internal communications through strategic, data-informed marketing and rigorous review processes. Led by the Marketing, Web, and Social Media Department, annual Marketing Plans guide outreach to prospective and returning students, supported by initiatives like the $1.2M SUNY SEM grant and the Unlocking Opportunity framework to improve equity and retention **(ST2 6.01; ST2 6.0)**. Recruitment strategies—developed with an external firm—are grounded in analytics, including over one million website visits and 5,000+ applications initiated via the "Apply Now" page, with paid ads influencing 8.31% of application actions **(ST2 6.02-03).**

Brand messaging is continuously refined through stakeholder research, resulting in campaigns like "Invested in You" that authentically reflect MCC's Mission **(ST2 6.01A).** Of the $593,312 FY23–24 marketing budget, 70% supports multi-channel advertising shaped by DEI principles to engage historically underrepresented groups **(ST2 6.01; ST2 6.04).** Equity-driven initiatives such as Express Enrollment with the Rochester City School District (RCSD) further exemplify MCC's inclusive outreach **(ST2 6.05).**

All marketing materials undergo review by faculty, deans, and stakeholders to ensure accuracy and alignment with institutional values **(ST2 6.05).** MCC also prioritizes digital accessibility, with American with Disabilities Act remediation plans in place for full compliance by April 2026. Internally, the MCC *Daily Tribune* provides timely, vetted communications to students and employees, with ADA-compliant attachments and distinct delivery modes that reflect MCC's commitment to inclusive and consistent messaging.

Enhanced Admissions Communication and Technology Integration

In 2022, Monroe Community College transitioned to Slate, a customer relationship management system endorsed by the SUNY System and widely adopted across SUNY campuses, replacing the previous Ellucian Recruit system. This move was strategic, leveraging SUNY's centralized support and Slate's higher education–focused design to improve admissions processes. Since launching Slate in 2023, MCC has enhanced communication with prospective students through automated, targeted, multi-channel outreach tailored to student attributes. Slate's integration with marketing efforts and personalized messaging improves efficiency, consistency, and engagement. The system's transparency and real-time tracking capabilities demonstrate MCC's commitment to honesty and truthfulness in admissions by providing applicants with clear, timely information throughout their journey. Following acceptance, students receive communications guiding them through crucial next steps such as academic advising, financial aid, orientation, and housing applications, ensuring they understand and can navigate their path to success.

In 2024, MCC further enhanced communication with the launch of EdSights, an AI chatbot providing 24/7 support addressing academic engagement, financial concerns, wellness, and overall student involvement. Previously, MCC used CIVITAS predictive analytics tools to run "nudge campaigns" — positive, data-driven emails encouraging persistence through reminders about registration, tutoring, and other resources **(ST2 6.07).** The use of both Slate and CIVITAS demonstrates a dedicated effort to communicate electronically with students to improve enrollment, retention, and persistence outcomes at the College. They illustrate MCC's commitment to ethical action in enrollment efforts for new students but also help ensure that they persist in reaching their academic goals.

Public Engagement and Institutional Accountability

Monroe Community College fosters truthful, inclusive public engagement through strategic, policy-guided communications. Institutional publications such as the President's Report and MCC Facts Book, developed in collaboration with the Office of Institutional Research, ensure that public-facing data remains accurate and reliable **(ST2 6.08; ST2 6.09).** The College also connects with the broader community via social media platforms—including Facebook, Instagram, LinkedIn, and TikTok—under the governance of its Media Relations Policy, which promotes transparency and community accountability.

Targeted campaigns across these platforms spotlight diverse groups and initiatives, such as student veterans **(ST2 6.10)**, nursing faculty and alumni (**ST2 6.11**), monthly employee profiles (**ST2 6.12**), and "Did You Know" features during Community College Month **(ST2 6.13).** Internally, the MCC Daily Tribune provides ADA-compliant updates to students and employees, reinforcing the College's commitment to accessible communication.

Marketing efforts are explicitly equity-driven, prioritizing meaningful engagement and support for historically underrepresented populations. MCC's partnership with the Rochester City School District (RCSD) exemplifies this commitment by offering early access to admissions services and bilingual support. SUNY's "auto admit" feature further streamlines entry for high school and dual-enrollment students, while weekly visits from an Admissions advisor to each school provide personalized assistance and foster an approachable, student-centered atmosphere. To ensure transparency and accuracy in all public-facing materials, marketing content undergoes review by deans, department chairs, faculty, and other stakeholders prior to publication **(ST2 6.05).**

Criterion 7: appropriate to its mission, has policies, services or programs in place to: 7.a. promote diversity, equity, and inclusion;

The Chancellor of the SUNY System, Dr. King Jr., recently said, "Ultimately, DEI is the 'secret sauce' that gives universities the unique power to bring Americans together across all lines of difference." At MCC, this commitment to DEI is demonstrated and operationalized through strategic planning, governance structures, learning outcomes, and residential programming. In alignment with a 2017 SUNY mandate, MCC appointed its first full-time Chief Diversity Officer (CDO) in 2018 and formally launched the Division of Diversity, Equity, and Belonging in January 2022. The Vice President who leads this division continues to serve as CDO, underscoring the strategic importance of embedding DEI in College leadership and operations. *Vision2027* embeds DEI throughout its Mission, Vision, Core Values, and Strategic Directions, and incorporates the College's official Diversity, Equity, and Inclusion Statement for the first time. Five goals directly support DEI, including the development of a comprehensive DEI plan (Goal 1.1), fostering justice and service (Goal 1.2), closing equity gaps (Goal 2.2), ensuring multicultural and multilingual communications (Goal 2.3), and advancing civic and global engagement (Goal 4.2).

To support these efforts, the IDEA Council serves a central role. Comprising faculty and staff from across the College, the Council actively collaborates to embed DEI goals into institutional practices, including leading the development of the comprehensive DEISJ plan aligned with Goal 1.1 **(ST1 3.13)**.

Institutional Learning Outcomes further reinforce this commitment. Outcomes 3 and 4 explicitly incorporate DEI principles, affirming that student learning and development are shaped through inclusive and equity-centered academic experiences. These are explained in Standard III.

Advancing Inclusion Through Campus Life and Residential Engagement

DEI principles are deeply woven into the residential experience at MCC. The Office of Housing and Residence Life plays a key role in cultivating an inclusive campus climate through intentional staff training, educational programming, and community-building efforts. Resident Directors and Assistants receive annual training that addresses DEI, Title IX compliance, and LGBTQIA+ inclusion, ensuring that residence hall staff are equipped to foster respectful, supportive living environments.

Throughout the academic year, residence halls host events that celebrate diverse identities and promote engagement, such as Drag Bingo and LGBTQ+ Trivia Night. Resident Assistants partner with students and campus departments to co-create programming responsive to a wide range of student interests and cultural backgrounds. MCC's Residential Curriculum centers DEI in its fourth learning goal—Inclusion, Belonging, and Diversity—which includes outcomes around identity exploration and connection to community **(ST2 7.011)**.

Additional residential supports include Gender Inclusive Housing, available in traditional and 12-Month Housing formats, and a free Health Vending Machine that provides toiletries, first aid supplies, and high-demand items to support student well-being. The "Doing what is healthy and good together" (DWIGHT) essential needs pantry, with a satellite location in Canal Hall, ensures that residential students facing food insecurity can access nutritional resources.

Institutional Events and Leadership for Community Engagement

Beyond residential life, MCC sponsors two annual conferences—the Diversity Conference each fall and Essential Discussions each spring. These events invite students, faculty, staff, and community members to engage in dialogue on pressing issues such as belonging in higher education, mental health in diverse communities, support for student veterans, and the value of free speech. These forums are designed to deepen understanding of the complex issues facing higher education and foster an inclusive campus culture.

Supporting Underserved Students Through Equity-Driven Services

MCC's Downtown Campus hosts the Homeless Liaison and Basic Needs Coordinator, a role dedicated to reducing barriers for students experiencing housing insecurity, in accordance with SUNY requirements **(ST2 7.012).** This support includes connection to institutional resources like emergency funding and food support,

guidance on financial aid and public benefits, and partnership with external agencies to promote long-term housing stability. The Coordinator's work reflects a robust equity commitment, ensuring that every student can pursue their education with dignity and security.

For students with disabilities, MCC maintains compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The Office of Disability Services ensures equitable access to campus activities and academic programs by determining eligibility for accommodations **(ST2 7.013),** supporting instructional adjustments **(ST2 7.014)**, and promoting disability as an aspect of campus diversity. This creates an accessible and inclusive learning environment for all students.

Institutional Policies Upholding Equity and Inclusion

The Student Code of Conduct **(ST2 7.02)** promotes fairness across the student body by providing a clear framework for expected behavior and institutional response. MCC also adheres to Title IX regulations, ensuring protection against sex-based discrimination.

Tuition policy is identified as an area with opportunity for further equity alignment **(ST2 7.05).** Currently, New York State tuition rates for non-residents, including international students, are double those of New York State residents. However, on January 30, 2023, the MCC BOT approved in-state tuition for students from Temporary Protected Status countries as a good-faith effort to make the cost of attendance accessible in light of their extreme hardship circumstances. The in-state tuition was approved for extension on August 7, 2023, again on April 22, 2024, and currently extends to the AY2728 academic year.

MCC's coordinated and institutionally embedded approach to DEI—reflected in strategic planning, residential life, academic outcomes, support services, and policy frameworks—demonstrates that diversity, equity, and inclusion are not peripheral commitments, but essential, mission-driven imperatives guiding the College's culture, operations, and continuous improvement.

7.b promote affordability and accessibility;

Monroe Community College demonstrates its commitment to accessibility by voluntarily participating in routine ADA audits across all campus facilities. These audits help ensure that campus spaces are accessible and meet established standards, reflecting MCC's dedication to providing an inclusive environment for all students, faculty, staff, and visitors. For example, a State Education Department Audit advised the College to strengthen its process for confidentially informing faculty of students' approved accommodations and their legal obligation to implement them. In response, Disability Services collaborated with Information Technology to reinstate a secure email system that communicates accommodation details and reinforces compliance with ADA and Section 504 requirements **(ST2 7.10).**

The College prides itself on providing high quality education and training to students at an affordable cost, making college accessible to many people in the community for whom cost of attendance is a primary barrier. To help improve student access to education and services on campus, in 2017 MCC partnered with the Regional Transit Service to create the MCC U-Pass program. Students taking on-campus courses automatically receive the MCC U-Pass to ride RTS buses fare free by swiping their MCC ID during the semester in which they are enrolled. In the 2024 – 2025 academic year, 1,234 unduplicated students completed 139,744 rides using their U-Pass **(ST2 7.11).**

Launched in 2025, SUNY Reconnect supports tuition, fees, books, and supplies for New York residents aged 25 - 55 in fields like healthcare, education, and technology and advancement related fields **(ST2 7.12).** MCC has the highest enrollment among SUNY colleges participating in Reconnect and currently offers 29 no-cost associate degrees for eligible adult students through this program.

In 2025, MCC was selected to join the SUNY Advancing Success in Associate Pathways (ASAP) program. The initial cohort of 150 students benefits from comprehensive wraparound support within an integrated learning community. Modeled after the successful City University of New York AP initiative, SUNY ASAP is designed to help students complete their degrees on time by providing essential resources such as funding for textbooks, groceries, and transportation; targeted academic support; personalized advisement; and career development opportunities. Pell and TAP-eligible students qualify for participation. The program aligns closely with *Vision2027*, and *Unlocking Opportunity* goals, reinforcing the College's Mission to transform lives and communities through affordable and accessible education **(ST2 7.018).**

The MCC Foundation, a nonprofit organization that raises and manages private support to advance MCC's Mission, along with various academic departments offer institutional scholarships each semester to support student enrollment and persistence through degree completion. All available scholarships are listed on the MCC Scholarships Online portal, ensuring that students have equal access to explore opportunities and apply by the designated deadlines. While scholarships have a range of eligibility criteria, many prioritize demonstrated financial need, which benefits students facing economic hardship, a common reality at the community college level. However, reliance on the FAFSA to determine need may unintentionally exclude high-achieving students who are ineligible for federal aid including international or certain immigrant students.

To address these broader financial barriers, MCC and the MCC Foundation created MCC Assist, an emergency aid program that provides mini grants of up to $500. These mini grants help students stay enrolled when facing urgent financial challenges that might typically cause a student to stop out. These include transportation breakdowns, overdue rent, utility bills, or medical expenses. MCC Assist awards are handled by the Office of Financial Aid, creating a centralized resource for financial support, which is critical to supporting student retention. Additionally, the MCC Homelessness Liaison position helps connect students with financial resources.

7.c enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

The Financial Aid Office helps students navigate college affordability through targeted outreach, including community engagement and collaboration with the Marketing Office **(ST2 7.01).** Individual appointments and financial literacy workshops support students—particularly first-generation and non-native English speakers—in understanding federal and New York State aid processes. MCC also partners with the Foundation to enhance financial literacy pathways for Pell- and TAP-eligible students, while veteran students receive tailored support from the Associate Director of Veterans Services to certify federal tuition benefits. Key information on disbursement, repayment, and refunds is available on the Tuition and Financial Aid webpage **(ST2 7.06)** with loan policy disclosures on the Consumer Information page **(ST2 7.07).**

MCC emphasizes transparency and ethical stewardship by providing clear cost and aid information, including estimated expenses, student indebtedness, and loan/grant data through the National Center for Education Statistics College Navigator **(ST2 7.08).** Financial literacy programming and personalized advisement reinforce student understanding of aid packages and build confidence in the value of their education.

To promote responsible borrowing, students are encouraged to complete loan counseling before accepting federal loans and must participate in exit counseling when leaving or dropping below half-time enrollment. These services, offered in English and Spanish, explain interest, repayment, forgiveness, and default risks. Students facing personal challenges can access clear withdrawal and refund policies through the Registration and Records webpage **(ST2 7.03)**, with advisor and success coach support. Medical withdrawals are also available. Tuition refund schedules are posted on the academic calendar **(ST2 7.04),** helping students make informed choices and avoid unintended debt.

Criterion 8: Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to: 8.a required information for students and the public;

MCC is fully compliant with all applicable government laws and regulations. The Higher Education Act of 1965 requires colleges to provide the public with access to certain types of information entitled by consumers. This information is available through the MCC webpage under "Consumer Information" **(ST2 8.01a)** and includes Middle States Commission on Higher Education accreditation information and programmatic accreditation. From an operational standpoint, the College continues to meet its compliance requirements through various surveys, evaluations, and audits mandated by federal, state, and national requirements as indicated below:

- MCC prepares an annual Campus Security and Fire Safety Report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, developed by the Public Safety in collaboration with local law enforcement and fire protection agencies serving each MCC campus, along with various college departments and officials **(ST2 8.04)**.

- Campus Emergency Operations Plan **(ST2 8.05)** maintained under NYS Executive Law 128, aligns with local and national emergency response standards, including the Monroe County Emergency Plan, the National Response Plan, the National Incident Management System), the American Red Cross, and the Federal Emergency Management Agency, It details emergency preparation, response, and recovery procedures.

- MCC completed an annual compliance survey conducted by the U.S. Department of Veterans Affairs, which assesses education and training programs approved for GI Bill funding to ensure adherence to Title 38, United States Code provisions.

- NYS in accordance with the State of New York Public Health Law § 2165 and 2167 audited immunization records.

- The College successfully met review requirements for the Biennial Review of Alcohol and Other Drug Programs (2022–2024) and Equity in Athletics Disclosure Act survey (2024).

The Office of Institutional Compliance & Internal Audit is also responsible for the College's Freedom of Information Law Policy and fulfilling Freedom of Information Act (FOIA) requests for records. This policy, established in 2019 and updated in August 2022, states that MCC recognizes and embraces its obligation to make records available to the public under state law and covers the process for these requests. This policy helps to ensure a degree of ethical action and clarity across the College, as records on a wide variety of topics can be requested by anyone internal or external to the institution **(ST2 8.02a).** Prior to the formal adoption of the FOIA policy by the Board of Trustees in 2019, MCC managed requests under the Freedom of Information Law in compliance with New York State legislation, the system-wide policies of SUNY, and the Solomon Amendment, a component of the Omnibus Consolidated Appropriations Act of 1997. Since then, the College has received and effectively addressed over 200 requests. Significant trends have emerged, particularly a notable volume of requests relating to purchasing and contract information, as well as Requests for Proposals.

The College currently employs a robust vendor risk management assessment process to evaluate each vendor's compliance with the Gramm-Leach-Bliley Act (GLBA). This is critical for minimizing the College's risk exposure regarding sensitive student and operational information. Each vendor undergoes a thorough due diligence process that assesses their data security practices, policies, and history of compliance with GLBA and Title II requirements.

Monroe Community College's residency waiver process is governed by New York State Education Law and reflects the institution's commitment to compliance with all applicable government regulations and Commission policies. Residency requirements and waiver procedures are clearly communicated through the Student Accounts Office **(ST2 8.01b).**

8.b representation of accreditation status;

MCC's Consumer Information webpage includes the Middle States Commission on Higher Education (MSCHE) accreditation information. MCC's proof of current accreditation includes status, locations of branch campuses, and accreditation actions **(ST2 8.01).** Nine programs are accredited by additional accrediting agencies, including high-demand health programs such as Nursing and Dental Studies. Curricula are registered and approved by the New York State Department of Education.

8.c full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

The College fully complies with all federal, state, and MSCHE Commission requirements for full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates. This information is available through the MCC Consumer Information webpage.

In compliance with the Student Right to Know legislation, information on graduation, retention, and assessment is available on the Office of Institutional Research website.

8.d institution's compliance with the Commissions' Requirements of Affiliation;

MCC maintains compliance with the Commission's Requirements of Affiliation, including the maintenance of required policies and procedures related to transparency, student protections, and accurate institutional representation. Curricula are registered with the New York State Department of Education, and MCC participates in the State Authorization Reciprocity Agreements (SARA), ensuring compliance for out-of-state online education delivery **(ST2 8.02).**

8.e verification of student identity in distance and correspondence education;

It is vital that all institutions ensure identity protection for any student enrolled in distance learning education or correspondence coursework. Monroe Community College's institutional compliance is documented in detail in its Distance Education Fraud Prevention Procedures **(ST2 8.03)**. This document outlines MCC's procedures related to distance learning in terms of admission, financial aid, Title IV disbursement, and attendance reporting; student system password controls; faculty training; monitoring for Title IV compliance; protection of student privacy; and student identity verification charges. These procedures are reviewed annually by a committee which includes those responsible for compliance oversight.

8.f substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion

In May 2017, MCC submitted a substantive change request for the relocation of the additional location from Damon City Campus, 228 East Main Street, Rochester, NY 14604 to MCC Downtown Campus, 321 State Street, Rochester, NY 14614. The College is aware that it needs to report the relocation of the Applied Technology Center to the Brighton Campus.

Criterion 9: Periodic assessment of ethics and integrity as evidence in institutional policies, processes, practices, and the manner in which these are implemented
Employee Compliance and Institutional Integrity

The College maintains comprehensive compliance protocols to ensure all employees understand and uphold institutional policies related to security, ethical behavior, and legal responsibilities. These protocols are embedded into the employee onboarding process and reinforced through mandatory training and institutional monitoring systems as demonstrated in Table 10.

Table 10: Compliance Training and Requirements Overview

Compliance Area	Description	Example
Mandatory Background Checks	All new hires undergo background checks appropriate to their role. These may include criminal history, employment verification, education confirmation, and, for some roles, motor vehicle or credit checks.	Faculty, security, and finance positions require fingerprinting and criminal background checks processed through the NYS Division of Criminal Justice Services.
Cybersecurity and Data Privacy Compliance	Employees must complete IT security training covering password protection, phishing awareness, MFA, and FERPA. They must follow the Acceptable Use Policy and regularly change passwords.	In 2024, MCC launched a Cybersecurity Awareness Campaign; annual training is required to access systems like Banner, Outlook, and Brightspace.
Ethics and Conduct Training	Employees must acknowledge the Code of Ethics and Employee Conduct Policy, covering ethical decision-making, conflicts of interest, responsible use of resources, and compliance with laws.	MCC's EthicsPoint hotline enables anonymous reporting of suspected misconduct, reviewed by the Office of Institutional Compliance. (**ST2 9.02**)
Title IX, Clery Act, and Workplace Harassment Training	Annual training is provided in compliance with Title IX, the Clery Act, and NYS Sexual Harassment Prevention law. Onboarding includes instruction on harassment, discrimination, retaliation, and mandated reporting.	New employees complete training on legal obligations and workplace conduct related to harassment and discrimination as part of the onboarding process.
Records Retention and Policy Acknowledgment	Employees must electronically acknowledge key policies via the HRIS system, including EEO/AA, Non-Discrimination, Disability Accommodation, FERPA, and (if applicable) the Remote Work Policy.	Acknowledgment of policies is required as part of onboarding and ongoing compliance via the College's HRIS system.

The College is also currently working on a policy that would address periodic assessment of its policies, procedures, and practices. Currently MCC policies are reviewed every five years which involves review by the relevant parties who make any necessary changes. Those changes are posted online to a dashboard on the MCC network for a 30-day community review process. College stakeholders may submit comments and feedback during this review period. This process provides a peer review of policies and suggested changes to ensure ethical practices are followed **(ST2 9.01).** To maintain clarity and consistency in its governance framework and foster an environment that promotes transparency, accountability, and adherence to best practices across all departments and programs, the College is currently developing a comprehensive Policy on Policies. This policy will streamline decision-making processes, enhance communication among stakeholders, and ensure that all policies align with the institution's Mission, values, and overall format.

Strengths

MCC demonstrates a strong and sustained commitment to diversity, equity, and inclusion by embedding DEI principles across its institutional priorities, through various planning efforts, and student success strategies. Through intentional programming, inclusive policies, and equity-driven innovation, MCC fosters a learning environment where all individuals are valued, supported, and empowered to thrive (Criterion 2, 7a).

The College demonstrates a strong commitment to fairness and impartiality through clearly defined policies and procedures that ensure equitable treatment of all students, faculty, and staff. These policies are regularly reviewed and communicated transparently, fostering an inclusive campus environment where decisions related to admissions, hiring, academic standards, and student conduct are consistently applied without bias. MCC's dedication to procedural fairness supports trust, accountability, and a culture of respect across the institution. (Criteria 3, 4, 5).

Monroe Community College is committed to supporting students facing financial barriers by providing comprehensive financial aid services, scholarships, and personalized guidance. These resources help ensure equitable access to education and promote student retention and success (Criterion 7b).

Standard III: Design and Delivery of the Student Learning Experience

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

Standard 3 Themes	Standard 3 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Educational programs and outcomes	1	8, 9, 15	1, 2, 3
Learning experiences	1, 4, 5, 6, 7	8, 9, 15	2
Assessment	2, 5, 8	2, 8, 9, 15	2
Faculty and employees	2	2, 15	1,2,3
Professional Education Communication	6, 7	8, 9, 10, 15	

Criterion 1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:

Monroe Community College (MCC) offers over 100 degree and certificate programs in diverse subject areas grouped into the Schools of Applied Sciences and Technologies; Arts and Humanities; Business and Entrepreneurial Studies; Community Engagement and Development; Health Sciences and Physical Wellness; Science, Technology, Engineering and Mathematics; and Social Sciences and Global Studies, creating academic homes for all students. Degrees and certificates offered by MCC are designed to be coherent learning experiences that lead to transfer or directly to a career. Curricular coherence ensures that academic programs are purposefully designed with clearly sequenced courses and aligned learning outcomes. This intentional structure helps students navigate their educational paths with clarity, supporting progression toward transfer or career goals, while minimizing unnecessary credits and confusion. Through guided pathways, program mapping, and collaborative curriculum design, MCC fosters a seamless, student-centered learning experience.

The Strategic Plan, Vision 2027, emphasizes that the College meets incoming students' intentions. For example, 66% of the fall 2020 incoming, new, full-time, degree-seeking students intend to graduate with a 2-year degree and then transfer to a 4-year college. Of this group, 21.3% graduated, 14.1% transferred to a 4-year college prior to graduating, and 12.5% were still enrolled at MCC after 3 years. Given these numbers, 47.9% of the student group is on the pathway to meet their goals of graduation or continuing their education (**ST3 1.10**).

All associate degree programs are structured to align with New York State Department of Education (NYSED) Rules of the Board of Regents, including the minimum number of Liberal Arts and Sciences (LAS) course credits as outlined in Table 11 (**ST3 1.10c, ST3 1.10d**).

Table 11: NYSED Requirements for Associate Degrees

Degree	Minimum # of Credits Overall	Minimum LAS Content	Minimum # of LAS Credits
Associate in Arts (A.A.)	60	3/4	45
Associate in Science (A.S.)	60	1/2	30
Associate in Applied Science (A.A.S.)	60	1/3	20

MCC's Associate degree programs also follow the State University of New York (SUNY) General Education (GE) requirements, which mandate 30 GE credits in A.A. and A.S. programs, 20 GE credits in A.A.S. programs, and zero in the Associate of Occupational Studies or certificate programs **(ST3 5.11b).** These are discussed in detail in Criteria 5.

All associate degree programs at MCC meet the NYSED's 60-credit minimum requirement, and most adhere to SUNY's 64-credit maximum. Programs have been granted waivers from the 64-credit maximum to meet transfer program needs or accreditation requirements, including Dental Hygiene A.A.S. (70 credits), Engineering Science A.S. (multiple tracks) (65-67 credits), Paramedic A.A.S. (68.5 credits), Radiologic Technology A.A.S. (76 credits), and Automotive Training Apprenticeship—General Motors A.A.S. (65-68 credits).

Although neither SUNY nor NYSED specify minimum credit hours for certificates, MCC requires a minimum of 24 credit hours which allows students to earn New York State Tuition Assistance; SUNY also requires that certificates all ladder into at least one degree program. This approach provides students with a structured, cohesive learning experience that enhances academic success while also supporting financial aid eligibility. For example, the 30 credit Addictions Counseling certificate program is designed to fulfill the state requirement requirements for a Credentialed Alcohol & Substance Abuse Counselor-in-Training license. Those students wishing to gain more in-depth knowledge of the field can apply 100% of these credits to the 63 credit Experiential Track of the Addictions Counseling degree program, which is designed for students who seek to transfer into a bachelor's degree program in addictions, social work, or another related field.

Non-Credit Programming

MCC's non-credit programs offered through the Economic Development and Innovative Workforce Services (EDIWS) Division offer strategic advantages that enhance both individual career readiness and regional economic resilience. Designed for rapid workforce entry, these programs equip learners with job-ready skills in a matter of weeks or months. Their modular and stackable nature—often delivered in flexible hybrid formats— makes them accessible to a broad range of learners. MCC's non-credit curriculum is responsive to employer needs, allowing for swift adaptation to emerging industry demands. Furthermore, many of these programs ladder into credit-bearing certificates and associate degrees, creating seamless pathways for lifelong learning and career advancement. Collectively, these offerings demonstrate MCC's commitment to delivering high-quality, responsive education that is closely aligned with the region's workforce development ecosystem.

For example, over the past five years, Optical Systems Technology has developed non-credit training options for incumbent workers including seven 2-hour training presentations, a 40-hour Diamond Training Workshop, a 40-hour Magnetorheological Finishing Workshop, and is currently developing a 40-hour workshop for optical coatings. Optics has also expanded dual enrollment partner schools from 1 to 23 and enrolled more than 2,200 students between 2011 and 2025, with current annual enrollments of approximately 200 students.

Microcredentials

The College offers 35 microcredential programs designed to rapidly upskill the workforce in alignment with SUNY's Microcredential Framework. These compact academic credentials provide focused curricula tailored to specific industry needs and deliver essential skills, knowledge, and practical experience. MCC's microcredential offerings span diverse fields including Phlebotomy Technician, Optical Fabrication Essentials, and Health and Wellness Coaching—providing flexible, workforce-responsive training for individual learners and incumbent workers seeking employability skills, professional development, or rapid entry into high-demand careers. For example, twelve different discipline-specific Teacher Certification Pathways are designed to support in-service New York State certified teachers who are seeking supplementary and/or additional teaching certification in a new subject area. Each microcredential covers a significant portion of the New York State learning standards and teaching competencies in its respective subject area.

While microcredentials are intended for direct employment, many are stackable into MCC certificate and degree programs, serving as accessible pathways to further academic achievement. For example, the 15-credit Culinary Arts Microcredential includes three foundational culinary lab courses and a food safety and sanitation course. Students gain hands-on training for entry-level positions—such as prep cook, line cook, garde manger, or baker—and prepare for the National Restaurant Association ServSafe Manager Exam, a recognized industry certification. Completion of this microcredential places students midway through the Culinary Arts Certificate program, with 18 additional credits needed to complete the certificate. Students pursuing the Culinary Arts A.A.S. degree would need 49 credits beyond the microcredential.

1.a. are designed to foster a coherent student learning experience and to promote synthesis of learning;

MCC's degree programs foster a coherent student learning experience and promote synthesis of learning through a structured, faculty-driven curriculum development process. Multiple stages of review ensure that degree programs align with NYSED expectations for coherence and educational objectives (**ST3 1.10d**). The curriculum development and revision process at MCC also includes multiple checks and feedback across the institution to ensure these requirements are met.

The College's rigorous, faculty-driven curriculum process (**ST3 1.11a**) places strong emphasis on course sequencing; scaffolding of learning; and alignment between course, program, and institutional learning outcomes to ensure coherent and structured high-quality learning experiences. The Curriculum Approval Process begins with department-level development and moves through budget and dean review, followed by evaluation by the Faculty Senate Curriculum Committee (FSCC). After a campus-wide comment period, FSCC gives their approval. Program proposals are voted on by the full Faculty Senate, then reviewed by the Provost and VP of Academic and Student Affairs. New programs require endorsement from the MCC Board of Trustees and final approval from SUNY and NYSED (**ST3 1.11e**). Microcredential proposals undergo a similar, but shorter, review process to ensure coherence, usefulness, and alignment with SUNY recommendations (**ST3 1.11c**). Because microcredentials are groups of courses and not degree programs, these proposals receive final approval from the Provost and are not reviewed or approved by the Board of Trustees, SUNY, or NYSED.

Throughout the program proposal review process, careful attention is given to course sequencing, including pre- and co-requisites, to ensure effective scaffolding that promotes the synthesis of learning. This systematic design allows students to engage in progressively complex learning experiences that build upon foundational knowledge. Additionally, departments map course learning outcomes (CLOs) to program learning outcomes (PLOs) and align these with institutional learning outcomes (ILOs), ensuring coherence and consistency across all levels of learning. This alignment is continually reviewed and addressed through ongoing assessment to support a cohesive and comprehensive educational experience.

An example of how the College fosters synthesis of learning and coherent educational experiences is through the intentional integration of High-Impact Practices (HIPs) **(ST3 1.15)**. Supported by faculty-led professional development, HIPs (e.g., writing-intensive courses, undergraduate research, and learning communities) promote deep learning, retention, and inclusivity, especially for historically underserved students. For example, the Community Dentistry I course engages students in applied research and community-based projects that develop critical thinking and interdisciplinary skills, directly aligning with MCC's Mission and fostering meaningful, connected learning.

1.b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;

Student credit hours assigned for MCC courses are based on the Carnegie definition as outlined by SUNY, NYSED, and the United States Department of Education. The MCC Credit Contact Hour Policy (**ST3 1.10a**) defines a student contact hour as "The equivalent of a standard one-hour (at least 50 minutes) period in which the student is engaged in instruction, regardless of delivery method". The SUNY Credit-Contact Hour

Procedure (**ST3 1.10b**) provides further guidance for activities supervised as a group, such as laboratories, full-time independent study, clinical rotations, experiential learning, credit by examination, and short sessions.

To ensure that programs are structured in a way that assigns a reasonable number of credit hours for the expected amount of work, these policies are referenced during the FSCC curriculum review process. New and revised course proposals include a table outlining the course hours and requested student credit hours and the proposer must delineate the type of learning experience used in the course (**ST3 1.11b**). During review, the FSCC ensures students receive one credit hour for the equivalent of fifteen 50-minute lectures, the equivalent of fifteen 3-hour laboratory meetings, and for each approximately 40-45 clock hours of supervised experiential learning. Regulations are applied consistently across all proposals as is required by the MCC Credit/Contact Hour Policy (**ST3 1.12**), Additional ways MCC ensures consistency with the application of credit hours include

- Conducting regular reviews of the master schedule to ensure "seat-time" aligns with the Carnegie rule
- Developing the academic calendar biennially in collaboration with MCC's administration, following SUNY policy (**ST3 1.12b**) and Faculty Senate Resolutions (**ST3 1.12c**), to verify semester length

This structured review process ensures that credit hours are assigned in a manner that reflects the depth and scope of student engagement, maintaining consistency and adherence to established academic standards. By systematically evaluating course hours, learning experiences, and regulatory requirements, MCC upholds the integrity of its curriculum and reinforces a balanced approach to credit hour allocation.

1.c. include sufficient course content and program length appropriate to the objectives of the degree or other credential

During the curriculum process, the appropriateness of both the amount of course content and the program length are routinely reviewed. New course and course revision proposals require the proposer to map the CLOs to the semester outline, ensuring course goals are met and course content is appropriate **(ST3 1.11g; ST3 1.11d).** Program assessment requires mapping the PLOs to program courses to verify alignment with program goals. Additionally, to assess the relevance of the curriculum and foster continuous improvement in student learning, the College engages program-specific advisory boards whose members—drawn from industry, community, and academic sectors—provide critical feedback on curricular alignment with workforce expectations, emerging trends, and professional competencies **(ST3 1.11e, ST3 1.11f)**. Finally, all degree programs meet SUNY and NYSED credit hour requirements or have obtained a waiver as outlined in Criterion 1.

Criterion 2. Student learning experiences that are designed, delivered, and assessed by faculty (full- time or part-time) and/or other appropriate professionals who are: 2.a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

Transforming students' lives through "innovative academic, career, technical, and workforce development programs" is at the core of MCC's Mission (**ST3 2.10a**) and faculty are the heart of it. The College's faculty are highly effective in teaching, assessment of student learning, scholarly inquiry, and service—each role is deeply aligned with the Mission. This effectiveness is sustained through ongoing professional learning rooted in best practices that reflect both institutional priorities and broader educational standards. Faculty engagement with institutional goals, policies, and the Mission is supported through clear guidance provided in resources such as the Faculty Resource Handbook (**ST3 2.10**) and Strategic Plan.

Faculty development is supported by MCC's Teaching and Creativity Center (TCC), which serves as a hub for pedagogical innovation and leadership in inclusive, evidence-based instruction. MCC's active engagement with

the American Association of Community Colleges (AACC) and other long-established networks enables a dynamic synthesis between internal initiatives and national conversations in higher education. In fact, MCC was one of the first institutions nationally to embrace the Guided Pathways model, positioning itself as a trailblazer in transforming student success. As an inaugural member of the AACC's Pathways Project, MCC helped shape a framework that streamlines academic programs, clarifies career outcomes, and removes barriers to completion. This early and sustained leadership in Guided Pathways reflects MCC's deep commitment to equity, access, and continuous improvement in support of all learners.

MCC also provides comprehensive training and support to faculty for designing and delivering high-quality online courses **(ST3 2.12).** The Virtual Campus (VC) offers professional development in both technology and online pedagogy, including collaboration with instructional designers and use of the SUNY Online Course Quality Review (OSCQR) rubric. The VC team, which includes a range of instructional design and multimedia professionals, supports faculty in course development, technology integration, and effective use of the Learning Management System. Faculty are encouraged to foster meaningful student engagement through tools like VoiceThread, Digication, and Zoom, and practices such as orientation videos and clear course expectations. Additionally, MCC ensures that online students receive the same academic and technical support as on-campus students, including access to the Student Technology Help Desk, SUNY Online Help Desk, and technology tutoring through the Student Technology Advancement Center.

Monroe Community College also demonstrates its commitment to rigorous, effective teaching and scholarly engagement through faculty recognition programs that reflect high standards of academic excellence, discussed in Criterion 2d.

Assessment of student learning is addressed in Standard V.

2 b. qualified for the positions they hold and the work they do;

The College is committed to ensuring academic program quality through the recruitment and retention of highly qualified faculty. In accordance with the Faculty Teaching Credentials Policy (ST3 2.11), a master's degree is the standard minimum qualification for instructional roles; however, in specialized and technical fields, discipline-specific credentials or substantial industry experience may serve as a basis for employment when approved by the appropriate Vice President. This policy applies uniformly to both full -time and adjunct faculty, thereby reinforcing academic consistency and institutional credibility. Currently, all teaching faculty meet or exceed these qualifications, with approximately 24% (49 of 223) holding the highest level of academic attainment in their fields as indicated in Table 12 (ST3 2.15, ST3 2.16a-e). Many faculty members also engage in ongoing scholarship, professional development, and industry practice, ensuring that instruction remains rigorous, current, and responsive to evolving disciplinary standards. The College's ability to attract and retain highly credentialed faculty enhances its strategic capacity and underscores its dedication to student success and academic excellence.

Table 12 MCC Full-time Faculty Degree and Rank Attainment as of Fall 2025

Degree	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total
PhD or JD	22	13	13	2	0	50
Master's Degree	66	35	26	20	1	147
Bachelor's Degree	0	0	0	1	5	5
Associate's Degree	0	0	0	0	6	6

In addition to academic degree requirements that are in place, some faculty must also maintain licensure and/or certification in their fields or maintain currency in their fields through regular continuing education which include faculty in nursing, dental hygiene, clinical laboratory, and radiologic technology.

Beyond academic credentials, candidates for MCC teaching positions are also expected to be able to engage students across disparate levels of preparation, value diverse cultural perspectives, and uphold academic rigor. Ideal candidates show evidence of their ability to advance diversity, equity, inclusion, and accessibility, including through implementation of evidence-based, equity-focused pedagogies such as Transparency in Learning and Teaching. MCC values individuals committed to creating inclusive learning experiences that foster student success across a wide range of backgrounds and aspirations.

2. c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs

MCC strives to maintain sufficient full-time faculty staffing to provide instruction and additional support for students. Head counts of faculty/ instructional staff, adjunct teaching faculty, and administrative staff members have decreased over time, mainly through attrition as reflected in Table 13 (**ST3 2.14a -2.14e**). For the AY2425, 68% of contact hours are taught by full-time faculty, with the remaining 32% being taught by adjuncts. MCC strategically hires to ensure that classes are adequately staffed while maintaining faculty and staff lines in essential areas. For example, despite challenges following a post-COVID retirement incentive, the institution deliberately rehired in key areas in subsequent years to make sure students received sufficient support. MCC has also established an employee reporting system that allows departments to monitor the number of employees, broken down by full-time, part-time, and demographics. The system tracks employment numbers over time and allows users to quickly see where staffing numbers have decreased.

Table 13: MCC Faculty and Administrative and Staff Headcount 2019-2024

Year	Full- time Faculty/ Instructional Staff	Adjunct Teaching Faculty	Administrative and staff
2019-2020	270	440	306
2020-2021	245	368	279
2021-2022	234	319	254
2022-2023	234	308	258
2023-2024	228	304	273
2024-2025	221	321	291
2025-2026	208	361	285

Despite multiple retirements, the student-to- faculty and staff ratios have remained low. Currently, the student-to- faculty ratio is 18:1 (up from a low of 15.5:1 in 2021) and student-to-staff ratio is 15.5:1 (up from a low of 14.3 in 2021-2022) (**ST3 2.24, ST3 2.25**). Class size varies by School at MCC, based on aspects such as experiential learning, laboratory safety, and other variables. The smallest average class size reported is in the School of Health Sciences and Physical Wellness (10.9 students per section), and the largest is found in the School of Business and Entrepreneurial Studies (26.1 students per section) (**ST3 2.21**). These class sizes facilitate student engagement, personalized interactions with professors, and greater academic support.

2. d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

MCC is committed to providing resources for teaching faculty beginning the first semester of their appointment and continuing throughout their career at the institution. As such, it takes a comprehensive approach to providing opportunities and support for professional growth and innovation. As indicated in Table 14, MCC is

committed to funding instructional activities at the College as evident in the last 4 IPEDS financial submissions. From AY 2021 to AY 2324, the College has increased instructional spending by $4,520,201 (8% increase) and increased instructional expenditures per FTE by $1,139 per FTE (15.7% increase).

Table 14: Funding for Instruction

Academic Year	Instructional Expenditures	FTE Enrollment	Expenditure Per FTE
2020 to 2021	$56,566,820	7,809	$7,244
2021 to 2022	$56,688,961	6,991	$8,109
2022 to 2023	$57,553,150	6,908	$8,331
2023 to 2024	$61,087,021	7,287	$8,383

Teaching Innovation Support

The cornerstone of these resources is the TCC, the mission of which is to enable faculty to increase teaching effectiveness and inspire innovation. It promotes the scholarship of teaching and learning, works to foster an environment for faculty to exchange ideas and resources, assists with course and lesson development, and helps faculty members enhance and develop their skills (**ST3 2.39 a; ST3 2.39d).** The TCC is supported by a full-time coordinator, newly approved by the administration for full-time permanent employment, a part-time administrative assistant, and two campus directors who are also full-time teaching faculty. Additionally, the TCC maintains an advisory committee comprising members from across MCC's campuses and satellite locations. Each year, guided by college priorities, the Strategic Plan, and new teaching research, the TCC advisory committee creates a theme and develops professional development around it. For example, the 2024-2025 theme, *Designing with Intentionality*, grounded the year's professional development in course design which was then supported with monthly conversations around the topic.

Each new full-time faculty member also engages in two years of monthly workshops offered by the TCC as a condition of employment; these workshops are centered on curriculum development, classroom management, course design, and teaching with an equity-minded lens. Faculty members are enculturated into the MCC community by learning about the structure and function of the institution and making cross-college connections in this cohort-based program **(ST3 2.39a; ST3 2.39d)** Beyond this, the TCC offers faculty and staff the opportunity to participate in book clubs, faculty inquiry groups, seminar series, and monthly conversations related to the annual theme. In 2024, the TCC sponsored 118 events, facilitated by 69 different employees to 323 full- and part-time teachers and staff **(ST3 2.39d1)**.

Engagement and Support for Adjunct Faculty

Support for adjunct faculty is clear in the College's offering of structured opportunities, resources, and support that promote professional growth and instructional innovation. Through a combination of institutional planning, contractual supports, and department-level initiatives, MCC fosters an inclusive and consistent approach to adjunct faculty development.

In Spring 2025, in collaboration with department chairs, an adjunct onboarding process was proposed that would include paid time for completing mandatory training, such as cybersecurity, that fall outside current contractual compensation. The program also incorporates an orientation with the Virtual Campus to assist adjuncts in Brightspace navigation, course shell development, and long-term support connections. This proposal is on hold until conversations can begin again once an Executive Director of Human Resources is hired.

In addition, MCC supports adjunct onboarding through designated coordinators within each department, who are contractually compensated to oversee hiring and integration efforts—though implementation varies across divisions. College-wide, the TCC hosts semesterly Adjunct Kick-Off events and monthly "Adjunct Suppers for Success," which introduce institutional updates, connect faculty with college resources (e.g. Veteran Services and Disability Services), and encourage equity-centered pedagogy (**ST3 2 39.a; ST 3 2.39d**) These events are

recorded and posted on the TCC website and Brightspace course for adjunct faculty members who cannot attend.

Department-Specific Professional Development

Many departments also provide discipline-specific professional development for both full time and adjunct faculty. The English/Philosophy Department conducts annual workshops to foster faculty collaboration, pedagogical innovation, and reflective practices. Topics have included unconscious bias, approaches to teaching composition, and artificial intelligence. To encourage meaningful discussion and engagement, Psychology department meetings include "DEI Bites" which are 10–20-minute activities designed to prompt reflection and share diverse perspectives. Additionally, their Summer 2025 Institute for all Psychology 101 faculty included speakers, research, collaborative discussion, and individual work time to address a new approach to the course as it moves away from a highly standardized format to a more individual one, allowing faculty members more opportunities for innovation. The Criminal Justice Department also utilizes guest speakers to discuss current issues in law and law enforcement fields with their students. For example, the Rochester city Mayor has attended CRJ 211: Community Values to engage with students on community-police relations, restorative justice, and the role of local government in promoting public safety and equity.

Virtual Campus

Another significant way MCC provides opportunities for professional growth and innovation is via the Virtual Campus (VC) as indicated in Criterion 2a. In addition to the Brightspace training for distance learning (see criterion 4 below), MCC's VC team offers a wide variety of professional development opportunities including a Brightspace shell containing on-demand videos from previous workshops. Recent topics have included the use of artificial intelligence, ePortfolios, the YuJa video server, and accessibility. They also share information on professional development opportunities including the SUNY Center for Professional Development and SUNY Online.

Support for Conference Participation

Professional development money for external opportunities is available through vice presidents, deans, and individual departmental budgets. Over the past five years, the College has supported faculty and staff professional development with an average yearly expenditure of $200,000 from the College's operating fund and through the contractually calculated Professional Development Funds. In accordance with the Faculty Association (FA) contract, full-time teaching faculty may contribute to the Faculty Professional Development Fund through two mechanisms: by accepting increased enrollment in individual course sections beyond the published class size and by teaching additional contact hours that are neither applied toward their standard teaching load nor compensated as overload. This practice is implemented with careful oversight by department chairs and deans to ensure it does not compromise instructional quality or student success. Faculty participation is voluntary, and course capacities are only adjusted when pedagogically appropriate and supported by instructional resources; some departments have made the decision not to accept additional students in some or all courses because doing so would compromise instructional integrity and limit individualized student support. Moreover, the additional contact hours and enrollment flexibility allow MCC to meet fluctuating student demand, reduce course waitlists, and enhance access to high-impact academic offerings. The resulting contributions to the Professional Development Fund are reinvested in faculty training, instructional innovation, and scholarly engagement—thereby creating a sustainable model that supports both faculty excellence and student achievement. Additionally, $50,000 is distributed on a per capita basis to members represented by the FA **(ST3 2.12c)**. Beyond these funding opportunities, faculty seeking formal coursework can take advantage of additional support as MCC faculty are provided with a tuition waiver for MCC courses, and tuition reimbursement of up to $4,000 per year per faculty member for courses at another accredited college or university.

Professional Development Week

The Faculty Senate Professional Development Committee organizes a 3–5-day Professional Development Week

annually during the first week of June. Faculty and staff from around the institution in a variety of roles volunteer to train, inform, and learn together with colleagues on a variety of topics. Each Professional Development Week ends with a full-day Teaching and Learning Institute, developed by the TCC. Examples of professional learning from the 2025 Professional Development Week include *Microsoft Teams for Productivity, Organization and Collaboration, STARS/ Supporting Transitioning and Returning Service Members,* and *Making Presentations ADA Compliant* **(ST3 1.16).**

Professional Recognition and Awards

The College fosters instructional excellence through system-wide and campus-level recognition of faculty achievement. SUNY Chancellor's Awards honor superior professional contributions across teaching, scholarship, service, and more. MCC's recipients increased from 2 in 2023 to 9 in 2025, with 31 honorees recognized over the past five years—supported by a rigorous internal nomination process and presidential endorsements **(ST3 1.16)**. On campus, the Hanson Award for Teaching is MCC's highest faculty distinction, celebrating innovative, student-centered pedagogy. These honors affirm a deep culture of teaching rigor, impact, and engagement with academic inquiry. Faculty development is further supported by the Faculty Senate Professional Leave for the Benefit of the College program, which provides structured opportunities for scholarship, instructional innovation, and institutional contributions **(ST3 1.17).**

2. e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

Faculty Employment Pathways: Reappointment, Tenure, and Promotion

MCC distinguishes clearly between full-time tenure-track, temporary full-time, and part-time adjunct faculty. These categories impact eligibility for reappointment, tenure, and promotion as demonstrated in Table 15.

Table 15: Faculty Appointment Types and Advancement Criteria

Faculty Type	Appointment	Tenure Eligible	Reappointment	Promotion
Full-Time Tenure-Track	Multi-year, probationary	Yes	Based on performance and comprehensive review	Progression from Assistant to Full Professor
Temporary Full-Time	One-year or fixed term contracts	No	Based on departmental need and performance	May progress in pay/rank per union contract
Part-Time Adjunct	Course-by-course, semester-based	No	Based on seniority and demand; may achieve "senior adjunct" status	Progression from Adjunct Assistant to Adjunct Full Professor

MCC's employment practices reflect a sustained and principled commitment to equity, fairness, and compliance. Through organized policies, mandatory training, inclusive hiring practices, and structured faculty pathways, MCC ensures that employment decisions are consistent with institutional values and regulatory expectations. These efforts align with the standards and expectations of the Middle States Commission on Higher Education, particularly in relation to Standards II, V, and VII.

MCC employs a structured, contractually guided faculty evaluation process designed to promote equity, consistency, and continuous improvement. All faculty (full time and adjuncts) are evaluated regularly to support reappointment, tenure, and promotion decisions **(ST3 2.29g).** Evaluation responsibilities are primarily faculty-driven, as outlined in the FA Contract **(3 2.29f)**, with oversight from departments, deans, and academic leadership. Faculty with fewer than five years at MCC are evaluated annually; those beyond five years are evaluated at least every three years and in the year preceding a promotion application. Classroom observation procedures follow FA Contract criteria, with departments developing their own forms in consultation with deans or directors **(ST3 2.28a through 3 2.28p)**. Departmental evaluations are reviewed by the dean or director and submitted to the Vice President for personnel records.

Criterion 3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

MCC offers a diverse range of majors and programs that easily transfer to top four-year colleges or lead to high-demand careers. The College prioritizes clear communication of academic expectations, providing program details across multiple platforms, including the College website, Degree Works (SUNY's degree audit application), Transfer Pathway Guides, and the *College Catalog* **(ST3 3.10a).** These resources outline degree requirements, time expected to completion, and course descriptions with required prerequisites.

MCC publicly provides clear, uniform requirements and specifications for its majors and programs through the "Academics" section of its homepage, supporting informed enrollment decisions with details such as program descriptions, online availability, career and transfer options, and semester-by-semester course distributions indicating time to completion **(ST3 3.10b)**. These requirements are reinforced through program catalog pages, which outline suggested sequences and advising worksheets to facilitate student progress **(ST3 4.10)**. The College's living, web-based *College Catalog and Student Handbook are* updated annually, with past editions available as downloadable PDFs **(ST3 3.10a).** Additionally, standardized course information sheets and syllabus templates provide consistent expectations while allowing customization by faculty **(ST3 4.11).** Prior to each term, students receive details on required materials, including textbooks and digital resources, via the registration system and bookstore listings. Estimated costs are factored into MCC's published Cost of Attendance, ensuring ethical transparency, equitable access, and accountability in support of responsible student decision-making.

Students and advisors also have access to Degree Works, which allows both parties to track students' progress towards completion. The degree audit is also laid out in a semester sequence for most degree programs. While students are encouraged to consult an advisor, a student can easily stay on track for graduation by following the program outline in Degree Works.

Criterion 4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations

MCC ensures academic integrity and student achievement through diverse, well-structured learning experiences and equitable access to support services. High-quality instruction is complemented by co-curricular opportunities that reinforce applied learning. Targeted resources—including advising, tutoring, mental health services, and inclusive pedagogy—reflect MCC's commitment to equity and excellence. All students, regardless of matriculation status or location, have access to these supports, which are designed to promote academic progress, program completion, and career readiness. Student engagement is further supported through clubs and organizations, detailed in Standard IV.

Learning Experiences

The College offers a rich array of learning experiences beyond the classroom that foster professional growth, civic engagement, and personal enrichment including internships, service projects, research collaborations, and public showcases. Examples include the SUNY Mental Health Internship, the Xerox Rochester International Jazz Festival, and Carnegie Hall performances. These co-curricular and community-integrated experiences exemplify MCC's holistic approach to student development and prepare graduates to lead with both skill and purpose.

Tutoring and Course-Based Assistance

The Tutoring and Academic Assistance Center (TAAC) exemplifies MCC's commitment to student success by offering high-impact academic support across both campuses and online, serving over 300 courses through subject-specific tutoring, writing consultation, academic coaching, and in-class workshops **(ST4 1.47g)**. General tutors help clarify course content and address learning gaps, while Academic Coaches build long-term skills like time management and test preparation. Writing Consultants guide students through all stages of the writing

process across disciplines. Services are accessible in-person and remotely, with flexible scheduling to meet diverse student needs.

The TAAC's Course-Based Learning Assistance program—featuring Supplemental Instruction and Embedded Tutoring—places trained peer leaders in historically challenging courses to provide collaborative, individualized support. This research-informed model deepens course comprehension, builds academic confidence, and fosters a sense of belonging. Beyond improving course outcomes, it cultivates transferable skills like critical thinking, communication, and self-directed learning that support long-term academic and professional success. For additional discussion of the TAAC's success, see Criterion 8.

Libraries

Learning resources are essential to the academic progress of all students, both in-person and online. As such, MCC's libraries serve as foundational assets across both Brighton and Downtown campuses **(ST4 1.47n)**. Students access digital databases, scholarly journals, interlibrary loans, laptops, and study spaces on or off campus. Faculty benefit from dedicated library liaisons and tailored instructional support, while librarians assist with open educational resources, research skills, and emerging topics like AI and global curriculum **(ST3 4.15).** Personalized research guides and workshops further enhance learning **(ST3 4.24; ST4 1.47n).** The libraries employ over 14 staff members **(ST3 4.16**) and maintain more than 65,000 physical items and 242,000 electronic resources **(ST3 4.17).** MCC's partnerships with NYS Library, SUNY, ILLiad, and RRLC expand access to additional collections **(ST3 4.25a–d)**, reinforcing the College's commitment to equitable, high-quality academic support.

Technology Support

MCC's Virtual Campus, with over 25 years of experience, ensures strong support for online instruction and student learning. Faculty receive training in online pedagogy and technology using the SUNY OSCQR rubric, supported by instructional designers **(ST3 4.27a–d).** The VC fosters regular interaction through orientation videos, course info sheets, and accessible office hours, while online students receive equivalent support services, including personalized onboarding from the online concierge **(ST3 4.32a, ST3 4.32e–f).** Tools like VoiceThread, Digication, and Zoom enhance engagement and assessment. The instructional design team provides expert guidance in course development and learning management system integration **(ST3 4.35a–b).** Students benefit from comprehensive tech support via the MCC Student Technology Help Desk, SUNY Online Help Desk, and the Student Technology Advancement Center, ensuring access across modalities **(ST3 4.32g–i; ST4 1.47q).**

Additional Supports to Student Success

Many of these programs integrate to support student achievement inside and outside of the classroom. Some of these services include:
- **The Starfish Early Alert** system exemplifies MCC's commitment to ensuring sufficient learning experiences and resources that promote academic progress for all student populations. By enabling real-time, data-informed outreach through manual and automated flags, Starfish empowers advisors, Success Coaches, and support specialists to proactively identify and respond to academic challenges. Its integration with appointment scheduling and success networks strengthens timely, personalized engagement—reinforcing the institution's capacity to support diverse learners across programs and modalities **(ST3 4.32j).**
- **MCC's Census Drop policy** promotes student accountability and institutional integrity by administratively removing students who fail to meet engagement thresholds by the Census date, preventing financial burden for non-attended courses. Using the Starfish platform, MCC monitors real-time engagement, issues early alerts, and provides targeted outreach to support re-engagement. This data-informed, ethical approach reflects the College's commitment to transparency, fiscal responsibility, and student success.

- **Disability Services** ensures equitable access by supporting students through documentation review, eligibility determination, and development of Academic Accommodation Letters via interactive intake appointments (**ST4 1.42.m**). Requests are managed electronically through the myWellness portal in myMCC, with service details available in the Faculty Resource Guide, brochures, and online (**ST4 1.41.l; 4 1.42.m**). Outreach includes Admissions packets, high school presentations, and Course Information Sheets. Faculty and staff receive guidance through accessible resources, and student satisfaction is monitored via the Viewfinder Campus Climate Survey.
- **MCC supports historically underrepresented student populations** through targeted programs such as TRiO Student Support Services, which serves 300 first-generation, disabled, or low-income students annually with individualized advising and newly added career pathway workshops (**ST4 1.47c**). The Educational Opportunity Program provides additional academic and financial support (**ST4 1.47**k). The Collegiate Science and Technology Entry Program promotes STEM and licensed professions through paid internships, research opportunities, personalized advisement, tutoring, and access to professional development events (**ST4 1.44r**).

Criterion 5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: 5 a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

MCC is committed to providing students with a broad, liberal education. Every degree program includes general education courses and competencies aligned with SUNY's General Education (GE) framework and local requirements for technological competency and global learning. The updated SUNY GE framework, released in 2021 with guidance in February 2023 (**ST3 5.11b**), took effect in Fall 2023 for new A.A/A.S students and Fall 2024 for new A.A.S. students.

In preparation, MCC conducted a faculty-driven revision in Spring 2022. Existing dual requirements (SUNY and local) were consolidated; most local requirements were discontinued, but programs must identify a course meeting technological competency. Faculty also required all students to achieve a global learning outcome—through a World History and Global Awareness course, a World Languages course, or infused program content—supporting MCC's Mission (**ST3 5.12).** Because of this work, all students in degree programs at MCC explore areas of study outside of their academic discipline; global topics; diversity, equity, inclusion, and social justice; and practice critical thinking skills in multiple disciplinary contexts.

MCC offers more than 330 courses with SUNY GE attributes (**ST3 5.14**) which provides students with a wide variety of subjects to explore. To maintain the integrity and depth of the general education experience, each GE course carries no more than two attributes. Most prior GE courses transitioned to the new framework without major revision; others were updated to meet new outcomes. Nearly two dozen new or newly attributed courses have been added in the past four years; examples can be seen on Table 16.

Table 16: General Education Attributes
In the table below, CTRN represents the SUNY Critical Thinking and Reasoning and INFO the Information Literacy Competencies. The remaining codes refer to the following SUNY General Education knowledge and skill areas: Diversity, Equity, Inclusion and Social Justice (DVRS), Social Science (SOCS), Humanities (HUMN), Natural Science (NSCI), and World History and Global Awareness (WHGA).

SUNY Attribute	Course	Title
CTRN	EMS 110	Emergency Medical Technician
CTRN & DVRS	PHL 255	Professional Ethics for Science & Medicine
CTRN & SOCS	HED 130	Foundations of Personal Health and Wellness
HUMN & INFO	ENG 130	Composition in STEM, Health & the Applied Sciences
NSCI	HED 208	Chronic and Communicable Disease

SUNY Attribute	Course	Title
SOCS & DVRS	SOC 100	Introduction to Gender and Sexuality Studies
WHGA & SOCS	POS 206	International Politics

MCC's significant work redeveloping general education cultivates intellectual growth by intentionally exposing students to diverse disciplines and perspectives and fostering critical thinking skills beyond those in their programs. By integrating cultural, global, and interdisciplinary components in programs, students are equipped to make informed judgments in complex situations both within and outside of their program.

5 b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

Institutional Learning Outcomes

MCC's curriculum is designed to equip students with essential skills directly supporting the institution's Mission. During its last accreditation self-study in 2016, the College developed a set of Institutional Learning Outcomes (ILOs) to align with MSCHE standards. Building on that foundation, and in response to SUNY's revised, outcomes-based general education framework implemented in 2023, the College undertook a major revision of its general education program. A significant part of this revision was the development of new ILOs that reflect MCC's Mission and align with the updated GE program (ST3 5.14a). Designed to equip students with essential skills that directly support the College's Mission, the curriculum now reflects a more intentional integration of institutional and general education goals so that ILOs are assessed alongside GE outcomes.

SUNY General Education Requirements

To meet SUNY GE requirements, students in all A.A. and A.S. degree programs must complete at least 30 credits of SUNY GE from a minimum of seven of ten Knowledge and Skills Areas, including four required areas, plus two required competencies (detailed in Table 17). Students in A.A.S. degree programs must complete at least 20 credits of SUNY GE from Knowledge and Skills Areas, including four required areas, plus the required competencies, also detailed in Table 17.

Table 17: SUNY General Education Framework

Knowledge and Skills Areas Required for all Associate Degrees	
Communication – Written and Oral	Natural Sciences (and Scientific Reasoning)
Mathematics (and Quantitative Reasoning)	Diversity: Equity, Inclusion, and Social Justice
A.A. and A.S programs must also contain a minimum of three of the following six areas	
Humanities	US History and Civic Engagement
Social Sciences	World History and Global Awareness
The Arts	World Languages
Core Competencies Required for all Associate Degrees	
Critical Thinking and Reasoning	Information Literacy

Values and Ethics

Although SUNY does not explicitly designate a "Values and Ethics" category, MCC integrates ethical reasoning and values across its curriculum. Several courses specifically focus on ethics, and these themes are embedded within multiple Knowledge and Skills areas, including Diversity, Equity, Inclusion, and Social Justice; Humanities; The Arts; World History and Global Awareness; and World Languages. This intentional

integration ensures that students develop a strong foundation in values and ethics—skills essential for success in both professional environments and broader society.

These infused competencies, such as values and ethics, are assessed through MCC's Program Evaluation process, which is completed by each department during scheduled program assessments. During curriculum development, infused competencies are mapped to specific Course Learning Outcomes, creating a clear record of where and how these competencies are assessed as part of broader student learning outcomes.

5 c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

Not applicable to MCC.

Criterion 6. in institutions that offer graduate professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula

Not applicable to MCC.

Criterion 7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

The College employs partner organizations to administer some student learning experiences. These include clinical sites for accredited programs (**ST3 7.12**), library consortiums, and distance learning providers approved by SUNY. Further, EDIWS vets and employs content area experts to deliver professional development and training to learners. For example, the Finger Lakes Workforce Development (FWD) Center provides credentialing in i4.0 skill sets and must source talent for instruction that is fluent in the content and has adequate industry experience. Standard IV includes additional information regarding third-party providers.

Students can detail their experiences with a third-party site through the MCC course evaluation process. All students receive a survey asking about their experiences during the course. In addition to the overall survey, healthcare programs with accrediting bodies are also required to survey students regarding their experiences at third party sites. The results from these surveys go to the department chairs and are used in making decisions on what third party sites to use in the future. Examples of the evaluation process can be seen in the nursing evaluation survey, question 2 and 5, and the overall student course evaluation. (**ST3 8.2, ST3 8.3**)

Criterion 8. periodic assessment of the effectiveness of student learning experiences for all student populations.

MCC conducts periodic, data-informed assessments of student learning experiences across all populations and modalities. General Education and program evaluations follow a structured schedule set by the College Assessment and Program Evaluation Committee (CAPE) and Curriculum and Program Development Office (**ST3 8.10),** integrating faculty expertise, shared governance, and workforce needs (**ST 3 8.11a**). Outcomes are aligned with MSCHE and SUNY standards and assessed on a three-year rotation (**ST3 8.11b**). MCC is currently, transitioning to an annual review of program design, student outcomes, and student-facing information by focusing on curriculum and courses in one year, faculty and students in the next, and ending a three-year cycle with focusing on transfer and workforce. Then the cycle will repeat. This process is currently under review and expected to be approved by shared governance groups in Spring 2026. (**ST3 8.11c).** Program review templates disaggregate student success data by demographics, enabling targeted improvements (**ST3 8.11g).** Faculty submit GE and program evaluation reports detailing findings and plans for continuous improvement (**ST3 8.11d–e),** while department chairs provide annual updates on progress (**ST3 8.11f).** Non-credit programs at Corporate College and the FWD Center apply the Kirkpatrick Evaluation Model to assess learning outcomes and participant feedback, ensuring effectiveness across professional learning contexts.

MCC regularly assesses the effectiveness of student learning experiences through its annual Student Opinion of Course and Faculty survey, administered college-wide by the Office of Institutional Research during the final weeks of each semester **(ST3 2.28t; 3 2.28s)**. In Fall 2024, approximately 2,000 students participated, with 87% reporting increased understanding of subject concepts and 83% affirming that course materials supported their academic goals **(ST3 2.28r)**. Anonymized results are shared with individual instructors and department chairs to inform dialogue on teaching effectiveness, while aggregate data helps evaluate instructional quality across all student populations **(ST3 2.28q)**. This process reflects MCC's commitment to continuous improvement and equitable learning experiences.

MCC also monitors the effectiveness of the TAAC's services closely, and outcomes data consistently underscore their impact. Students who engage with TAAC resources and participate in Supplemental Instruction (SI) achieve higher course success rates, with approximately 85% of supported courses showing higher percentages of students earning grades of C or better compared to their non-SI counterparts **(ST4 1.47f)**. Furthermore, engagement with academic support services is positively correlated with student persistence; in one report, users of these resources exhibited an 8% higher retention rate than non-users and a 12% lift for those who are at most risk of not persisting **(ST4 1.47d: SSS Data)**. Standard VI Criterion 6 provides actions taken after assessment.

The Office of Student Life and Leadership Development offers a comprehensive leadership program designed to cultivate relevant leadership competencies among students. Programmatic refinements, informed by stakeholder feedback, resulted in a more targeted training approach and increased student involvement in the learning process. Scenario development is shaped by students' prior experiences, and second-year participants assume facilitative roles as peer presenters. This peer-to-peer engagement model has demonstrably enhanced student participation and overall program efficacy **(ST3 8.4; ST3 8.5; ST3 8.6)**.

Strengths

MCC offers a diverse array of degree programs intentionally designed to align with workforce demand and academic progression. Each program demonstrates thoughtful curriculum planning, emphasizing coherent learning outcomes, discipline-specific rigor, and clearly defined pathways for transfer or employment— reflecting the institution's commitment to accessible, high-quality education. MCC offers diverse, structured academic and career programs that integrate general education with discipline-specific outcomes, supporting personalized pathways for transfer, employment, and lifelong learning. (Criterion 1)

The College employs qualified faculty who are consistently supported through structured onboarding, ongoing professional development opportunities, and collaborative teaching initiatives. These institutional efforts cultivate a culture of academic excellence, promote continuous improvement in pedagogy, and reinforce a shared commitment to student learning and success. (Criterion 2)

MCC ensures robust academic support through learning centers, tutoring services, technology access, and library resources—designed to meet diverse student needs. These supports are integrated into the academic experience and monitored for effectiveness, reinforcing student success, retention, and timely degree completion. (Criterion 4)

Opportunity

MCC has the opportunity to expand its use of artificial intelligence to strengthen teaching, learning, and assessment. The College is developing a statement on the ethical and responsible use of AI that will establish standardized expectations for appropriate use in student work, followed by resources to guide students and faculty in responsible and ethical engagement. In addition, MCC can leverage AI in program assessment to more effectively demonstrate alignment of course learning outcomes with program and institutional learning outcomes, thereby enhancing evidence of student learning and supporting continuous improvement. Helio Campus will be utli9zed to this end in Spring 2026 for Information Literacy Assessment (Criteria 2)

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.

Standard 4 Themes	Standard 4 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Financial Information	1, 6	8	1, 2, 3
College placement, academic support	1, 6	8, 9, 10	1, 2
Educational planning	1, 2, 6	8	2
Student records	2, 3, 6	8	1
Student engagement	4, 6	8	1, 2
Third Party Services	5, 6	8	1, 2

Criterion 1: clearly stated, ethical policies, practices and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institution mission.

Monroe Community College (MCC) upholds accessibility, ethical admissions, and student success by fostering inclusive learning environments and removing educational barriers in alignment with its Mission **(ST4 1.01n)**, Values **(ST4 1.01p)**, and Vision **(ST4 1.01o)**. As an access-oriented institution, MCC expands opportunities for non-traditional, underserved, and underprepared students by admitting individuals whose goals align with its academic offerings and providing structured, professional support throughout the enrollment and onboarding process to promote retention and completion.

The College clearly states its admissions philosophy and practices in the College Catalog and Student Handbook (ST4 1.01b) and on the admission webpages. In addition, the Admissions Office follows the National Association for College Admission Counseling Ethical Standards (ST4 1.01k) and aligns with Article 126 of the Educational Law (ST4 1.01m) which states that all community colleges need to be full opportunity. The MCC Board of Trustees' Resolution on the Full Opportunity Plan reinforces this commitment **(ST4 1.01)**. MCC's Strategic Enrollment Management (SEM) Plan, developed in 2022, is intentionally aligned with the College's overarching Strategic Plan, *Vision2027* **(ST4.1.01r),** and the Academic and Student Affairs Master Plan **(ST4.1.01v)**. Recognized by both the American Association of Collegiate Registrars and Admissions Officers and the Lumina Foundation, the SEM Plan reflects MCC's commitment to a coordinated, data-informed approach to enrollment.

Collectively, these strategic frameworks support institutional goals, including increasing enrollment in high-demand programs leading to family-sustaining careers or bachelor's degree completion, improving student success and retention, strengthening financial sustainability, advancing institutional planning, and fostering cross-divisional collaboration.

The Unlocking Opportunity initiative further strengthens this framework by operationalizing equity-focused strategies that enhance student retention and post-completion success (**ST2 6.0**). Through targeted improvements in gateway courses, integrated advising, and program mapping, MCC is advancing its SEM goals with a deliberate emphasis on inclusive access, academic momentum, and career-aligned outcomes.

1 a: accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds:

Supported by the SEM plan's goals and in accordance with the Student Consumer Disclosure Requirements from the Higher Education Act of 1965 as amended, MCC created a website available to enrolled and prospective students to ensure transparency and to enable students to make informed decisions about their education. The Consumer Information webpage provides the following disclosures:

- Comprehensive information on all tuition and fee requirements
- Estimated cost of attendance **(ST4 1.18)** including tuition, books, transportation, and housing costs, scholarship opportunities, grant opportunities, repayment requirements, and how to receive refunds **(ST4 1.17.a)**
- A net price calculator **(ST4 1.19)**
- Student consumer information **(ST4 1.16)** which also links the *College Catalog* **(ST4 1.01.b)** featuring all degree and certificate programs and program requirements, the Department of Education CollegeScore Card **(ST4 12.a)**, the admissions process, financial assistance and disclosures, and compliance information, among others

MCC enhances student access to financial information by offering, workshops and one-on-one financial literacy coaching to help students understand expenses, aid, loans, and money management during and beyond college, as addressed previously in Standard II). Additionally, with the support from a Title III Strengthening Institutions Program Grant, the College launched a comprehensive portal, called myMCC, which provides students with direct access to personalized billing and payment options, financial aid applications and awards, financial literacy trainings, the scholarship application, and registration for direct refund payments. Additionally, students are provided links to individualized academic plans and career exploration and guidance options **(ST4 1.18.a)**. To ensure students understand how to use this resource, portal information is widely shared throughout the onboarding process, during orientation, and at advisement sessions. Family/support persons for students also have access to information relevant to supporting their students' success via their own view of the myMCC portal **(ST4 1.18.b).**

1b: a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate education outcomes

Prior to Fall 2021, MCC used in-person Accuplacer testing for math and English placement. The COVID-19 pandemic prompted development of a more flexible, faculty-driven placement model. In Fall 2021, MCC adopted an "admit-to-program" approach, removing entrance requirements for most degree programs except competitive health, engineering, automotive, and computer science fields. Students are now admitted directly into majors, with placement determined by high school and college transcripts. Advisors and success coaches review results, identify any needed developmental courses, and create personalized educational plans.

Most placements are now based on cumulative high school GPA, which determines placement in MCC's four-level English matrix: ENG 200, ENG 101, ENG 101 + TRS 099 (Accelerated Learning Program), or TRS 090 + TRS 091. Students without a recent GPA or who wish to challenge placement may complete a self-directed placement process, including a writing sample **(ST4 1.19b)**.

Math placement uses multiple measures, including prior coursework, Regent's exam scores, high school grade point average, or high school equivalency test results **(ST4 1.31)**. Students in developmental courses must also take COS 101 or COS 133, which build study skills, time management, and critical thinking.

Gateway math and English courses are key to degree completion; MCC continually refines placement strategies to improve first-year success. In 2024, the two-semester developmental reading/writing sequence was replaced by a one-semester TRS 090 + TRS 091 sequence to reduce time to degree completion. MCC also participates in

the Aspen Institute's Unlocking Opportunity initiative **(ST2 6.0)** to align placement and increase gateway success. Co-requisite models now pair college-level courses with targeted support, including

- ENG 101 + TRS 099

- MTH 150 + TRS 050

- MTH 160 + MTH 060

- MTH 104 + MTH 099

- MTH 165 + MTH 065

Additional supports include the Tutoring and Academic Assistance Center, faculty professional development on student belonging, and a Developmental Education Advisory Board **(ST4 1.36b)**. Progress is tracked through Guided Pathways KPIs and supported by the SEM plan **(ST4 1.37).**

Testing is currently offered only for math, English for Speakers of Other Languages (ESOL), and Ability to Benefit, with departmental approval. Testing Services also provides accommodations for students registered with Disability Services.

Support for English language learners is coordinated between Global Education & International Services and ESOL faculty. Advising considers both pathway requirements and language acquisition needs, with success coaches receiving specialized training. Students who meet certain criteria—such as holding a foreign diploma or completing ESOL coursework in U.S. high schools—take the MCC-approved ESOL placement test to determine appropriate course placement and support **(ST4 1.37a).**

1c: orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

Orientation

Orientation and First Year Experience (FYE) programming provides students with key information about MCC and the tools for success through both in-person and online optional orientation sessions. This programming addresses eight learning outcomes**:** student services, learning support services, campus involvement/civic engagement, relationship building, diversity/sensitivity, leadership, academic expectations, and technology **(ST4 1.42).**

Peer Navigators (**ST4 1.42.a**) in FYE play an important role in supporting new students by leading campus tours; sharing institutional knowledge during Orientation, Open House, and Admitted Student Day; and staffing Trib411, a versatile the one-stop information center where prospective and current students can call, text, email, or drop in to ask questions (**ST4 1.42.b**). The FYE initiatives include targeted events designed to engage and educate first year students (**ST4 1.42.c**). Additional support for students started in 2024, with the creation of a new FYE graduate assistant (**ST4 1.42.d**) who lives in the Residence Halls to provide consistent programing and guidance throughout new students' critical transition to college.

Advisement

MCC recognizes academic advising as pivotal to student success, aligning with National Academic Advising Association standards that view advising as an integral teaching and learning process **(ST4 1.47.j)**. Since adopting Guided Pathways in 2016, the College has refined its model to enhance persistence and retention. Early efforts included working with Ruffalo-Noel Levitz and Melinda Karp of Phase Two Advisory, culminating in the 2018 Integrated Advising Model, which assigned students to advisors knowledgeable about their academic pathway. Limited initial impact prompted renewed efforts through the Unlocking Opportunity initiative. The 2022 Integrated Advising Model Evaluation Report **(4 1.41.a)** informed a redesign to advise all students from onboarding through completion, with multiple contact points along the way.

Until Fall 2024, a shared advisement model transitioned students from professional advisors to faculty or school specialists at census. Evaluation findings recommended shifting from reactive to proactive advising, particularly for at-risk students **(4 1.41.a)**. In response, MCC created the Student Success and Strategic Initiatives unit, led by an Associate Vice President, hired 13 Success Coaches, and began moving to a Schools-based advising-as-coaching model. This caseload system, supported by career and transfer professionals, provides students with a consistent advisor who tracks their progress and serves as their point of contact. Under this redesign, teaching faculty focus on discipline-specific student engagement activities.

Advising services educate, empower, and support a diverse student community, with data showing the most vulnerable students benefit most, improving term-to-term persistence. The Student Success & Advising Services team collaborates with TRiO, the Educational Opportunity Program, and other programs to serve first-generation students, students of color, and those from low-income backgrounds.

Health, Wellness and Counseling

MCC's comprehensive Health and Wellness services support student retention and academic progression by addressing mental health barriers to academic success through accessible counseling, proactive wellness programming, and faculty training. These efforts demonstrate MCC's understanding of the critical connection between student well-being and educational persistence.

The Health and Wellness Department provides students with free counseling services in-person and virtually **(ST4 1.41.e),** community referrals, access to Zen Rooms, and interactive educational resources on topics related to mental health, wellness, and substance use **(ST4 1.41.f)**. Additionally, in 2023, a new wellness coordinator position was created to provide workshops and educational opportunities supporting a spectrum of wellness on campus **(ST4.1.41.g)**. The Wellness Coordinator organizes events and programming (e.g., Yoga and Wellness Wednesday) including topics focused on suicide prevention, mental health awareness, health education/promotion, nutrition, sexual health, and disability awareness. To support further student wellbeing, the Health and Wellness Department also provides faculty resources **(ST4 1.41.h) (ST4 1.41.i)** and professional development opportunities **(ST4 1.41.j) (ST4 1.41.k)** so faculty can learn how to support students who may be experiencing a mental health crisis. Additionally, the Student Government Association (SGA) and members of the Muslim Student Association met with the MCC Facilities department and the contractors for the new Advanced Technology Center in June 2024 to inform the plans for a prayer/absolution room **(ST4 1.41.l).**

Residence Hall Programming

The College also provides targeted orientation opportunities for students living in the residence halls including the following:

- Partnerships with Counseling services to promote student mental health, including drop-in counseling hours, healthy relationship programming, yoga, and two MCC Check In Days which provided multi-office collaboration to promote student wellbeing

- Academic Carnivals to connect students to supports like Career Services, Tutoring, Advising, MCC Libraries, and Student Success and Advising Services

- Drop-in research, tutoring, and writing help, in partnership with MCC Libraries and the TAAC

1d: process designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement

Certificate and Degree Completion

MCC implements a comprehensive framework of academic, support, and planning processes that enhance student achievement and drive certificate and degree completion outcomes. Guided by *Vision 2027*, MCC defines student success as encompassing graduation, transfer, and continued enrollment—with institutional benchmarks tied to each. Recent data show that 47.9% of students achieve one or more of these success indicators, exceeding the strategic goal of 40.7%; the remaining students left higher education, most into the workforce.

As indicated in Criterion 1c, academic advising is delivered through a redesigned Success Coach model that ensures all students receive proactive, individualized guidance across their academic journey. To further support credential completion, MCC provides targeted services such as embedded tutoring, early alerts, guided pathways onboarding, and developmental education reform. Specialized advising for competitive programs and real-time student tracking contribute to timely course-taking behavior and persistence.

Transfer

MCC enhances student achievement by offering 3 Associate in Arts (A.A.) and 38 Associate in Science (A.S.) degrees designed to provide an opportunity for students to complete the first two years of a baccalaureate degree before transferring to a four-year college or university **(ST4 2.69)**. These degrees align with the SUNY Seamless Transfer requirements **(ST4 2.65)**, positioning students for success at four-year institutions. Historically, these collaborations took the form of dual admission or "2+2" agreements, under which students were admitted simultaneously to MCC and a partner college. By following a prescribed sequence of courses, students would transfer as juniors. However, the "2+2" terminology became increasingly confusing for students with nontraditional academic paths—such as part-time enrollment, stop-outs, extended degree timelines, or major changes. In response to recommendations from the Aspen Institute, MCC transitioned from formal "2+2" programs to flexible Transfer Pathway Guides that serve as advising tools rather than programmatic structures.

MCC's Transfer Pathway Guides **(ST4 2.69)** provide structured course sequences aligned with four-year college requirements, streamlining the journey from associate degree completion to successful transfer. These guides, along with Transfer Services—including support in college research, course selection, application processes, and personalized engagement with transfer advisors—ensure clarity and continuity in academic planning. Events further strengthen student preparation, enhance retention, and support seamless transitions into bachelor's degree programs; these include college fairs and the Advisor-in-Residence program during which MCC students meet with representatives from four-year institutions via individual appointments right on the Brighton Campus.

Additional transfer support is available through SUNY's new transfer website, launched in Fall 2025 and accessible via MCC's Transfer Services webpage. The site features course equivalencies and supplemental resources to aid student mobility. While MCC's equivalencies are not yet listed, they are scheduled to be added. To reflect the diverse pathways students take, MCC has broadened its definition of *student success* to include degree completion, transfer to a four-year institution, and continued academic progression.

To strengthen its strategic efforts to improve student transfer outcomes, in March 2024, MCC secured $85,000 in SUNY grant funding to expand institutional capacity and deepen engagement with key transfer partner campuses, including SUNY Brockport, SUNY Cortland, SUNY Fredonia, and the University at Buffalo. The funding supported the launch of co-branded marketing campaigns to increase awareness of transfer pathways, professional development opportunities for faculty and staff aimed at enhancing transfer support practices, and student engagement programming designed to promote transfer readiness and encourage exploration of academic options beyond MCC.

Post-completion Placement

MCC employs a comprehensive, intentional approach to post-completion placement across academic, career, and institutional planning. The College offers 33 Associate in Applied Science (A.A.S.) degrees designed for immediate workforce entry but with transfer options through partnership colleges. This flexibility allows graduates to begin careers or continue their education. According to the *2024 Graduating Student Follow-Up*

Report, 69% of graduates who are continuing their educations are doing so at SUNY/CUNY institutions—evidence of strong transfer pathways and articulation agreements **(ST4 2.71).**

As part of *Vision 2027*, MCC integrates living wage attainment into the academic program evaluation processes. Using the MIT Living Wage Calculator for Monroe County as a benchmark, MCC assesses graduate earnings five years post-completion. As of Feb. 2025, MCC graduates earn an average of $51,640 slightly exceeding the county's minimum living wage of $51,626 **(ST1 3.09).**

To strengthen career readiness and workforce entry, MCC integrates clinical placements, co-ops, internships, and fieldwork, into its programs. These applied learning opportunities produce strong outcomes—by 2024, for CERT and Career (AAS) Grads, 69 have employment data with location. 78% are employed within Monroe County while 86% are employed in Monroe and Adjacent counties. **(ST4 3.3).** Employer partnerships and Career Services further support this success through resume development, interview preparation, and job placement assistance. Between 2017 and 2025, MCC's Career Services Office expanded employer engagement, increasing career fair attendance by 22% and tripling recruitment tables **(ST4 3.1).** These efforts intentionally broaden access to high-demand sectors such as healthcare, human services, and advanced manufacturing.

The Economic Development and Innovative Workforce Solutions (EDIWS) division ensures program relevance through labor market analysis and employer partnerships. Tools include mcclmi.com, employer surveys, focus groups, and events like the *Future of the Technician Workforce Symposium*. The Applied Technologies Center maintains industry collaborations in automotive; precision machining; and heating, ventilation, and air conditioning, jointly developing programs such as Energy Management and Building Automation. The Hospitality Department also maintains strong connections—faculty serve on the Rochester Commissary Kitchen board, lead a Visit Rochester committee linking 500+ businesses, and participate with Rochester Travel Professionals and the American Culinary Federation, for example.

1e: process to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student population

The Office of Institutional Research (IR) follows the reporting standards established by the Federal Integrated Postsecondary Education Data System (IPEDS) and the New York State Education Department, while also addressing data requirements associated with college strategic alliances, grant obligations, and program-specific accreditation. In support of these efforts, the College produces a wide range of student achievement reports that disaggregate outcomes by demographic, socio-economic, and educational history characteristics, as well as by course delivery modality, administrative unit, and credential type—contributing to comprehensive academic program assessment.

To further elevate the institutional focus on student achievement, the College redesigned its Board of Trustees meetings to include regular data-informed presentations from IR. One example, the "Student Outcomes: 3-Year Graduation Rate" presentation, disaggregates completion data by student characteristics to uncover factors that influence persistence and success **(ST4 3.2).**

Graduation Rate by Gender

Building on this foundation, MCC maintains a consistent record of program completions, with achievement data disaggregated by population groups including gender and ethnicity. This commitment to transparent reporting is reflected in full IPEDS completion reports spanning the past five years **(ST4 1.48).**

In addition to domestic achievement metrics, MCC monitors the success of its international student population. Notably, retention data for first-time, full-time international students from Fall 2023 shows a retention rate of 79.3% into the Fall 2024 term, as detailed in **(4 1.3).**

Retention rates, while showing some variation, indicate ongoing challenges in helping both full-time and part-time students persist to graduation. The retention and graduation rates calls for targeted interventions to improve student success, particularly for part-time students who face greater challenges in continuing their education. The 22% graduation rate within 150% of normal time highlights the need for further interventions to improve student success.

Criterion 2: fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Transfer Credits

As part of The State University of New York system, MCC follows the SUNY Transfer and Articulation Policy **(ST4 2.65)**. The Admissions office, in consultation with academic departments, is responsible for evaluating incoming transfer credits from other post-secondary institutions, Advanced Placement, International Baccalaureate, College-Level Examination Program, and Defense Activity for Non-Traditional Education Support.

In order to ensure consistency and transparency, MCC publicizes its policies on the website and in the *College Catalog*. In accordance with the Higher Education Act of 1965, MCC's Transfer of Credit Policies and Transfer Articulation Agreements can also be found on the Consumer Information webpage **(ST4 1.16).**

The following documents guide MCC's decision-making processes regarding the evaluation and acceptance of academic credit:

- Transfer and Credit for Prior Learning policies **(ST4 2.65a, ST4 2.65b; ST4 2.65)**

- Advanced Placement and International Baccalaureate exams which allow college students to earn credit for college-level coursework completed in high school **(ST4 2.65c)**

- Transfer equivalency for courses within the Health Professions degrees (ST4 1.01f)

An additional resource is MCC's transfer course equivalency database; however, it is only accessible to employees in a shared M drive folder.

Further, MCC plays an active role in advancing equitable and transparent transfer practices across the SUNY system. Through its leadership and collaboration with SUNY task forces and advisory groups, MCC helps shape policies that streamline credit evaluation and strengthen student transfer outcomes. MCC community members participated in the 2023 SUNY Transfer Task Force, which produced 32 recommendations aimed at streamlining credit evaluation, expediting degree completion, and supporting student goals. SUNY has since established the Transfer and Articulation Office and related advisory structures to implement these reforms. MCC's Transfer Counselor serves on the Student Transfer Services Subcommittee and as liaison to SUNY, coordinating transfer-related communications, addressing student concerns, and promoting system-wide improvements in advising, registration, financial aid, and recruitment.

Credit for Prior Learning (CPL)

In February 2023, the SUNY BOT revised the Award of Academic Credit by Evaluation Policy and issued Memorandum to Presidents, directing campuses to review and update their existing policies—or create new ones—to eliminate unnecessary barriers and establish implementation plans prevent barriers for students **(ST4 2.67a)**. In response, the institution appointed a Credit for Prior Learning Coordinator to support the development of a new CPL policy and corresponding action plan. The policy received formal endorsement from the Faculty Senate and was approved by MCC's Board of Trustees in Spring 2025 **(ST4 2.67b)**. The College is working on full implementation of this action plan in 2026.

The College also evaluates military training and experience for academic credit through review of Joint Services Transcripts, which outline education and training completed during service. These transcripts are assessed by Admissions, Financial Aid, and/or the Veteran Services Office, depending on content. Department Chairs play a key role in determining course equivalencies by reviewing whether military learning outcomes align with MCC's course learning outcomes. All transfer credits from military service are noted on each students' DegreeWorks reports. For Air Force service members, transcripts are issued by the Community College of the Air Force, an accredited institution and are reviewed directly by the Admissions Office for potential credit toward degree or certificate programs.

Cooperative Education, Internships, and Fieldwork

A co-op is a paid, hands-on work experience directly related to a student's field of study. The specific requirements for securing a placement and earning academic credit are outlined online (**ST4 2.66**). Co-op participation is mandatory in several academic programs, including Accounting, Entrepreneurial and Applied Business, Hospitality**,** and Sport Management**.** Other degree programs such as Human Services and Education require students to complete work outside of the classroom setting in a supervised environment. These experiences are built into the course and allow students to develop their skills and awareness of the profession. Credits awarded are guided by College Policy (**ST4 1.01h**).

The Career Services Office supports students' professional development by connecting them with internships aligned to their field of study. These opportunities, coordinated by the Applied Learning and Employer Relations Coordinator, are accessible via the College's Internship webpage and Handshake career services platform. Together, these practices ensure that prior learning and hands-on experience are recognized and leveraged in service of timely degree completion and career readiness (**ST4 1.01a**).

College Now/Dual Credit

College Now allows high school students across Monroe County and surrounding regions to enroll in college credit-bearing courses taught by certified high school instructors who meet MCC adjunct faculty qualifications. In 2024–2025, 4,539 students participated at more than 50 locations, including local high schools, Boards of Cooperative Educational Services, and homeschool networks. To ensure academic quality and transferability, all courses follow MCC's established curriculum standards and include a course information sheet outlining outcomes, requirements, and grading policies identical to those on campus. MCC faculty liaisons collaborate with high school instructors to review syllabi and assessments, observe classes, verify student performance, and assign final grades, maintaining consistency with MCC expectations as required in the Faculty Contract **(ST4 2.112).**

Courses completed through College Now appear on an official MCC transcript, with students held to the same prerequisites and academic standards as traditional MCC students, verified through the Canusia system. This structure ensures students earn authentic, transferable college credit, while the transparency of course standards, faculty qualifications, and assessment procedures provides receiving institutions with confidence in the rigor and legitimacy of the credit—aligning with regional accreditation expectations for equity and integrity in transfer credit evaluation.

Criterion 3: Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

MCC is committed to the confidentiality, integrity, and availability of information critical to its Mission, ensuring the secure maintenance and appropriate release of student records. The Data Classification Policy (**ST4 3.71**) provides a framework for identifying, classifying, and handling institutional data by sensitivity, value, and criticality, supporting compliance with privacy regulations and verifying student identity in distance and correspondence education. To protect electronic records, the Information Technology Security Policy (**ST4 3.72.k**) guides the College in safeguarding information assets and meeting regulatory and contractual requirements.

Student data protection aligns with federal privacy regulations, including FERPA (**ST4 3.72.b**), with annual employee training for record access (**ST4 3.72.e**) and reinforced policies through advisor and faculty resources (**ST4 3.72.c-d**). MCC adheres to the Solomon Amendment (**ST4 3.72.f**) and HIPAA for health and disability records (**ST4 3.72.h**), with secure access via the Health & Wellness Portal (**ST4 3.72.i**) and role-specific permissions reviewed annually.

Employees complete annual cybersecurity training through KnowB4 (**ST4 3.72e, ST4.4**); noncompliance triggers automated password resets every seven days. All users have unique credentials for portal, email, and learning management system access, following the Code of Conduct (**ST4.3.72.j**) and Password Policy (**ST4.3.72.m**), with regular updates and multi-factor authentication. Users are expected to prevent unauthorized access in line with acceptable use standards.

MCC's policies, training, and system protections establish a secure, transparent framework for safeguarding and releasing student records, ensuring integrity, confidentiality, and compliance with regulatory and institutional standards.

Criterion 4: If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Athletics, student life, and other extracurricular activities at MCC are governed by the same academic, fiscal, and administrative principles and procedures that apply to all institutional programs. MCC remains committed to fostering co-curricular experiences that extend learning beyond the classroom, offering meaningful engagement opportunities that support the intellectual, academic, personal, and interpersonal development of its diverse student body. In 2022, MCC merged Academic Services and Student Services into the Academic and Student Affairs division, led by the Provost and Vice President, ensuring cohesive oversight aligned with the Strategic Plan.

MCC Association

The MCC Association, Inc., a 501(c)(3) founded in 1962 (**ST4 4.75**), provides auxiliary services to support student success. Governed by a Board of Directors of faculty, staff, administrators, students, alumni, and independent directors (**ST4 4.76**), it manages the Student Life Fee, Photo ID/Email Fee, Orientation Fee, and Commencement Fee. These fees fund athletics, clubs, leadership programs, recreation, ID services, orientation, and graduation, and follow rigorous fiscal oversight (**ST4 4.77**). Budgets are reviewed by the Student Government Senate, MCC Executive Leadership, and MCC Association Board, then administered by the Association Business Office.

Athletics

MCC's Athletics program supports approximately 200 student-athletes across multiple intercollegiate teams through a nationally recognized, well-regulated system. As a member of NJCAA Region III, MCC adheres to structured staff and athlete guidelines (**ST4 4.73; 4 4.81**). To promote equity and success, the College tracks academic and demographic data by sport and gender (**ST4 4.84**) and employs a student-athlete success coach model for individualized support (**ST4 4.80a**). Title IX compliance is monitored through annual EADA reporting to ensure fair treatment and resource distribution (**ST4 4.82**). A new turf softball field, completed in 2024, reflects MCC's ongoing commitment to equity-driven athletic improvements (**ST4 4.80**).

Student Life and Leadership

Student Life and Leadership Development (SL&LD) oversees approximately 50 clubs and organizations (**ST4 4.96a**) including the Student Government Association, Phi Theta Kappa, Pride Alliance, Muslim Students Association, and Student Nurses Association. Leadership programs include the Leadership Development Seminar and National Society of Leadership and Success. Approximately 150 student officers complete required training (**ST4 4.96c; ST4 4.96f**), maintain academic and disciplinary standing, and receive advisor support. SL&LD annually recognizes contributions at the Student Engagement Award Ceremony, including

awards such as Club or Organization of the Year, Club and Organization Community Services Award, and John J. Trevisan Co-Curricular Student Leadership Award.

Student Government

The Student Government Association (SGA) serves as the official representative body for fee-paying students under the Student Government Association Constitution and Bylaws (**ST4 4.96.d).** Recognized within MCC's Shared Governance Policy **(ST4 4.97),** SGA holds seats on the MCC Association Inc. Board of Directors, maintains dialogue with MCC Executive Leadership, and reports to the Board of Trustees. In 2025, SGA received the SUNY Student Assembly's Student Government of the Year Award.

Housing and Residence Life

Housing and Residence Life, guided by the *Housing Policy Manual* (**ST 4.105)** and the Housing and Residence Life Residential Curriculum for RAs **(S4 4.105.a),** integrates intentional learning outcomes, resource management, and accountability to ensure that on-campus residents experience an environment aligned with MCC's mission.

Criterion 5: If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

MCC acknowledges the significant role third-party providers play in enhancing educational experiences and supporting the academic success of its students and remains committed to fostering transparent and accountable relationships with these providers to ensure the quality of services and programs delivered. After a thorough review of the Middle States Commission on Higher Education Standards and a comprehensive evaluation of MCCs internal processes, it became clear that the institution must establish a formal, institutional policy to govern its partnerships with third-party providers.

As part of this commitment, MCC is in the process of formalizing an institutional policy that governs the relationships between the College and all third-party providers (**ST4 5.1**). The College community comment period ended Oct. 2025. Once any comments are addressed by the appropriate Administrator, the College community will review the policy and procedure again. The goal is to present them for a first read at the Board of Trustees December 2025 meeting with a vote in February 2026.

Criterion 6: Periodic Assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.

As outlined in MCC's Institutional Effectiveness Plan, assessment of student support services is aligned with the Strategic Directions and Goals established in Vision2027. Assessment efforts are conducted at the divisional and departmental level. The work is supported by the Office of Institutional Planning, Effectiveness, and Accountability; the Office of Institutional Research; the college-wide Institutional Effectiveness Committee; and individual departments.

Academic Master Plan

The Academic and Student Affairs division has prioritized holistic student support through its comprehensive Fall 2023–Spring 2024 divisional assessment (**ST4 6.95.a**), which reviewed student success initiatives to ensure alignment with the College's Strategic Goals. This work informed the development of Focus Forward 2027: The Academic and Student Affairs Master Plan, 2024–2027 (**ST4 6.95.b**), which identifies holistic student engagement as a core value and outlines 16 strategic priorities that directly enhance student support. Each strategy's progress is monitored and documented through the College's Plan Tracking & Assessment Tool, reinforcing a commitment to measurable outcomes. One key initiative, closing equity gaps through enhanced holistic advising, was shaped by the College's participation in the Unlocking Opportunity initiative and informed by an internal evaluation of MCC's advising model (**ST4 6.95.c**). As a result, MCC redesigned its

advising approach in 2024 and hired 13 new success coaches to deliver support that is inescapable, integrated, personalized, and proactive. These efforts underscore ASA's mission to center student well-being and persistence at the heart of institutional planning.

Counsel for the Advancement of Standards in Higher Education (CAS) Assessment Process

To support continuous improvement, MCC's administrative units regularly conduct assessments. The Student Services unit assessment process, established in 2014, shifted from a three-year to a five-year cycle following a pandemic pause from 2020–2023 (**ST4 6.95.d**). Departments use either the Report Template for Assessment of Administrative Departments (**ST4 6.95.e**) or the CAS Self-Assessment Guide, which includes Access, Equity, Diversity, and Inclusion standards (**ST4 6.95.f**). Each assessment produces an evaluation report and action plan submitted to the appropriate AVP or Dean. For example, the 2023–2024 assessment of the Office of Student Rights and Responsibilities led to a revised purpose statement, new CAS-based learning outcomes, and updated sanctions emphasizing restorative justice.

MCC supplements formal assessments with additional feedback tools. In 2023, a visioning workshop with Cannon Design (**ST4 6.95.g**) guided the integration of Health Services with Counseling and Disability Services into a single Health and Wellness department, with unified goals and an integrated care model. In 2024, the department merged electronic record systems, creating a single portal for immunization records, disability documentation, counseling appointments, and record access.

MCC joined the Hope Impact Partnerships program in 2024–2025 to deepen its understanding of student basic needs insecurity and implement targeted strategies to address it. This decision builds on a history of collaboration with the Hope Center for Student Basic Needs, including participation in the 2016 Wisconsin Hope Lab study, which revealed that 65.1% of MCC respondents experienced food insecurity (**ST4 6.96**). In response, the College launched the "Doing What is Good and Healthy Together" (DWIGHT) pantry, which earned the 2019 League for Innovation "Innovation of the Year" award. MCC's continued engagement with the Hope Center, including participation in the 2019 #RealCollege survey, has informed resource connection strategies outlined in the Academic and Student Affairs Master Plan (**ST4 6.97 ST4 6.95.b**). To further assess and respond to student needs, MCC also launched a Student Experience Survey in Fall 2024 (**ST4 6.95.h**), evaluating factors such as food insecurity, housing instability, childcare, transportation, and technology access. Joining the Hope Impact Partnerships program allows MCC to build on these efforts by collecting additional data and refining its support systems for student well-being.

Tutoring and Academic Assistance Center (TAAC) Assessment

During the 2024–2025 academic year, a cross-disciplinary team of 17 faculty, staff, and administrators conducted the first assessment of the TAAC (**ST4 6.98**). The resulting report provides short- and long-term recommendations to increase student and faculty awareness of TAAC services, enhance the quality of those services, and support TAAC hiring and employee retention. Two examples of actions implemented for Fall 2025 include renaming "Drop-In" to "Quick Math Help" to reduce confusion and improve accessibility, with marketing tools and resources currently in development. Additionally, a tri-fold Learning Hub brochure has been created and is ready to distribute to students in gateway math and English courses during the first week of classes, ensuring early access to key tutoring information and resources.

Strengths

The College demonstrates a strong commitment to evaluating and refining placement methods for gateway English and mathematics courses. By implementing evidence-based approaches—including multiple measures and corequisite support—the College fosters equitable access and timely progression while maintaining academic rigor. (Criterion 1b)

MCC proactively tracks and analyzes post-completion outcomes to strategically align academic programming with workforce needs and transfer opportunities. Through a redesigned program review process, the College integrates labor market data, student wage outcomes, and employer feedback to inform curricular decisions and

ensure relevance. Partnerships with regional employers and transfer institutions further support evidence-based planning and promote equitable student advancement. These efforts reinforce MCC's commitment to continuous improvement and its Mission to prepare students for meaningful careers and academic success beyond graduation. (Criterion 1d)

MCC upholds robust policies and practices to ensure the safe and secure maintenance of student information. Through ongoing compliance with federal and state regulations, strategic IT safeguards, and institutional training protocols, the College demonstrates a sustained commitment to data privacy, integrity, and responsible stewardship across all operational areas. (Criterion 3)

The MCC Association plays a vital role in enhancing the student experience by providing essential services, programming, and support beyond the classroom. Through its stewardship of auxiliary operations—such as campus dining, childcare, bookstore services, and student engagement initiatives—the Association contributes meaningfully to student success and institutional vitality. Its alignment with MCC's Mission underscores a shared commitment to equity, access, and holistic support. (Criterion 4).

Opportunities

MCC has the opportunity to strengthen its approach to student retention and completion through expanded, equity-focused initiatives. Disparities in persistence among full-time and part-time students, combined with modest graduation outcomes, underscore the potential impact of targeted supports, tailored advising, and enhanced engagement strategies. Intensifying these efforts could advance institutional goals for student success and foster greater continuity in academic progression. (Criterion 1e)

There is an opportunity to improve transparency and accessibility by making transfer course equivalency information publicly available. Currently limited to internal use, expanding access to these resources would support prospective students, advisors, and partner institutions in making informed enrollment and credit transfer decisions. A publicly accessible equivalency database would enhance institutional clarity, strengthen external collaboration, and align with student-centered practices. (Criterion 2)

MCC has the opportunity to increase student momentum and success by expanding credit for prior learning for students coming to the College with experiences and expertise already aligned with existing course outcomes. The College has established a strong foundation through the development of an institutional policy and action plan, and is now cultivating the resources and framework necessary for full-scale implementation, thereby advancing equity, accelerating student progress, and strengthening institutional effectiveness. (Criterion 2)

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.

Standard 5 Themes	Standard 5 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Learning Outcomes	1	10	2
Assessment Process	2,3,5		2
Results of Assessment	3, 5		1, 2, 3

The systematic and purposeful assessment of student learning and achievement is crucial to Monroe Community College (MCC)'s Mission, which includes "fostering the success of diverse students through affordable and innovative academic, career, technical, and workforce development programs" (ST5 0.01). Conducted by academic faculty with the guidance and support of the Office of Curriculum and Program Development and Administration, assessment at MCC has been strategically designed to inform and promote decisions made to support student need.

Criterion 1: Clearly stated student learning outcomes at the institution and degree program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

Curriculum and program assessment at MCC is a comprehensive and cohesive process, in which faculty expertise, shared governance, student need, and community workforce opportunities all play integral parts (**ST5 1.01**). Program Learning Outcomes (PLOs), State University of New York (SUNY) General Education (GE) Outcomes, Institutional Learning Outcomes (ILOs), and Course Learning Outcomes (CLOs) align with one another and the College Mission to provide students with programs of study that enable them to meet their academic, professional, and personal goals (**ST5 1.02; ST5 1.02b**).

PLOs and CLOs are clearly listed in the MCC Catalog (**ST5 1.03**) which ensures that learning outcomes are clear to all stakeholders, including students and faculty. For this reason, CLOs are also included in the Course Information Sheets for each course (**ST5 1.04**). All academic programs create PLOs that are assessable and mapped to specific course learning outcomes to ensure that students' educational experiences align with their program learning outcomes (**ST5 1.05**).

A number of resources ensure the alignment of ILOs, PLOs, and CLOs. These include the Faculty Senate Curriculum Committee, the Office of Curriculum and Program Development, and several supporting committees, including the General Education Committee and the Diversity, Equity, and Inclusion in Teaching and Learning Workgroup (**ST5 1.06; ST5 1.07**). These coordinated efforts reinforce the interconnectedness of learning experiences.

Criterion 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals

The regular and cyclical assessment of student learning and achievement ensures that courses and academic programs at the College are relevant and responsive to students' personal, professional, and academic goals. Degree Program and general education learning outcomes assessment occurs on a regular schedule, and faculty are responsible for evaluating programs and assessing course and program learning outcomes (**ST5 2.01**). MCC's General Education Outcomes are aligned with the Middle States Commission on Higher

Education and SUNY requirements, and MCC has approved ILOs that align with the revised SUNY General Education Framework (**ST5 2.02**). To ensure the alignment and achievement of MCC's ILOs, they are assessed alongside general education outcomes. The assessment schedule for these outcomes operates on a three-year rotation, with four general education outcomes being assessed each year (**ST5 2.02a**).

Regular, comprehensive program evaluations are conducted on a six-year cycle, guided by best practices from Middle States, SUNY, the National Institute for Learning Outcomes Assessment, and peer institutions. While this model provides institutional alignment, faculty and administrators identified limitations in its responsiveness to emerging needs. In response, a cross-functional Program Review Committee—convened in Fall 2024 by the Provost and the Vice President of Economic & Workforce Development—began meeting bi-monthly, with subcommittees examining areas such as faculty input, workforce and transfer alignment, data accessibility, and benchmarking.

After extensive research, the committee recommended shifting to a more agile evaluation model: a three-year comprehensive cycle supported by annual program reviews, beginning Fall 2025. As discussed in Standard III, the new process includes yearly analysis of student success metrics (e.g., persistence, graduation rates) and progress on program-level action items, enabling more timely improvements (**ST5 2.02b**). This approach also expands stakeholder engagement by integrating regular feedback from external advisory boards and internal campus partners, including the Library, Transfer and Career Services, and Student Success and Strategic Initiatives, ensuring program evaluations are both evidence-based and broadly informed.

Assessment processes at MCC are grounded in disciplinary expertise and informed by best practices in evaluation. With support from academic deans and the Office of Curriculum and Program Development, faculty and professional staff have collaboratively developed standardized templates for both program evaluation and general education assessment (**ST5 2.03; ST5 2.04**). Each assessment initiative is led by a faculty assessment coordinator who partners with course instructors, department chairs, academic deans, and the Associate Director of Curriculum and Assessment to ensure the process is inclusive, rigorous, and aligned with designated learning outcomes.

Faculty-designed rubrics are widely used across disciplines to evaluate student artifacts (**ST5 2.05; ST5 2.06**). To ensure reliability and consistency, coordinators organize norming sessions, where faculty pilot and refine these rubrics by scoring sample work together, fostering a shared understanding of learning expectations (**ST5 2.07**). Faculty also establish benchmarks for student success and gather representative student work to verify that outcomes are assessed at an appropriate level of rigor. Deans work with faculty assessment coordinators, program faculty, and department chairs to create, implement, and support plans for continuous improvement in response to assessment results. The Provost/ VP for Academic and Students Affairs is a guiding force to ensure that these actions are supported and aligned with the College's Strategic Plan and Vision, and that assessment addresses the whole student.

Assessment results are compiled to provide insight into student performance across learning environments (**ST5 2.08**). Disaggregated data tables allow analysis by course modality (e.g., face-to-face vs. online) and campus location.

2a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;

Student learning outcomes, including program and course learning outcomes, are developed through a rigorous and faculty driven curriculum process that depends on the disciplinary expertise of the faculty, input from academic advisory boards, deep knowledge of curriculum development in the Office of Curriculum and Program Development, the oversight of academic deans and the Provost, as well as the approval of SUNY System and New York State Department of Education.

MCC's general education assessment process focuses on measuring student achievement of learning outcomes shared among SUNY colleges and universities (**ST5 2.10**). These learning outcomes comprise a set of foundational skills and knowledge that set students up for success as they progress through higher education and

move into the workforce. The transition from a disciplinary and departmental assessment process to a collaborative, college-wide outcomes-based general education assessment has further ensured that standards are based on a shared understanding of required higher education standards. American Association of Colleges & Universities (AAC&U) rubrics are often employed for these projects, which further supports alignment with shared educational standards.

Even discipline-based general education projects, for example, the AY2122 Psychology report, focus on broader outcomes, such as scientific reasoning and critical thinking, which are applicable across disciplines (**ST5 2.11**). The Psychology project considers the importance of scaffolding scientific reasoning throughout various courses so that students have multiple opportunities to learn and practice scientific reasoning skills, and the report discusses the development of an innovative assessment tool to measure students' abilities in various courses (**ST5 2.11, p 12-15**).

Information literacy (IL) is a vital competency for students to become proficient in, and MCC's most recent assessment of this competency pioneered a fully online approach. Using Qualtrics survey software, the rubric was digitized, which allowed faculty to digitally score student work. The IL assessment data was disaggregated across course modality and discipline (**ST5 2.12**). Just as the IL project was collaboratively led, the recent SUNY Arts general education assessment was jointly led by an English and a Visual and Performing Arts faculty member, and the process of revision in creative activity was assessed through scoring of a creative work in a draft and revised form (**ST5 2.13**). Of the 413 student artifacts scored in this assessment, 324 met or exceeded expectations (78%).

Ranging from Nursing A.A.S. to Culinary Arts A.A.S., MCC has nine programs that are accredited through specialized accreditors. Additionally, the Paralegal Studies Certificate is approved by the American Bar Association. These programs all adhere to rigorous standards set by professionals in their respective fields and follow accreditation cycles set by each accreditor (**ST5 2.13b**). Accreditation in these programs is supported by faculty members who are program directors and oversee the programs.

MCC ensures the quality and relevance of its non-credit programs through a structured, outcomes-based assessment process grounded in nationally recognized practices. These programs, offered through the Economic & Workforce Development Center, are designed to meet evolving community and workforce needs while advancing the College's mission **(ST5 2.13c–e).**

Assessment practices include the establishment of competency-based learning outcomes aligned with industry standards, the integration of employer advisory boards to maintain curricular relevance, and the implementation of stackable credentials that connect learners to degree pathways. Credit for Prior Learning options further support academic mobility and advancement (see Standard IV). Program effectiveness is evaluated through course evaluation surveys, employer feedback, and performance metrics such as licensure pass rates—particularly in high-impact areas like the Certified Nursing Assistant certification.

Periodic evaluation ensures that these offerings remain responsive and impactful. For example, a June 2025 presentation to the Board of Trustees **(ST5 2.13h)** illustrates how the MCC FWD Center communicates program performance and improvement strategies to stakeholders. This presentation includes disaggregated enrollment data by gender and ethnicity, program completion rates, student satisfaction measures, and indicators of capacity for growth. It also outlines next steps for continuous improvement **(ST5 2.13e).**

Through these practices, MCC demonstrates that its non-credit programs are not only aligned with institutional goals but also contribute meaningfully to regional economic development and lifelong learning.

Industry Certifications as Assessment Tools

To ensure students are job-ready, MCC integrates third-party, industry-recognized certifications into its non-credit programs:

- **National Coalition of Certification Centers**: MCC uses Snap-on certification kits in programs like automotive and precision tooling. These kits provide hands-on, skills-based assessments that result in stackable credentials recognized by employers nationwide. Students demonstrate proficiency in tool use, diagnostics, and safety protocols—skills directly transferable to the workplace.
- **Smart Automation Certification Alliance (SACA):** In advanced manufacturing and mechatronics programs, MCC uses these certifications to assess student mastery of Industry 4.0 technologies such as PLCs, robotics, and industrial networking. These certifications validate both foundational and advanced technical competencies, ensuring alignment with national workforce standards.

2b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;

Program evaluation at MCC involves a thorough examination of all facets of a program, including student learning outcomes, curriculum, infrastructure, costs, resources, and community and industry needs. MCC takes a data-informed approach to program evaluation, and a program dashboard provides an overview of program enrollment, changes in headcount over one and five years, program costs, retention, success rates, course size, and available wages for various academic programs. This data is essential for analyzing program performance, identifying trends, and supporting decisions for curriculum adjustments, resource allocation, and support strategies to better enable program students to meet their academic, professional, and personal goals (**ST5 2.14**). MCC's Office of Institutional Research (IR) also prepares Program Evaluation Reports, which include data on program enrollment, information about persistence, retention, transfer, and completion, as well as course enrollment and grades in key courses. The Construction Technology (A.A.S.) Program assessment (**ST5 2.15**) and the Liberal Arts: General Studies Program assessment (**ST5 2.16**) are examples of the data compiled in these reports.

Liberal Arts & Sciences: General Studies has been the highest enrolled degree program at MCC for decades, and this degree program provides a clear illustration of the way the College collects and provides data to effect positive change for students (**ST5 2.16b**). The IR data reports revealed that by most metrics of academic success, student outcomes in the Liberal Arts degree fell below those of their peers in other programs (**ST5 2.17; ST5 2.18; ST5 2.19**). For Fall 2017 first-time, full-time students in other programs, the three-year graduation rate was 27% (21% graduated in their original program while 6% completed a different associate's degree by or before Spring 2020). However, for Liberal Arts & Sciences: General Studies program students in the same cohort, the graduation rate was only 11%; 7% completed the Liberal Arts degree while 4% earned a different degree by or before Spring 2020. (This rate was an even lower 5% for non-white and Asian students.) Misconceptions that the majority of Liberal Arts students transferred to a four-year school before completing a degree were laid to rest with data. The most recent program evaluation found that the pre-degree-transfer rate for Liberal Arts and their non-Liberal Arts counterparts is 13% and 16% respectively. Moreover, significantly more Liberal Arts students left MCC without transferring to another college than did students in other programs (51% compared to 40%). Based on analysis of copious data, the Liberal Arts & Sciences: General Studies A.S. program evaluation resulted in the transformation of the existing degree into three new Liberal Arts & Sciences degrees better designed to help students meet their goals, as discussed in Criterion 2c

2c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;

Faculty-led assessment projects demonstrate the College's culture of assessment; results are regularly shared across departments, with academic leadership, and with appropriate external constituencies to guide curricular improvements, enhance student learning, and promote transparency.

For example, the results of the Liberal Arts & Sciences: General Studies program evaluation were thoroughly communicated to internal and external stakeholders, including advising, Admissions, and administration, as well as advisory board members. In response, a dedicated group of faculty, staff, and administrators led by the Liberal Arts Council, created curricula and new courses for three distinct liberal arts programs, each housing a group of aligned disciplines: Liberal Arts & Sciences: Humanities and Social Sciences A.A.; Liberal Arts & Sciences: Professional Studies A.S.; and Liberal Arts & Sciences: STEM & Health Sciences A.S. The new degrees promote curricular coherence, opportunities for guided exploration, and a capstone course that encourages students to synthesize their learning, connect their learning to possible careers, and prepare for transfer to a four-year institution (**ST5 2.20**). A contextualized composition course was created for each degree that emphasizes writing in the disciplines (**ENG 130, 131, and 132**) and includes assignments allowing students to explore careers within the disciplines. Inescapable advising is another revision developed from the program evaluation as an IR report on advising showed a lift in retention for students who met with an advisor prior to registering (**ST5 2.21, p 8**).

While the Liberal Arts & Sciences: General Studies degree program underwent a comprehensive overhaul, smaller programs have also been restructured to enhance curriculum relevance and improve transfer and workforce outcomes. For instance, based on advisory board recommendations, the English A.A. degree reduced its credit requirements and placed greater emphasis on research and writing within literature courses (**ST5 2.21b; ST5 2.21c**). The Communication & Media Studies A.S. degree introduced a contextualized first-year seminar to support student persistence and performance (**ST5 2.21d**). Similarly, the Information and Network Technology A.A.S. program shifted its focus to cybersecurity, revised several courses, and was renamed Network and Security Administration A.A.S. to reflect this change. Faculty also transitioned the program's course offerings from 50% to 100% online to expand enrollment options. At the micro level, the program evaluation leader recommended incorporating at least one game-based learning activity per course to boost student engagement (**ST5 2.22**). As students are currently only halfway through the revised program, it is too early to assess the impact of these changes; however, outcomes will be evaluated during the next scheduled program assessment.

The program evaluation process also ensures that MCC's offerings are responsive to changes in industry and that MCC programs well position students for both employment and transfer opportunities. At times, a program evaluation leads to deactivation of a program or to consolidation of tracks within a program. For example, the Criminal Justice: Institutional Corrections A.A.S. program was deactivated as a result of a program evaluation, and a new microcredential in Correctional and Jail Services was created, which better meets industry needs in this field (**ST5 2.23**).

To evaluate the relevance of the curriculum and to continually improve student learning, the program evaluation process also includes consultations with transfer and workforce partners. All programs have advisory boards that meet annually to discuss curriculum and trends in the field, and findings from advisory board meetings are included in the program evaluation process (ST5 2.35a; ST5 2.35b). The Commercial Art and Illustration A.S. evaluation is an effective illustration of how external stakeholders are integrated into the program evaluation process (ST5 2.24). The valuable input from outside constituents often leads to revisions across the curriculum, from program requirements to course learning outcomes and course delivery. MCC faculty rely on feedback from those employing and further educating our graduates to ensure that students have the tools that they will need to succeed when they leave MCC. Recent changes in developmental education and the Management Information Systems program are clear examples of the way that program evaluation uses the feedback from both internal and external stakeholders to improve programs and better serve students (ST5 2.24b; ST5 2.24c; ST5 2.24d).

In addition to advisory board meetings, assessment results are communicated to campus stakeholders through moving forward forums which are post evaluation meetings in which leaders discuss findings and resource

needs with the dean, department chair, chair of the College Assessment and Program Evaluation committee, and Curriculum and Program Development staff.

Criterion 3: Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;

Faculty-Led Assessment and Professional Development

MCC supports a faculty-led assessment process through workshops, documents, and one-on-one training, with an emphasis on equitable assessment practices. Faculty, staff, and administrators trained in AAC&U rubrics use a train-the-trainer model to deliver workshops (**ST5 2.25**), promoting clarity, reducing scoring bias, and identifying opportunities for improvement. MCC also offers training on the Transparency in Learning & Teaching framework (**ST5 2.26**) and provides curriculum mapping resources; all programs maintain curriculum maps reviewed during program evaluations (**ST5 2.27–2.29**).

Faculty receive release time to support general education and program evaluation work **(ST5 2.30–2.31).** Committees including College Assessment and Program Evaluation Committee (CAPE), the General Education Committee, and the Program Review Committee—supported by academic leadership—guide and sustain assessment, review guidelines, discuss findings, and share best practices.

Assessment Systems and Innovative Practices

The Associate Director of Curriculum and Assessment collaborates with faculty on projects, and staff in Curriculum and Program Development provide resources, training, and technology support, including Qualtrics digitization and data analysis. Reports and resources are stored in CAPE's Microsoft Team, with project-specific Teams for each assessment. In Fall 2025, MCC adopted an assessment management system to centralize activities, scoring, reporting, and data disaggregation (**ST5 2.32).**

MCC also uses ePortfolios to authentically assess growth over time. After faculty attended the AAC&U ePortfolio Institute, use of Digication expanded in capstone courses, enabling both summative program assessment and professional-quality student work (**ST5 2.33–2.34**).

Use of Disaggregated Data to Inform Practice

Disaggregating assessment results by modality, placement level, gender, ethnicity, age, enrollment status, and Pell eligibility is integral to MCC's priorities and effectiveness. KPI dashboards presented at Board of Trustees meetings highlight trends and gaps **(ST5 3.01).** For example, analysis of developmental education outcomes by placement and race/ethnicity led to the Accelerated Learning Program in 2016, increasing persistence and credits earned (**ST5 3.04**) and prompting integration of developmental education into academic departments **(ST5 3.05–3.06).**

Course modality analysis revealed disparities in success rates, prompting the Master Schedule Committee to increase in-person sections of gateway math courses (**ST5 3.07**) and informing DEI-focused curriculum efforts (**ST5 3.07b–3.07c**). General Education assessments also disaggregate results—especially by modality—and require action plans and mid-cycle updates (**ST5 3.08–3.10).** Examples include Biology adding more graph/data interpretation practice in BIO 116 (**ST5 3.11)** and Visual and Performing Arts making English 101 a prerequisite for Media Writing after data showed higher success for students who had completed it **(ST5 3.12).** Additional actions taken in response to assessment findings are documented and available for review (**ST5 3.18).**

The Program Evaluation Process emphasizes the use of disaggregated student learning outcomes to guide improvements at both program and institutional levels. Final steps include developing a Plan for Continuous Improvement, which outlines recommended changes to teaching, program design, or delivery and identifies the

resources needed for implementation **(ST5 3.13).** To ensure follow-through, program leaders submit midcycle updates on progress **(ST5 3.14).**

Examples of Program-Level Improvements Based on Assessment Findings

The 2022 Computer Systems Technology program evaluation led to the creation of an internship program, now in its third semester, while other initiatives—such as establishing employer partnerships and reviewing courses for relevance and overlap—remain in progress **(ST5 3.19)**. Midcycle updates allow programs to request support and ensure action items are completed **(ST5 3.15).**

Similarly, the Liberal Arts & Sciences: General Studies program illustrates how disaggregated outcomes inform significant program changes as previously discussed in Criterion 2b. Despite being MCC's largest program, data revealed low success rates for several student groups **(ST5 3.16).** In response, three discipline-specific general studies programs were created through collaboration among Academic Affairs, Advising, Curriculum and Program Development, Career and Transfer, and Student Success. These new programs enhance curricular coherence, align program learning outcomes, support career exploration, and provide academic flexibility (**ST5 3.17).** Oversight is provided by the interdisciplinary Liberal Arts Council, which continues to monitor program effectiveness, student success, and persistence (**ST5 3.17b).**

Criterion 4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers;

MCC does not contract with third-party providers for assessment services.

Criterion 5: Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

The ideal of purposeful assessment, defined as an assessment process that leads to actionable and data-supported change, is a grounding principle of assessment policy and practice at MCC. For this reason, the periodic assessment of the effectiveness of assessment policies and processes is an important part of our assessment process. The CAPE, the GE Committee, and the Program Review Committee are charged with the assessment and subsequent revision of assessment policies and processes.

College Assessment and Program Evaluation Committee (CAPE)

The Program Evaluation Process has gone through three different iterations since it was established in 2008 in the effort to create a process that is effective, efficient, and productive of actionable findings. CAPE, a faculty committee established by the Faculty Senate in 2010 in support of the College's "sustained assessment efforts" revised the program evaluation process (approved by the Faculty Senate in 2020) to include a focus on closing the loop, representation of the student voice, and an increased focus on equity, diversity, and inclusion (**ST5 5.01, sections 2.6 & 2.7**). The Program Evaluation Process is currently being assessed and revised for a fourth time.

Program Review Committee

To improve the current program review process and enable timely, data-informed decisions critical to advancing the goals of Vision 2027 and in response to the College's commitment to the Unlocking Opportunity initiative, MCC convened a Program Review Committee in the Fall of 2024 (**ST5 5.02**). This committee is

designing a more responsive and data-informed annual review process that aligns with MCC's strategic goals, institutional accreditation, and budget cycle. The new process will focus on using key metrics, including disaggregated student outcomes and regional workforce alignment, to ensure programs are regularly evaluated for equity, effectiveness, and improvement opportunities.

The General Education Assessment Process has undergone similar scrutiny and revision. Like the Program Evaluation Process, the General Education Assessment Process is periodically assessed for its effectiveness and revised to maintain its effectiveness and alignment with institutional priorities. For example, after the revision of MCC's local general education program, a shift from discipline or course-based to an integrated or outcomes-based general education model, the department-based General Education Assessment Process was no longer effective.

In June 2021, a team attended the AAC&U Institute on General Education and Assessment (**ST5 5.02b**) and found that although the College's local general education program was outcomes-based and designed to be contextualized and integrated within a student's degree program, its general education assessment process remained department-based. A department-based assessment model was counterproductive because it investigated student achievement through a limited, siloed lens. However, an inter-departmental and interdisciplinary general education assessment model that utilizing AAC&U's rubrics would affect greater coherence in terms of both the assessment process and collective understanding of outcomes achievement. One result of MCC's participation in the institute was the development of a cross-disciplinary General Education Committee charged with facilitating assessment projects and coordinating subsequent action plans for improvement (**ST5 5.03**). After the institute, the team developed an outcomes-based assessment process that mirrored the outcomes-based general education program. In 2024, following the full implementation of SUNY's 2021 General Education framework revision and recommendations from the previous review of assessment processes, the GE Committee was tasked with reassessing and revising the existing process.

General Education Committee

Building on the work begun during MCC's participation in the AAC&U's General Education and Assessment Institute, the General Education Committee plays a vital role in ensuring that MCC students benefit from both a robust general education curriculum and an assessment framework that focuses on continuous improvement of student achievement of general education learning outcomes. Comprising faculty from all seven academic schools of the College, and including representation from CAPE, the TCC, and the Diversity, Equity, and Inclusion in Teaching and Learning Workgroup, the committee reviews interdisciplinary general education assessment plans and reports, supports faculty engaged in assessment, and assists to facilitate plans for continuous improvement resulting from the assessment (**ST5 1.06; ST5 5.04**).

MCC's General Education Committee plays a vital role in supporting and refining general education assessment by ensuring that assessment materials and approaches are following best practices and by offering guidance to faculty members who are new to general education assessment. The committee reviews general education assessment reports to monitor student learning achievement and to encourage the adoption of equitable assessment practices, such as portfolios. The committee also discusses trends in student learning, shares recommendations for improving the process, and hosts assessment drop-in meetings for faculty to ask questions about the assessment process.

Strengths

MCC maintains a consistent, collaborative assessment process across credit and non-credit programs, supported by discipline-specific expertise and institutional infrastructure. (*Criterion 2*)

Assessment results are systematically used to inform continuous improvement, with disaggregated data driving targeted strategies to enhance student learning outcomes and institutional effectiveness. (*Criteria 2 and 3*)

Opportunities

Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness will be more pervasive and efficient once an assessment software system is put into place institution-wide. Current practices include some use of disaggregated data of student learning outcomes by course modality, placement, or program. The adoption of assessment software will ensure that student learning outcomes may be disaggregated by gender, ethnicity, Pell status, and age, enabling MCC to better serve all student populations and further supporting faculty in their assessment and program evaluation efforts.

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.

Standard 6 Themes	Standard 6 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Financial Planning	1, 5	10	1, 3
Planning and Improvement Process	2	8	1, 2, 3
Integrated Planning	3		1, 2, 3
Diversity Planning	4		1, 2, 3
Physical and Infrastructure Planning	6		1, 2, 3
Financial Viability	7	5, 11	3
Assessment	8,9		1, 2, 3

Criterion 1: Institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

Monroe Community College (MCC) has established a clearly defined, institution-wide planning and assessment framework that links institutional and unit goals to the College's Mission, Institutional Priorities, and resource allocation decisions. *Vision202*7, MCC's Strategic Plan guides all major planning and decision-making efforts **(ST6 1.01a)**. The College's integrated planning process (see Figure 1, Standard I) ensures that institutional priorities inform operational and unit-level planning and are used to allocate resources strategically.

Building on this foundation, divisions and units develop annual strategies aligned with institutional priorities, tracked through the College's planning software (Plan Tracking and Assessment Tool) and documented in a Strategy Worksheet **(ST6 1.03).** The system supports vertical integration from unit planning to institutional goal attainment.

To further support this integrated approach, *The Institutional Effectiveness* (IE) *Handbook* **(ST6 1.05, p. 5, p. 16)** serves as a guide for MCC's comprehensive planning processes, ensuring a structured and comprehensive approach. The process enables all departments and units **(ST6 1.01; ST6 1.02)** to clearly define their purpose, establish annual goals, and develop initiatives aligned to the College's Mission and Institutional Priorities **(ST6 1.03).** These unit-level initiatives serve as a foundation for making resource allocation decisions and for monitoring progress toward strategic outcomes **(ST6 1.03)**. The *IE Handbook* further emphasizes the importance of using both quantitative and qualitative data to monitor progress, assess performance, and support evidence-based planning **(ST6 1.05)**. This process not only promotes accountability and transparency but also ensures that assessment results directly inform institutional improvement efforts.

Finally, annual division reports **(ST6 1.04)** document progress on goal accomplishment. These reports serve as an accountability tool, tracking progress on goals and demonstrating institutional effectiveness, while ensuring that data informs planning and resource allocation decisions. For example, the Economic Development and Innovative Workforce Solutions (EDWIS) Division recently completed their annual report demonstrating how this division plays a vital role in the institution's overall effectiveness by aligning its unit plan goals directly with *Vision2027* and its Unlocking Opportunity initiative. Over the past three years, the division has successfully achieved most of its unit plan goals, though it's still working on fully connecting non-credit and credit programming.

The EDWIS Division supports student learning by securing funding for wrap-around services for workforce students, particularly in healthcare programs and by hiring Perkins advisors to guide Career and Technical Education students. Furthermore, it enhances accessibility and addresses equity barriers through FWD Center open house activities for the local city community and by collaborating on workforce programming for immigrant populations. MCC's regional leadership is further demonstrated by the reappointment of the College President to the Finger Lakes Regional Economic Development Council (FLREDC), a state-level body that guides strategic investment in workforce and economic development across the region. This appointment ensures that MCC's institutional priorities—particularly those related to workforce development, equity, and economic mobility—are both informed by and contribute to regional planning efforts. The President's participation in the FLREDC strengthens the College's ability to align its unit goals and resource allocation decisions with broader economic strategies, reinforcing MCC's role as a key driver of regional prosperity.

The system's planning and improvement process is further described in Criterion 2, and the assessment process is described in Criterion 3.

Criterion 2: Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation, and

As discussed in Standard I and this Standard's Criterion 1, MCC engages in a structured, transparent, and inclusive planning and improvement process, coordinated by the Office of Institutional Planning, Effectiveness, and Accountability (Planning Office) and outlined in the *IE Handbook*. Inclusive participation is central to these efforts. The development of the Strategic Plan involved open forums, surveys, and feedback from faculty, staff, students, external stakeholders, and the MCC Foundation Board of Directors **(ST6 2.01)**. Governance bodies—such as Faculty Senate committees and departmental meetings—also served as formal venues for gathering input **(ST6 1.02)**.

Transparency is supported through regular campus-wide communications, committee briefings, town halls, and an internal planning portal. The Planning Office provides formal updates to stakeholders, including the Board of Trustees, using data from Key Performance Indicators (KPIs) to assess institutional progress and strategic alignment.

Enrollment planning is similarly collaborative. Year-round Enrollment Projections meetings engage multiple stakeholders in evaluating trends and setting enrollment goals tied to the annual budget. Committees such as the Strategic Enrollment Planning Committee (meeting monthly) and the Master Schedule Committee (using Ad Astra Analytics) support enrollment and course planning efforts through ongoing review and recommendations **(ST6 2.02)**.

Criterion 3: Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments

MCC's Strategic Plan outlines five Strategic Directions with corresponding goals. Strategic Direction 2: Student-Centered College focuses on student success and equity, while Strategic Direction 5: Institutional Effectiveness, Efficiency, and Sustainability emphasizes data informed decision-making and institutional improvement **(ST6 1.01a, p. 8, p. 11)**. Aligned with these priorities, the MCC Foundation, a nonprofit organization that raises and manages private support to advance MCC's Mission, focuses on expanding student access and success and enhancing academic excellence through scholarships, programs, and community partnerships. The Foundation's Strategic Plan was specifically developed to support the College's goals, with a focus on student success, workforce development, innovative programs and learning spaces, and long-term sustainability **(ST6 3.06)**.

In addition to the Plan Tracking Assessment Tool, MCC monitors and reports on institutional progress through Key Performance Indicators (KPIs) related to key student outcomes such as enrollment, retention, and momentum **(ST6 1.05, pp. 56–60)**. MCC's primary KPIs are disaggregated by population characteristics including intention, graduation rates, and living wages to highlight equity and effectiveness. The Office of

Institutional Research (IR) maintains KPI dashboards and shares findings with internal stakeholders, and the Board of Trustees **(ST6 3.03, p56-60; ST6** 3.05). For example, under Strategic Direction 2, one KPI tracks post-graduation success, including post-graduation wages for MCC graduates **(ST6 3.07)**, helping the College assess long-term student success.

By utilizing two methods for tracking and assessment of goal accomplishments, progress on goals is obvious from an institutional perspective, ensuring an integrated and inclusive process.

Criterion 4: planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;

MCC's commitment to diversity, equity, and inclusion (DEI) is embedded in its Mission, which focuses on transforming lives and communities by supporting diverse student success, while its Vision emphasizes equity, opportunity, innovation, and excellence. Core values include inclusiveness, committing to a culture where all feel safe, valued, and respected by addressing systemic inequities **(ST6 1.01a, p. 6).** These values are reflected in the College's first DEI Statement (included in the Strategic Plan) which affirms MCC's commitment to equity, inclusion, and belonging across educational programs, employment, campus life, and community engagement. It highlights diversity as a strength and commits itself to recruiting and retaining a diverse community **(ST6 1.01a, p. 6).**

Several directions in the Strategic Plan establish college-wide DEI goals including

- Strategic Direction 1: "Together as One" includes a goal to develop and implement the College's Diversity, Equity and Inclusion Plan, creating a supportive and collaborative culture that promotes well-being **(ST6 1.01a, p.7)**
- Strategic Direction 2: "Student-Centered College" focuses on reducing equity gaps, improving access, and removing barriers to student success **(ST6 1.01a, p.8)**

MCC's Diversity Equity Inclusion Social Justice Plan was developed during the 2024 academic year by the MCC Inclusion, Diversity, Equity and Accountability Council **(ST6 4.01a)**. The plan outlines actionable goals for inclusive curriculum development, equitable hiring, and climate assessment, both of which were discussed previously in Standard II.

Adding thirteen new Success Coaches enables Monroe Community College to deliver more personalized, equity-focused advising that addresses academic and personal barriers. This holistic support model advances institutional goals for diversity, equity, and inclusion by promoting success for all students in alignment with the Mission.

To support evidence-based planning and improvement, MCC monitors student and employee demographic data. Student headcount and enrollment data, disaggregated by race and ethnicity, are reported through IPEDS. These data inform equity initiatives and outreach strategies. Similarly, employee demographic data from IPEDS Human Resource submission supports inclusive hiring practices and informs goals in professional development **(ST6 4.02-04; ST6 4.06).**

To support diversity, equity, and inclusion, MCC tracks the ratio of teaching faculty to student full-time equivalents, as discussed in Standard III and outlined in the Faculty Association collective bargaining agreement. This data helps ensure instructional staffing levels are sufficient to maintain equitable access to education. While resource alignment is discussed further in Criterion 5, MCC uses inclusive planning, data-informed strategies, and a sustained focus on equity to foster a culture of belonging and institutional excellence aligned with its Mission.

Criterion 5: A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institutions and units' strategic planning and objectives

Mission- and Strategy-Aligned Financial Planning

MCC maintains a financial planning and budgeting process aligned with the institution's Mission and goals. The process is guided by the Strategic Plan, which outlines Institutional Priorities including student success, enrollment growth, community engagement, and operational excellence (**ST6 1.01a, pp. 7–11**). Budget allocations are informed by the Strategic Plan and developed using the *MCC Budget Book* (**ST6 5.01**) and Banner Finance Self-Service (**ST6 5.05a**), with unit-level plans aligned to their mission statements (**ST6 5.03**). The 2025–2026 operating budget (**ST6 5.01, p. 3–4**) includes a 3% increase to support strategic priorities such as student success, enrollment growth, community engagement, and institutional effectiveness. MCC has maintained affordability with an average 2.9% annual tuition increase over five years, keeping it among the lowest-cost SUNY community colleges. The $120.6 million FY2526 budget is funded through tuition, state aid, and sponsor contributions, and is primarily allocated to instruction, academic support, student services, operations, and institutional support.

Shared Governance and Broad-Based Input

MCC prioritizes broad-based input in its budget planning process through strong shared governance practices. Budget development begins with an enrollment projections meeting in early December, followed by multiple planning meetings in January and February as funding parameters are set, and divisional budget caps are distributed. Most recently, and in response to feedback from the Board of Trustees and shared governance partners, the College implemented an additional enrollment review meeting at the very beginning of the fiscal year in September. This early check-in not only verifies in real time the financial assumptions set forth during budget development, but strongly positions the college to modify plans, if necessary, and to take proactive action to respond to the increasing volatility in public-sector funding.

Faculty, staff, administration, collective bargaining unit leaders, and students are actively engaged in the process. Various governance committees participate in all aspects of long-range planning, including budget development. For example, the Support Staff Planning Council provides a structured channel for staff input and recommendations, ensuring diverse perspectives inform policy and resource decisions.

Evidence-Based Budgeting Tools and Systems

The College uses robust budgeting systems to ensure decisions are evidence-based. Tools such as Banner Finance Self-Service and the *MCC Budget Book* support transparency and consistency in financial planning (**ST6 5.05a**). Budget assumptions are grounded in enrollment trends, contractual obligations, and operational needs, ensuring that allocations reflect both institutional priorities and fiscal realities.

Integration with Enrollment and Academic Planning

MCC's 2022–2027 Strategic Enrollment Management (SEM) Plan (**ST6 5.09**) integrates enrollment strategy into financial planning. The plan outlines data-informed objectives to address enrollment, retention, and student completion, grounded in an analysis of demographic trends and stakeholder input. With a threshold headcount of 8,250 and an aspirational target of 9,000 by 2027, the SEM Plan drives investments in areas like career-aligned programs, recruitment outreach, financial literacy, holistic advising, and student support. These initiatives are tied to KPIs and continuously evaluated for effectiveness—ensuring that institutional resources directly support student success and enrollment goals.

Long-Term Financial Planning and Risk Management

MCC's long-term financial planning process is structured through a formal Budget Planning Cycle (**ST6 5.05**) that includes multi-year projections and ongoing analysis of enrollment, funding, and operational costs (**ST6 5.05b**). This process incorporates both qualitative quantitative data to guide sustainable financial decisions.

The Composite Financial Index (CFI) (**ST6 5.11a**) and annual independent audits (**ST6 5.06b**) help assess institutional financial health, while the Annual Report (**ST6 5.13**) and Five-Year Forecast (**ST6 5.08**) contribute

to long-range fiscal modeling and resource planning. These tools enable MCC to proactively manage risks such as declining enrollment or funding shifts.

Innovation and Strategic Resource Allocation

To better align planning with resource use, MCC launched the Unfunded Requirements Request (UFR) process in Budget Year 2026 **(ST6 5.10).** This initiative enables divisions to propose strategic initiatives beyond their base budgets. Proposals are evaluated using weighted criteria based on alignment with V*ision2027*, and top-scoring projects are forwarded to the Executive Leadership Team for funding. In BY26, $1 million was allocated to support nine approved projects. Simultaneously, MCC implemented a multi-year budgeting framework **(ST6 5.11)** that provides budget managers with access to historical, current, and projected data. This approach improves forecasting, encourages long-term planning, and promotes transparency within an outcomes-focused resource allocation culture. Both the UFR and multi-year budgeting models are detailed further in the College's Planning, Programming, Budgeting, and Execution summary (**ST6 5.12).**

MCC's evidence-based, Mission-driven budgeting process ensures strategic allocation of resources, enhances institutional resilience, and fosters fiscal responsibility. This financial planning framework is fully integrated with the College's overall planning system to support student success, enrollment growth, and institutional excellence.

Criterion 6: Fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

The Administrative Services division at MCC comprises the Budget Office, Controller's Office, Purchasing, Public Safety, Facilities, and Information Technology departments. These departments, in collaboration with Human Resources; Institutional Planning, Effectiveness, and Accountability; and the Executive Leadership Team, work to ensure that the College's fiscal, human, physical and technological resources and infrastructures are adequate to support MCC's Mission and goals, while continuously assessing and improving its programs and services and responding effectively to opportunities and challenges.

Fiscal Resources

Guided by the Strategic Plan, MCC's Budget Office manages financial resources through an annual budget process tied to credit enrollment goals, alongside new multi-year budgeting and unfunded requirements processes as indicated in Criterion 5.

Expense analysis from FY1920 to FY2223 (**ST6 6.03**) shows consistent allocation patterns, with Instruction averaging 36.8% of core expenditures, followed by Academic Support (12.2%), Institutional Support (11.8%), and Student Support (10.3%). Public Service and Research remain at 0.5% and 0.4%, respectively. Allocation amounts fluctuated during pandemic-related enrollment declines, but FY23 and FY24 funding reflects renewed investment in student-focused services. In FY23, these investments totaled over $68M, rising to $74.9M in FY24. In FY25 the College expended $74.6M and 62.6% of $119.1 million in total expenses, followed by $76.8M (63.7% of the $120.6M operating budget) budgeted for FY26 **(ST6 6.04; ST6 6.05).** Beyond operational funds, MCC secures competitive federal, state, and local grants, enhancing fiscal health and expanding programs in workforce development, allied health, student supports, and optics as further discussed in Criterion 7 **(ST6 6.06).**

A shift in New York State's funding model from a full-time-equivalent based formula to a funding floor—without adjustments for rising costs—has reduced allocations. While advocating for legislative revisions, MCC is implementing enrollment and retention initiatives. The Federal Compliance Response Committee (FCRC) monitors evolving federal regulations to ensure alignment with the Mission and goals.

Human Resources

MCC's human resources are closely tied to the strategic goals outlined in the Strategic Plan, particularly Direction 4: Organizational Culture and Direction 5: Institutional Effectiveness **(ST6 1.01a; ST6 3.05)** The College tracks and reports human resource data to the Board of Trustees and as part of the annual reporting to IPEDS **(ST6 6.01).** The headcount for occupations per IPEDS illustrates that as the human capital of MCC are the largest portion of the College's annual budget; MCC has adequately sustained its needs by reducing this resource during a period of declining enrollments and the COVID-19 global pandemic **(ST6 6.01b).**

The adequate human resourcing at all campuses and locations is done via multiple processes of vacancy review requesting where departments must indicate what the need is, where the position fits into the Strategic Plan, the job description and table of organization for the title, and quantitative data that provides context. Context for instructional areas would include the number of full-time faculty, adjuncts, and students in the program, the percentages of courses taught by full-time faculty and by adjuncts and where enrollments are growing. Context for a CSEA position, such as a cleaner, would include the number of positions in the department, any changes to employment levels, or square footage cleaned **(ST6 6.02a).**

Physical Resources

Monroe Community College operates across four distinct locations, each serving specific academic and community needs. The Brighton Campus offers a comprehensive array of liberal arts, health sciences, and STEM programs within a traditional college setting. The Downtown Campus provides accessible urban education, focusing on programs in community engagement, human services, criminal justice, and various business and liberal arts fields. For hands-on technical training, the current Applied Technologies Center is a hub for programs like automotive technology, HVAC, precision machining, and optics. Finally, the Public Safety Training Facility is a specialized regional complex dedicated to training for law enforcement, fire and rescue, and emergency medical services personnel **(ST6 6.03).**

The Facilities Master Plan (FMP) (**ST6.6.02b**) ensures that MCC's physical infrastructure supports operations across campuses and delivery methods. Designed to be both flexible and adaptable, the FMP allows the College to respond to evolving institutional priorities and strategic goals. Rather than prescribing a fixed sequence of projects, the plan provides MCC with the ability to adjust timelines based on changing needs, budget constraints, and funding sources. It is not bound by a rigid phasing agenda, which enables ongoing evaluation of priorities using dynamic strategic criteria aligned with MCC's Vision and Mission, as well as considerations related to funding and maintenance. Because of this flexible structure, the FMP required only an update—not a complete redesign—to align with *Vision2027*.

The most recent FMP (2021) was developed through a cross-functional Steering Committee and informed by meetings with focus groups and workshops involving all divisions and key segments of the College community. This plan integrates large-scale capital projects, deferred maintenance, and compliance-related initiatives. Notable projects include relocating the Applied Technology Center to the Brighton Campus, where it is being reimagined as the Advanced Technology Center, and creating the Finger Lakes Workforce Development Center at the Downtown Campus. These capital investments are supported outside of the operating budget, relying on a combination of state capital funding, county appropriations, federal grants, and philanthropic contributions—underscoring a broad-based commitment to MCC's role in regional economic development.

A formal amendment to the 2021 FMP is currently underway, with a draft sent to the Board of Trustees for a first read in October 2025 with an anticipated approval of December 2025. This update is designed to

- Assess the relevance and alignment of existing projects with *Vision2027*

- Incorporate new initiatives informed by integrated planning efforts, such as the recommendations of the Future of the Downtown Campus Steering Committee **(ST6 6.02d).**

The update is being led by a newly established working group that includes representatives from Facilities; Institutional Planning, Effectiveness, and Accountability; Academic and Student Affairs; the Budget Office; the Board of Trustees (via a Presidential Appointee); and shared governance groups. This collaborative and strategic approach ensures the revised FMP remains dynamic and responsive to MCC's Mission and evolving future needs in education and workforce development.

Technical Resources

The College's technical infrastructure is designed to serve two key functions: managing institution-wide information technology and network systems, and the instructional technology to support teaching and learning. The broader, technical infrastructure follows a structured cycle of initiatives and upgrades every 5-10 years. However, during the pandemic, it had to quickly adapt to meet acute and evolving shifting technological needs required to support remote and hybrid instruction and work. The College adheres to the National Institute of Standards and Technology information security standards and has undertaken numerous initiatives to strengthen data protection, regulatory compliance, and institutional accountability. Continuous maintenance of network infrastructure is a priority, along with the implementation of new workflows for Human Resources. Participation in negotiating several technology-related contracts and upgrading to Windows 11 are examples of ongoing improvements. MCC's Cyber Security Awareness and Education Policy **(ST6 6.07)** ensures ongoing cyber security awareness and education. Continued cyber security training further enhances the College's preparedness. In 2022, MCC expanded Multi-Factor Authentication, transitioned Outlook to Office365, upgraded Wi-Fi, and enhanced the campus voicemail system. The transition to the new portal, MyMCC, improved access and functionality. These efforts collectively ensure that the college's technical infrastructure is robust and capable of supporting its operations across various delivery methods **(ST3 4.32a).**

On the instructional technology side, MCC has undertaken several initiatives to enhance its technology infrastructure, including classroom technology upgrades to support modern teaching methods and a shift to Brightspace for learning management, improving the online learning experience for both students and faculty. These initiatives are part of the College's ongoing efforts to ensure that its technology infrastructure is robust and capable of supporting its operations.

Following the retirement of the College's Chief Information Officer (CIO) in 2024, the institution is undertaking a risk assessment and staffing review. This leadership transition offers a strategic opportunity to realign the College's IT vision and infrastructure with its evolving institutional priorities and long-term goals. It is important to note that MCC does not have a current technology plan, but one is in progress.

Criterion 7: Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability.

MCC operates under a structured financial framework that ensures its resources align with the institution's Strategic Plan **(ST6 1.01a)** while supporting both its Mission and financial stability. MCC's funding model is diverse, with key contributions from state and local appropriations, tuition revenue, and additional funding streams such as student fees. These funding streams together form MCC's total revenue base, with tuition, state appropriations, and local sponsor funding making up the majority.

The MCC Annual Report for Fiscal Year 2024 **(ST6 6.02e)** states that the College received $29,921,874 in state appropriations and $26,318,063 in local appropriations, covering approximately 48.9% of the operating budget. These funding sources help reduce reliance on tuition revenue, which accounts for 45.9% of the budget, allowing MCC to keep tuition increases minimal and maintain affordability for students. As operational costs continue to rise, maintaining strong relationships with state and local officials will be essential to sustaining— and potentially increasing—this support. Additional funding streams, such as student fees, further contribute to student services and activities.

The MCC Foundation plays a vital role in supporting student success and driving enrollment by securing scholarship funding from private donors, organizations, and businesses **(ST6 6.02f)**. These scholarships help offset the cost of tuition, books, and fees, as well as general living expenses, making college more accessible and affordable for a broad range of students. By reducing financial barriers, the Foundation enables more individuals to enroll and persist in their studies, directly contributing to institutional goals around access and retention.

This impact was clearly demonstrated in the 2024–2025 scholarship cycle—a record $2 million was awarded to 935 students, 75 percent of whom had demonstrated financial need. The Foundation's strategic focus on equity is further reflected in its long-term growth: over the past 15 years, the number of scholarship funds has increased from 78 to a projected 319. This sustained expansion highlights strong donor engagement and institutional commitment, reinforcing the Foundation's mission to unlock "Unlimited Potential" for students across the community.

Financial Health and Sustainability

MCC has consistently demonstrated strong financial health, with several key financial indicators reflecting the College's ability to maintain stability and support its Mission. The Board of Trustees (BOT) plays a vital role in stewarding this financial stability, primarily through the work of its Finance and Facilities Committee. This committee ensures responsible fiscal stewardship by reviewing budgets, monitoring expenditures, guiding financial aid policies, and overseeing capital planning and facilities management. Through regular analysis of financial reports and audit findings, this committee promotes transparency, sustainability, and alignment with institutional priorities.

The College measures its financial health via the Composite Financial Index (CFI) for higher education. The CFI was developed by KPMG and is widely used by colleges to evaluate their financial health. The CFI is a weighted average of several key financial ratios: primary reserve, viability (not applicable to colleges with no long-term debt such as MCC), return on net assets, and net revenue.

Based on SUNY guidance, the College's financial strength, as measured via the CFI score, is assessed as follows: -1.0 to 0.9 indicates weak financial health (oversight and intervention); 1.0 to 1.4 indicates stable/moderate (observe); 1.5+ indicates stable/strong financial health. The College's CFI **(ST6 5.11a)** score over the last three fiscal years was 5.64, 5.70, and 2.12 for 2022, 2023 and 2024, respectively, which demonstrates strong financial health and underscores its ability to sustain operations and manage resources effectively.

MCC's primary reserve ratio, as calculated in the CFI, was 64.0% in FY24, significantly exceeding the KPMG advised threshold of 40 percent and SUNY's recommended 5-15% range. The College anticipates a moderate reduction in its CFI score in the short term as the strategically planned usage of the College reserves (the fund balance) continues to be invested in student-focused services and supports. Specifically, the College has added 13 new Success Coach positions and repurposed 9 existing employing into a Success Coach role as part of its Aspen Unlocking Opportunities initiative in an effort to increase overall long-term student success via increased retention and completion. MCC will continue to monitor its CFI score closely to ensure essential and mission-critical needs are met while maintaining strong financial health and fiscal sustainability.

MCC's dedication to financial sustainability while maintaining affordability is evident through its ongoing financial analysis and careful management of institutional resources, which allows the institution to keep the instructional expense per credit hour to $181. This disciplined budgeting approach is further evident in its variance analysis noted in the MCC Annual Report **(ST6 5.13),** which reflects thoughtful adjustments to expenditures in response to factors such as adjusting staffing based on enrollment trends and utility cost management.

External Funding Sources

MCC's financial sustainability is further supported by a range of grants and external funding. These funds come from federal, state, and local sources, which have been crucial in expanding the College's program offerings, particularly in areas like workforce development, allied health, and other high-demand fields.

Grant funding has driven innovation at MCC, exemplified by a $4.2 million American Rescue Plan Act-funded initiative led by the Public Safety Training Facility in partnership with local Emergency Medical Services (EMS) providers. Beginning in Fall 2025, approximately $2.3 million will support MCC's Emergency Medical Technician and Paramedic programs by removing financial and logistical barriers for students, particularly those from historically underrepresented communities. The funding covers full program costs—including tuition, materials, and certification fees—as well as wraparound services like paid training time, transportation, childcare, and academic support, helping to address the regional EMS workforce shortage **(ST6 7.4; ST6 7.2).**

MCC has also strategically leveraged grant funding to significantly enhance both its Optics and Nursing programs. For Optics, substantial federal grants, including a $5.18 million federal grant for optical systems technology programs has been instrumental in expanding curriculum and faculty, acquiring state-of-the-art equipment, and developing national programs, cementing MCC's role as a national leader in optics education. Similarly, the Nursing department has received crucial support, notably $5.5 million Monroe County American Rescue Plan Act funding, which has been directed towards expanding and strengthening the nursing pathway from non-credit to credit from LPN to RN, by providing academic success coaches, and offering vital wraparound support services like childcare and transportation for nursing students.

Other grant examples include

- Federal grants totaling $6,718,706 directly support pre-collegiate and college students, including TRIO Upward Bound, Upward Bound Math & Science, Student Support Services, and CCAMPIS (childcare for student parents). In 2023, MCC received a $1.2 million Future of Work Centers grant from the New York State Department of Education to support the Finger Lakes Workforce Development Center.
- SUNY has provided additional financial support for implementing new programs that are designed to increase enrollment, persistence, and retention. For example, SUNY has provided 300K to support four positions in Admissions and in Student Success to support the potential increase in enrollment from SUNY Reconnect and an additional 35K to support modernizing equipment and funding to support a bridge program for returning adults.
- SUNY provided $1.16 million in transformation funds, enabling full implementation of MCC's new student advising model and updates to gateway math and English sequences.
- Annual Perkins V funding of approximately $1 million supplements tutoring and instructional materials for Career and Technical Education programs.

Further, the MCC Foundation plays a critical role in securing private donations and sponsorships to support scholarships, faculty development, and institutional priorities. Through the MCC Foundation, private philanthropy has allowed MCC to award more than $1M in scholarships annually from AY1314, with a new record of $2M in awards in AY2425 **(ST6 7.3)**.

The College also partners with the MCC Association through student life fees, which support a wide range of student services and activities, including clubs, events, and student organizations. These fees are an essential part of MCC's structure, contributing to the overall student experience, discussed previously in Standard IV.

Tuition and Appropriations

The financial balance between tuition, Monroe County (MCC's local sponsor) , and New York State operating aid appropriations is key to MCC's ability to offer affordable education, thus enabling the College to keep tuition rates affordable for students while meeting the rising costs of operations As shown in Figure 2, New York State support has been flat at $29.9 million since FY2122, necessitating that any funding shortfall be borne by the County sponsor and students. Accordingly, during this five-year period, County support has increased by $1 million, while student support has trended up by $6.7 million for FY2526 to $47.5 million. Student support is budgeted at 42.3% of the College's net 2025-26 budget, while State aid has declined to 26.6%. County support stands at 19.2%. Other revenues round out the 2025-26 budget at 11.9%.
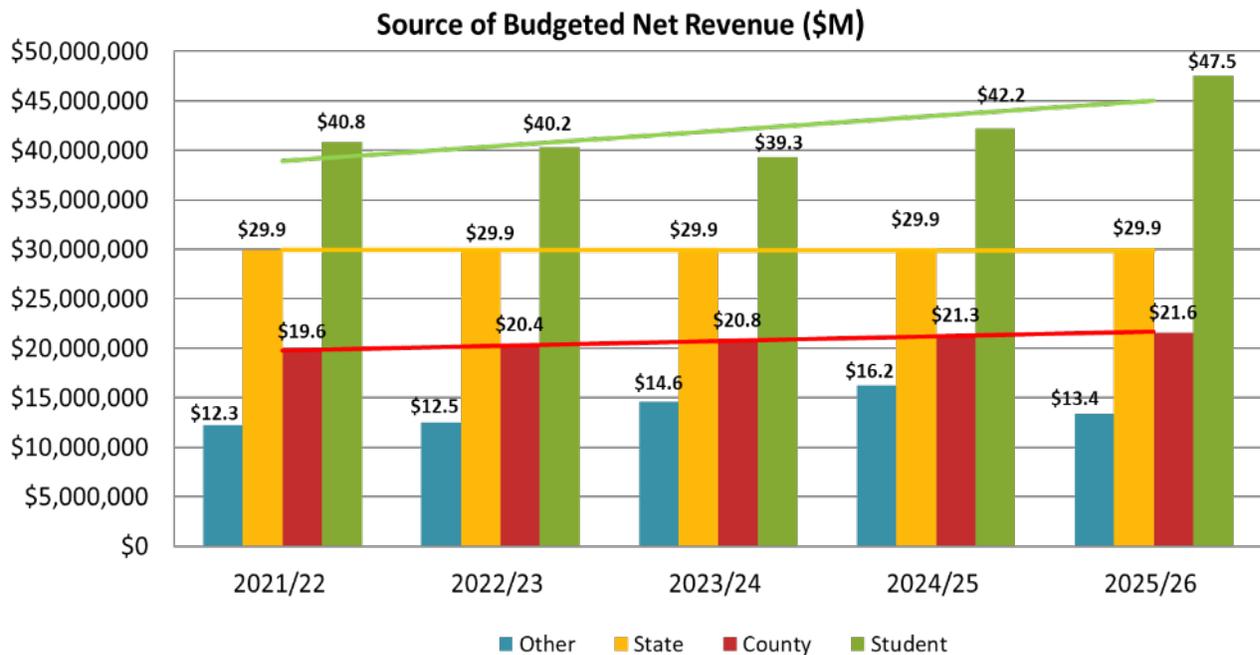
Source of Budgeted Net Revenue ($M)

Figure 2: Source of Budgeted Net Revenue

Sustaining this balance will require ongoing collaboration with state and local officials to preserve funding levels and support the College's commitment to affordability.

Criterion 8: A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter

MCC maintains a strong record of responsible fiscal management, supported by annual independent audits and the recent adoption of a multi-year budgeting framework. Each year, the College's external auditor presents the audit strategy in a public forum with the BOT to gather input prior to conducting fieldwork. After the audit is completed, the auditors meet with college leadership to review the findings before submitting the financial statements for Board approval at the February meeting.

MCC has demonstrated consistent financial integrity, with no management letters issued in more than a decade—including for the most recently audited fiscal year ending August 31, 2023 **(ST6 8.01c).** Financial audits from fiscal years 2020 through 2024 **(ST6 8.01; ST6 8.01a-d)** reported no material weaknesses or findings requiring corrective action. These findings highlight the process that the College has implemented in terms of financial planning, especially given the uncertainty created by the COVID-19 pandemic and changes at the state and federal level in terms of funding.

Independent auditors have issued unmodified opinions for each of the past three fiscal years—2022, 2023, and 2024—confirming the strength of MCC's internal controls, fiscal oversight, and overall financial stability. MCC operates on an annual budget cycle to address immediate fiscal priorities and align resources with yearly goals. While this offers flexibility, the College identified the need for longer-term planning through the Budget/Risk Management Unit Assessment **(ST6 8.02)** and has since developed a multi-year budgeting process as part of the 2025–26 planning cycle. This shift is intended to strengthen financial sustainability, support strategic resource allocation, and better prepare for future fiscal challenges as discussed in Criterion 5.

MCC's Strategic Plan highlights fiscal responsibility as a central pillar, reinforcing the alignment between financial management practices and institutional priorities. Through effective budget planning, forecasting, and transparent reporting, the College ensures that both internal stakeholders and the BOT remain informed about fiscal performance, risks, and opportunities. By prioritizing transparency, accountability, and fiscal responsibility, MCC ensures that taxpayer dollars and tuition funds are used efficiently, safeguarding the

institution's financial health and enabling MCC to fulfill its Mission of providing accessible, high-quality education to the community.

Criteria 9: Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness

MCC is governed by a 10-member Board of Trustees responsible for approving strategic plans and policies to advance the College's Mission. The BOT's authority, granted by the New York State Education Law, ensures that the College's operations are aligned with institutional goals. President Burt-Nanna reports directly to the BOT **(ST6 9.01a)** and is responsible for overseeing the daily operations of the institution. The BOT meets regularly to review progress on the strategic plans, policies, and standards across the College, including those related to educational programs, personnel, and fiscal affairs **(ST6 3.05)** as discussed further in Standard VII.

The Board fulfills its responsibilities through several standing committees that provide focused oversight and informed recommendations in key areas of institutional governance. The Executive Committee acts on behalf of the full Board between meetings, ensuring continuity in decision-making. The Personnel and Programs Committee supports the Board's oversight of appointments, faculty and staff policies, and educational offerings. The Finance and Facilities Committee safeguards the College's financial sustainability by reviewing budgets, financial aid policies, capital planning, and facilities management. The Risk Management Committee evaluates institutional risks and recommends strategies to promote compliance, transparency, and long-term resilience. The Nominating Committee advises on Board leadership succession. These committees enhance the Board's effectiveness and demonstrate a commitment to sound governance and stewardship of the College.

MCC's organizational structure is designed to promote clear decision-making processes, with each division (Academic & Student Affairs; Diversity, Equity & Belonging; Administrative Services; Institutional Advancement; and Economic Development & Innovative Workforce Services) led by a Vice President who reports to the President and serves on the Executive Leadership Team. This structure ensures accountability, with each division and its departments assigned specific roles and responsibilities that align with the College's broader goals and will be discussed further in Standard VII **(ST6 1.01).**

Institutional Effectiveness and Planning

MCC's decision making is guided by the Institutional Effectiveness (IE) model, which facilitates coordinated planning across the entire organization. The Institutional Effectiveness Committee (IEC), which includes representatives from all divisions, oversees and monitors the implementation of the Strategic Plan and ensures that divisional and departmental unit assessments are conducted regularly to evaluate performance. The IEC is charged with monitoring the progress of the College's Strategic Directions and goals and ensuring that planning and assessments are aligned with accreditation standards and communicated broadly **(ST6 1.05).** This inclusive model fosters collaboration, ensuring that diverse perspectives are considered in decision-making processes. The IEC meets at least 6 times per year, more as needed. In 2025,, the IEC also served as reviewers for the pilot of UFRs.

The Office of Institutional Planning, Effectiveness, and Accountability ("Planning Office") provides leadership, training, and support for both strategic and operational planning, ensuring that all planning activities are integrated. The divisional assessments evaluate how each division is performing relative to its goals and institutional priorities, while departmental assessments focus on the effectiveness of individual units in achieving their specific objectives. These assessments play a critical role in ensuring continuous improvement and informing future planning. Responsibility for these assessments transitioned to the Office Institutional Research in summer 2025.

By linking financial planning with institutional effectiveness processes, MCC ensures that resources are used strategically to support the College's long-term goals. The alignment between fiscal management and institutional objectives underscores the College's commitment to providing accessible, high-quality education.

Criterion 10: Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

The Facilities Master Plan **(ST6 6.02b)** is designed to align the College's physical infrastructure with its Strategic Plan and serves as a flexible framework that allows the College to address changes in financial and spatial needs as they arise. It is designed with a ten-year planning horizon identifying discrete projects that can be implemented independently.

To operationalize the Facilities Master Plan's long-term vision, MCC conducted a comprehensive assessment of its instructional and physical space across locations. This study documented the physical assets of each location, evaluated the efficiency and effectiveness of classroom and laboratory use and generated analyses to determine the types and amounts of space required to accommodate current and projected enrollment and staffing targets. The SUNY space standards guided the analysis, with adjustments made where necessary to reflect the unique needs of each campus **(ST6 6.02b).** SUNY's Classroom Assignable Square Feet (ASF) standard for student seat size influences classroom capacity, generally targeting around 15−22 ASF per student for traditional classrooms. This standard directly affects how many students can comfortably and effectively learn in spaces, shaping designs for future learning environments to support modern pedagogical approaches, including collaborative and technology-rich settings that may require more square footage per student.

Additionally, assessments for all campus facilities were also conducted to determine if current structures, including electrical and data systems, fire alarms systems, and ADA compliance, require upgrades or replacement **(ST6 6.02b, p 169-187).** The deferred maintenance estimates for all campuses which outline the costs of necessary upgrades are included in the Facilities Master Plan Planning Initiatives Cost Estimate chart **(ST6 6.02b, p. 267- 270)**. Technology Based CIP Projects in these categories often fall under Property Preservation projects. This ongoing planning ensures that MCC can meet the needs of faculty, staff, and students while maintaining safe and modern facilities.

The MCC Capital Plan further outlines facilities projects scheduled to address areas of needs such as Services for Students Renovation as supported by the partnership with sponsors including New York State and Monroe County **(ST6 10.03).**

Technology Plan

As noted in Criterion 6, Monroe Community College currently does not have an updated technology plan in place. However, significant progress is underway. The College has appointed a one-year interim CIO who is actively working to restructure the Information Technology (IT) organization to better align with the institution's future needs. As part of this initiative, a new Technology Governance Team is being established. This team will be responsible for developing a comprehensive and current MCC Technology Plan, including a detailed IT expenditure and replacement strategy essential for the College's continued success**.** The plan is expected to be completed in Spring 2026.

Leasing and Event Management

MCC manages external and internal events by providing leased spaces across its campuses. These agreements are reviewed by the Controller's Office, Purchasing, Risk Assessment Office, and the Chief Financial Officer to ensure minimal risk and alignment with the College's strategic goals **(ST6 10.10)**. The Office of Campus Events oversees these space rentals using a standard rental agreement **(ST6 10.10a).** They work closely with departments such as Public Safety, Facilities, and Learning Resources to ensure Compliance with college guidelines and safety requirements **(ST6 10.11).**

Outsourcing Key Business Functions

Monroe Community College strategically leverages outsourced services to enhance operational efficiency and service quality. By engaging external partners for functions such as cloud storage, managed printing, and food service operations **(ST6 10.12)**, the College maintains data security, reduces administrative burdens, and delivers diverse campus amenities—allowing greater focus on core educational priorities.

MCC also benefits from participation in SUNY system-wide contracts, which establish vendor relationships that serve campus interests across the state. These shared agreements provide access to centralized digital infrastructure, standardized tools, and collaborative frameworks that support cost-effectiveness, technical reliability, and continuity for students, faculty, and staff who interact across multiple SUNY institutions.

Criterion 11: compliance with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;

Monroe Community College complies with all federal Title IV regulations and its Program Participation Agreement (**ST6 11.01**) to ensure the ethical administration of federal financial aid programs. The College provides students with comprehensive information about available aid—including Pell Grants, Direct Loans, and Federal Work-Study—along with eligibility requirements such as FAFSA completion, satisfactory academic progress, and loan responsibilities.

MCC maintains policies aligned with federal regulations governing the return of Title IV funds, withdrawal procedures, and accurate cost of attendance calculations. To promote transparency, the College publishes consumer information related to financial aid, student rights, and institutional policies, underscoring its commitment to compliance and ethical practices, as previously discussed in Standard IV.

The Program Participation Agreement (**ST6 11.01**), signed on July 23, 2023, and valid through June 30, 2029, outlines MCC's responsibilities under Title IV, including adherence to all applicable laws and regulations. Supporting documentation such as the Eligibility and Certification Approval Report (**ST6 11.03**) confirms MCC's participation status and approved aid programs. Additionally, the Program Review Determination Letter (**ST6 11.08**) serves as the Department of Education's formal evaluation of MCC's administration of federal student aid, affirming the College's full compliance.

MCC monitors its three-year cohort default rate, which reflects the percentage of students who default on federal loans. A low default rate indicates successful loan repayment and is essential for maintaining Title IV eligibility. MCC remains in good standing, with rates below the thresholds set by the Department of Education (**ST6 11.06**).
To maintain Title IV eligibility, MCC must also demonstrate accreditation by a nationally recognized agency. The College's Statement of Accreditation Status confirms its accreditation, last reaffirmed in 2016, and currently under review through a self-study process (**ST6 11.02**). This accreditation covers all campuses and delivery modes. MCC's Single Audit further verifies its financial health and capacity to participate in federal aid programs (**ST6 8.04**). The College is not listed on the Heightened Cash Monitoring list and has not faced any limitations, suspensions, or terminations of Title IV eligibility.

When developing new or revised academic programs, MCC submits proposals to SUNY and the New York State Education Department. Prior to submission, the Curriculum Committee consults with the Director of Financial Aid to ensure program structures meet federal eligibility criteria—particularly for certificate programs aimed at gainful employment. Upon final approval, the Director updates MCC's list of federally eligible programs.

Criterion 12: Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;

MCC has implemented a comprehensive strategy to evaluate the adequacy and efficient use of institutional resources—including personnel, facilities, technology, and finances—to ensure alignment with its Mission and Strategic Plan. This approach confirms that the College is well-equipped to support its operations and advance Institutional Priorities.

MCC's Planning Office plays a critical role in linking departmental planning with resource allocation through strategic alignment. Using the Unit Assessment Document, departments are required to define how their goals

and activities contribute to specific strategic priorities outlined in the Strategic Plan. This process allows MCC to ensure that resource requests, whether for staffing, facilities, technology, or financial support, are aligned with institutional priorities and are supported by data-informed decisions. For instance, the Title IX Unit Assessment, completed in 2024 **(ST6 13.05),** analyzed key areas including human capital, department resources, and institutional effectiveness to assessed how these elements contributed to the College's strategic goals, as outlined in the Strategic Directions Report. This assessment not only linked departmental needs to institutional objectives but also provided measurable outcomes that guide resource allocation to ensure that the College has adequate resources to support its goals **(ST6 13.06).**

Additionally, MCC's Facilities Master Plan is also directly aligned with the institution's goals of enhancing academic excellence and sustainable resource utilization. The plan prioritizes efficient and effective space utilization—while accounting for accessibility and compliance standards (e.g. ADA) and SUNY's facility programming standards—and the modernization of campus facilities, such as the new Advanced Technology Center, to support high-demand programs and create an optimal learning environment.

Compliance and Internal Audit (IC/IA) Office

The Institutional Compliance and Internal Audit (IC/IA) Office has established a comprehensive internal audit process to ensure the effective and ethical use of the College's resources in support of its Mission and Strategic Directions. Departments are required to undergo an audit review on a rotating annual schedule to assess their compliance with institutional policies, ethical standards, and regulatory requirements. The findings from these audits are systematically reported to senior leadership and the Board of Trustees, with necessary corrective actions tracked and evaluated in subsequent audits to foster a culture of continuous improvement.

In addition to the audit process, the IC/IA Office actively promotes transparency and accountability through various initiatives. One key initiative is a quarterly compliance newsletter that delivers policy and regulatory compliance guidance in an easily digestible format. This newsletter not only informs staff about compliance matters but also engages internal subject matter experts to discuss how specific policies are being implemented in real time. Also, this office collaborates with external entities, such as the Monroe County Office of Public Integrity, and participates in SUNY-led discussions on critical compliance issues, including Title II compliance, ethics and integrity processes, among others These initiatives enhance campus-wide understanding of compliance and risk management.

The IC/IA Office is developing a centralized repository for compliance reporting—a comprehensive system designed to track external reporting and audit review processes from federal, state, and SUNY governing bodies. By enhancing MCC's ability to monitor institutional efficiency and align with strategic priorities, the initiative supports both operational transparency and strategic coherence. In addition to streamlining compliance tracking, it also strengthens the institution's overall governance framework.

Criterion 13: Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

MCC conducts regular assessments of its planning, resource allocation, and institutional renewal processes to ensure they remain effective, evidence-based, and aligned with the College's Mission and goals as outlined in the Strategic Plan **(ST6 1.01a).**

During the 2024–2025 academic year, the Institutional Effectiveness Committee and the Executive Leadership Team (ELT) each conducted independent assessments of the Strategic Plan to determine whether its goals remained relevant and if any additions were necessary. As noted in Standard I, both groups concluded that the plan's goals continued to be appropriate and required no revisions.

The Yearly Division Reports **(ST6 13.02)** and President's Report **(ST6 13.02b)** serve as critical tools for transparently communicating strategic progress and resource management. These reports provide a

comprehensive overview of each division's accomplishments, challenges, and plans, enabling the College to assess alignment with institutional goals. The President's Report consolidates this information, offering a holistic view of the College's overall performance and financial health. These reports facilitate discussions on the Strategic Plan, allowing stakeholders to analyze data-driven insights into resource allocation, program effectiveness, and areas requiring improvement. By sharing these reports at Town Halls and All College Day in addition to publishing them via the MCC *Daily Tribune,* the College fosters a culture of accountability and informed decision-making, ensuring that institutional resources are strategically utilized to advance the Mission and serve its diverse student body.

The Yearly Division Reports and the President's Report are also presented to the ELT and the BOT **(ST6 13.01a)** through formal presentations and detailed written documents. These presentations highlight key performance indicators, financial data, and strategic initiatives, fostering in-depth discussions. The reports serve as evidence-based tools, enabling leaders to analyze trends, assess resource allocation, and identify areas for improvement. This data-driven approach allows the ELT and BOT to make informed decisions regarding strategic planning, resource utilization, and policy development, ensuring alignment with the College's Mission and long-term sustainability.

In support of long-term sustainability, MCC also periodically reviews and updates its Facilities Master Plan **(ST6 6.02b)** which reflects a proactive approach to ensuring alignment with the Strategic Plan as discussed in Criterion 6. This assessment enables a comprehensive review of existing facilities and infrastructure through the lens of the College's strategic goals. By analyzing the current plan against the objectives of the Strategic Plan, MCC can assess the effectiveness of its past resource utilization and identify areas for improvement. This amendment process ensures that future facility investments are strategically aligned with MCC's vision for student success, innovation, and community impact, maximizing the return on investment and ensuring efficient resource allocation.

Through this multi-layered, data-informed process, MCC ensures that its planning and resource allocation systems are continuously evaluated, improved, and aligned with institutional priorities, supporting both strategic renewal and student success.

Strengths

MCC maintains a comprehensive, Mission-driven planning process that links institutional and unit-level goals to resource allocation through its Strategic Plan and Integrated Planning and Assessment Model. This process is strengthened by broad, inclusive participation from faculty, staff, students, and external stakeholders through forums, surveys, and governance meetings, ensuring that institutional priorities are consistently embedded in transparent and collaborative decision-making. (Criterion 2-5, 9)

MCC effectively leverages external grant funding—such as ARPA resources supporting EMT and paramedic training—to expand access, address workforce needs, and align resource use with institutional priorities and community impact. These efforts are supported by strong collaboration with the MCC Foundation, which plays a key role in securing and managing external resources to advance the College's Mission. (Criterion 7)

MCC has received unmodified audit opinions with no management letters or findings for over a decade, reflecting strong internal controls and a culture of fiscal responsibility. (Criterion 8)

The College's Institutional Compliance and Internal Audit Office supports institutional improvement through systematic departmental audits, policy education, and partnerships with external agencies, reinforcing MCC's culture of accountability and continuous improvement. (Criterion 12)

Opportunity

As operational costs continue to rise, it will be important for MCC to maintain strong relationships with state and local officials to secure future funding and ensure continued financial support. (Criterion 6)

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.

Standard 7 Themes	Standard 7 Criteria	MSCHE Requirements of Affiliation	MCC Institutional Priority
Clear Governance Structure	1, 2	7, 10, 12, 13	3
Qualified Chief Executive Officer	3	7, 10, 12, 13	3
Clearly Defined and Experienced Administration	4	4, 7	3
Periodic Assessment of Governance Effectiveness	5	10, 12, 13	2, 3

Criterion 1: a clearly articulated governance structure that outlines roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

Monroe Community College (MCC) has a clearly articulated and transparent Shared Governance structure (See Figure 3) and Shared Governance Policy that outlines each institutional constituencies' separate but complementary roles and responsibilities (**ST7 1.02a**). The shared governance structure at MCC includes the Board of Trustees (BOT), Administration (led by the College President), Faculty Senate (FS), Student Government Association (SGA), and the Support Staff Planning Council (SSPC).
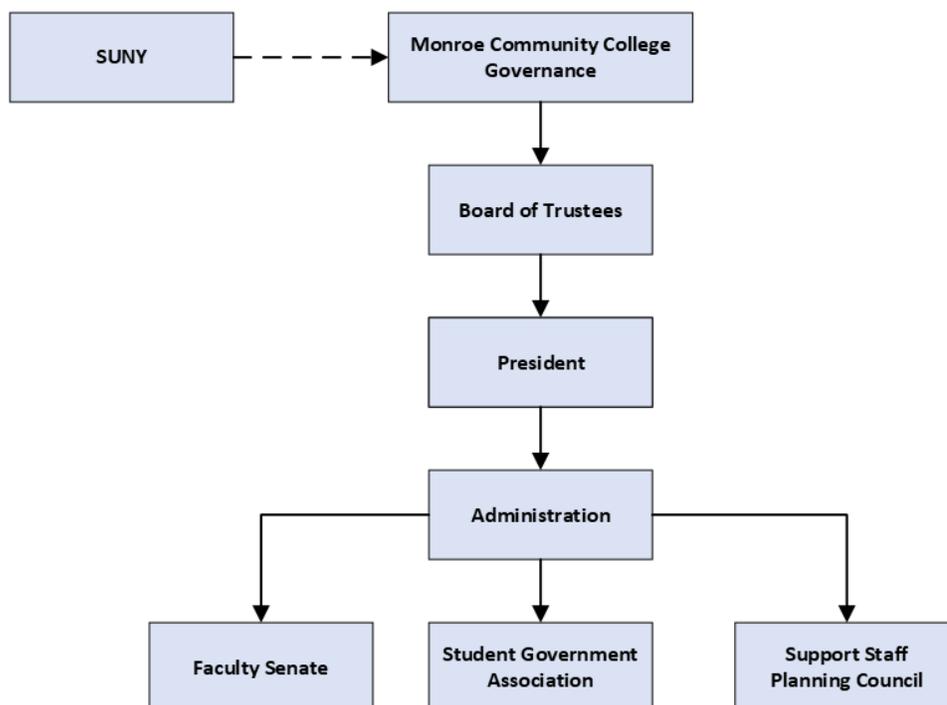

Figure 3: Shared Governance Structure at MCC

Board of Trustees

As part of the State University of New York (SUNY) system, MCC's Board of Trustees holds primary authority over the College's governance, including approving curricula, policies, and strategic decisions. While the Board manages local decision-making tailored to MCC's needs, SUNY provides system-wide oversight by setting broad academic standards, policies, and regulations that ensure consistency and compliance across all state-operated colleges within the state system.

The BOT Bylaws and Resolutions outline clearly defined roles and responsibilities of the President and Board members (**ST7 1.07a**). Duties of the BOT include having final authority over the selection and appointment of the President (subject to SUNY approval); for the hiring of College leaders (upon recommendation from the President); and for major curriculum changes (after recommendations from the Faculty Senate Curriculum Committee, the full Faculty Senate, and the Provost). The BOT is also responsible for approving all policies that govern the College in addition to the Strategic Plan. The Chairperson of the Board of Trustees (or formal designee) serves as its voice and liaison on matters of shared governance (**ST7 1.02a**).

The BOT's active engagement in national initiatives reflects its ongoing commitment to institutional excellence, collaborative leadership, and student-centered reform. Selection for the Aspen Institute's Presidents and Trustees Collaborative—secured through a competitive process—demonstrates the shared dedication of the President and Board of Trustees to strengthen their respective roles in shared governance and align decision-making with student-success priorities (**ST7 1.07j**). Through this year-long initiative, participants engage with Aspen's Trustee Framework and insights from Aspen Prize-winning colleges to advance sustainable, systemic improvement. The Trustees' leadership is further evidenced through consistent participation in national conferences such as the Association of Community College Trustees (ACCT) Leadership Congress, ACCT National Legislative Summit, and New York Community College Trustees (YCCT) Annual Meeting, as well as service on prominent boards and committees (**ST7 1.07k).**

Administration

The Administration, led by the president of the College, provides leadership for both long- and short-term planning. The Executive Leadership Team (ELT), led by the President, consists of the following additional individuals:

- Chief Financial Officer/ Vice President Administrative Affairs
- Chief of Staff
- Provost/Vice President, Academic & Student Affairs
- Vice President Diversity, Equity & Belonging and Executive Director, Downtown Campus
- Vice President Economic Development, Workforce and Career & Technical Education
- Vice President Institutional Advancement and Executive Director MCC Foundation

The College Administration Policy lays out the basic structure of ELT, aligning it with the Middle States Commission on Higher Education standards to ensure effective governance. This policy is currently being updated as part of a 5-year schedule for policy review. The first read will be at the February 2, 2026, BOT meeting. Following a 30 day college wide comment period, the Board will vote on this policy at the March 2, 2026, BOT meeting.

Those who report directly to ELT (e.g., Associate Vice Presidents, Deans, and Directors) are considered "Middle Management" at the College. Established under the leadership of President Burt-Nana in 2022, this network meets at least four times a year with ELT to share individual perspectives, actively participate in discussions aimed at strengthening MCC's culture and performance, and support their team members in doing the same (**ST7 1.07l; ST7 1.07o**). These meetings are essential for building stronger teams, enhancing open communication, fostering leadership growth, and promoting a culture of transparency across the organization.

In keeping with this commitment to continuous improvement, MCC is also examining the alignment of administrative areas to ensure that leadership structures remain effective. For example, the College is currently engaged in conversations regarding a possible reorganization of the Dean of Academic Foundations' responsibilities. At present, the departments traditionally under this Dean's purview are being overseen by different administrative offices, and the effectiveness of this model is being assessed. This review reflects MCC's broader governance philosophy: that administrative structures must be regularly evaluated and adapted to support institutional priorities, strengthen accountability, and advance student success.

Faculty Senate

The Faculty Senate, which represents full-time teaching faculty and professional staff, operates under published Bylaws, calendars, agendas, minutes, and resolutions **(ST7 1.07b; ST7 1.07g; 7 1.07h; ST7 1.07i).** As a recommending body, it provides input on academic policies, curriculum, reorganizations, budget matters, and leadership searches at the Director level and above. This input is delivered through six standing committees—Academic Policies; Curriculum; Nominations, Elections, and Governance; Planning; Professional Development; and Special Committee on Administrative Affairs (SCAA)—as well as the Executive Committee. Senators, elected by their constituencies to renewable three-year terms, each serve on one of these committees and are involved in activities such as delivering updates to President Burt-Nanna and presenting at Board of Trustees meetings.

The Executive Committee comprises four elected officers—president, vice president for teaching faculty, vice president for professional staff, and secretary—along with the six standing committee chairs, all of whom are current senators. Officers serve staggered two-year terms, limited to two consecutive terms, with elections for president and secretary held in odd years and for vice presidents in even years **(ST7 1.07b, Article VI, Section 2).**

Student Government Association (SGA)

The Student Government Association (SGA) at MCC serves as the official representative body for students, advocating for their interests and collaborating with college leadership to enhance the student experience. Governed by a Constitution and Bylaws, SGA maintains transparency through publicly available agendas and meeting minutes, with all amendments subject to student ratification during elections **(ST7 1.07c)**. In 2020–21, SGA unified the Brighton and Downtown campus governments under the "One College" initiative. This consolidation was approved by the Student Senate and supported by Administration **(S ST7 1.07m).** As part of the restructuring, a dedicated Downtown Campus senator position was added to the SGA board. Today, SGA meets in person on the Brighton Campus, with a remote option available for the Downtown Campus senator.

Support Staff Planning Council (SSPC)

The Support Staff Planning Council facilitates meaningful engagement of support staff in the College's shared governance processes, particularly in matters beyond the scope of the bargaining unit contract **(ST7 1.07d).** Functioning as a recommending body, the Council meets monthly under the leadership of two co-chairs to plan professional development and networking events, and to review institutional policies prior to their submission to the Board for approval. While the SSPCC currently operates without formal bylaws or an organizational chart, efforts are underway to establish both.

Unions as an Important Strategic Leadership Partner

MCC has three unions which, though not recognized as shared governance partners in the Shared Governance Policy, are important stakeholders in decision-making at the College. The three unions are the Faculty Association (FA) representing teaching faculty, including adjunct faculty and professional staff; the Civil Service Employees Association (CSEA) representing support staff; and the International Union of Operation Engineers representing a small number of employees. Union leadership meets regularly with college leadership to collaborate on matters related to working conditions, institutional policies, and shared governance in support of the College's Mission and Strategic Plan.

Continuity

Continuity of leadership and succession planning at MCC is addressed through several levels of governance. At the Board of Trustees level, officers—including the Chair, Vice Chair, and Secretary—are elected annually and serve until the next annual meeting or until their successors are duly elected and qualified. The Chair presides over Board meetings and assumes other leadership responsibilities; in the event of the Chair's absence, incapacity, or death, the Vice Chair assumes these duties. If any BOT officer is unable to fulfill their role due to death, resignation, or incapacity, a successor will be appointed **(ST7 1.07a s, Article IV).**

When the College President plans to retire or depart, the BOT undertakes a review of institutional priorities and the College's Strategic Plan to inform the development of a position profile that aligns with the desired qualifications for new leadership **(ST7 3.01, Section IV).** Input may be gathered from internal stakeholders, SUNY, and external search firms. If the sitting president leaves before a new leader is appointed, an officer in charge may be named for a short interim period, generally less than six months. If additional time is needed, the BOT may appoint an acting or interim president, subject to approval by the SUNY Board of Trustees. Within the Faculty Senate, succession is similarly addressed. If the Senate President is unable to perform their duties, responsibility falls to the Vice President for Teaching Faculty **(ST7 1.07b, Article X, Section 7).** At the ELT-level, succession decisions rest with the College President, who may appoint an interim or acting successor or elect to leave the position vacant.

Collaboration

MCC also fosters a culture of collaboration and shared governance through regularly scheduled meetings between the President, Executive Director for Human Resources and Organizational Development, union leadership, and select members of the Executive Leadership Team. The President and ELT meet with representatives from the FA and CSEA at least four times per semester. Agendas for these meetings are developed collaboratively, allowing all parties to contribute. These sessions provide a structured forum for open dialogue on matters related to collective bargaining agreements, as well as broader issues affecting campus climate and culture.

In addition to these meetings, the Executive Director for Human Resources convenes separate Labor-Management meetings with union partners and key administrators. These meetings, also held approximately four times per semester or as needed, focus on specific operational matters such as updating memorandums of understanding, clarifying policies and procedures, and proactively addressing concerns that could lead to grievances. These discussions help maintain a respectful and constructive relationship between administration and union leadership. Documentation of all Labor-Management meetings is maintained by the Executive Director for Human Resources to ensure continuity and accountability.

Additionally, SGA, Faculty Senate, and SSPC all meet with the President and ELT twice per semester. Each of the groups, along with members of administration, provide updates at the Board of Trustees meetings at which the Board can ask questions of the groups.

Criterion 2: a legally constituted governing body that:

2a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;

The State University of New York was created by statute Ch. 695 L in 1948, the provisions of which are codified and set forth in the Education Law, Art.8 SUNY Board of Trustees **(ST7 1.07).** The system is made up of 64 campuses, 30 of which are community colleges. The mission of the SUNY Community Colleges is to

"ensure open access to high quality postsecondary education and contribute significantly to the development of an educated citizenry and skilled workforce**" (ST7 5.02c).**

At MCC, the Board of Trustees (BOT) serves as a legally constituted governing body responsible for academic quality, strategic planning, and the fiscal well-being of the institution. These responsibilities are outlined in the Board of Trustees Bylaws (**ST7 1.07a**), which also define the structure and charges of its five Standing Committees: Personnel and Programs, Finance and Facilities, Nominating, Risk Management, and the Executive Committee (**ST7 1.07a**). The Board holds regularly scheduled public meetings, with notices posted on the College's website to ensure transparency. Key responsibilities include selecting the College President (subject to SUNY approval), approving the annual budget and curricula, and endorsing the College's Strategic Plan (**ST7 1.07a**). The Board's commitment to public accountability is further demonstrated through its Action Plan, which aligns institutional priorities with academic quality, strategic planning, and fiduciary oversight **(7 1.07n)**.

2b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;

MCC's Board comprises ten members. In accordance with New York State law, nine trustees serve seven-year terms—five appointed by the Monroe County Legislature and four by the Governor—while the tenth member is a student elected annually by MCC's student body. Delayed gubernatorial appointments by the Governor's office can result in "hold over" trustees and create uncertainty that may jeopardize quorum for Board decisions, as seen at some SUNY institutions. While MCC has not experienced quorum issues, the timeliness of these appointments remains a challenge that underscores the importance of more efficient action from the Governor's office. Governance procedures, including conflict of interest policies, are outlined in the BOT Bylaws **(ST7 1.07a, Article VII,I Section ii**). Officers of the Board, including the Chair, Vice Chair, and Secretary, are elected from among the trustees **(ST7 1.07a).**

The Board reflects a broad range of professional expertise, including finance, education, law, human services, government, nonprofit leadership, and advocacy. Member biographies, available on MCC's website, highlight the depth and diversity of experiences represented—from County legislators and attorneys to veterans, former Kodak executives, and leaders in child advocacy and urban education **(ST7 2.25).**

2c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

The BOT Bylaws clearly outline that the Board's role is to "determine the broad general policies that will govern the College" **(ST1 1.07a, Article 1).** The emphasis is on "broad" policies, not the day-to-day practices.

2d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

Academic Oversight and Degree Authorization

MCC's administration ensures the quality of teaching and learning through a rigorous curriculum approval process led by the Faculty Curriculum Committee, as outlined in the Faculty Senate Bylaws (**ST7 1.07b, Article IX, Section 2**) and aligned with SUNY and New York State Department of Education (SED) program approval standards (**ST7 2.28**) as outlined in Standard III. Degree programs undergo a structured internal review starting at the department level and progressing through the appropriate Dean, the Faculty Senate

Curriculum Committee, the full Academic Faculty Senate, and the Provost before final approval. This process complies with SUNY and SED policies on academic program planning (**ST7 2.29**).

The Board of Trustees holds ultimate authority for approving curricula **(ST7 1.07a, Article I, Section 3.j).** The Personnel and Programs Committee of the Board plays a central role in this process by reviewing and recommending academic policies, curricula, and course offerings. Through its oversight of student affairs and educational programming, this committee helps shape the academic framework for degree-granting processes **(ST7 1 07a)**. The criteria for awarding degrees are outlined in the *College Catalog* under "Academic Programs" and are compliant with the Rules of the Board of Regents **(ST7 2.31)**.

Fiscal Management

In addition to academic oversight, the Board of Trustees plays a vital fiduciary role in ensuring MCC's financial integrity and accountability. Before each Board meeting, the Board Chair of the Finance and Facilities Committee, the Chief Financial Officer/Vice President for Administrative Affairs (VP/CFO), Controller, and the College President meet to review all financial matters. These discussions help summarize outcomes for the full Board and raise awareness of its fiduciary responsibilities related to finance and operations (including facilities). The CFO presents monthly financial statements, which the BOT reviews to uphold fiscal responsibility.

The BOT also reviews and approves the College's annual audited financial statements and Form 990, demonstrating its ongoing commitment to transparency and regulatory compliance. Financial decisions are reviewed through annual external audits and monthly financial reports at BOT meetings. Additionally, oversight is provided by SUNY System Administration and the New York State Division of the Budget. Together, these layers of monitoring support sound financial decision-making at MCC.

Policy Oversight

The Board is also charged with establishing broad institutional policies (ST**7 1.07a, Article 1, Section 3.b**) and, upon recommendation of the President, has exclusive authority over the creation of new positions, appointments, retention, renewals, and promotions in line with state laws and collective bargaining agreements **(ST7 1.07a, Article 1, Section 3.e)**.

2e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

New York State community colleges have three funding sources: state, county (local sponsor county and other county chargebacks), and student tuition and fees, each of which is to provide part of the operating costs, as outlined in Standard II. Per education law and as adopted in Board of Trustees policy, each funding source is responsible for providing approximately one-third of MCC's operating costs (**NYCRR Part 604, Section 604.1(b) as included in ST7 1.07a)**. Monroe County serves as MCC's local sponsor, constituting one of three funding sources. Through its role as local sponsor, Monroe County approves the College's budget, major contracts, and capital projects **(ST7 2.34).**

The BOT is responsible for financial policy decisions and is informed by an annual budget workshop which includes data from the Chief Financial Officer, the Office of Institutional Research, and other stakeholders on as as-needed basis.

2f. appoints and regularly evaluates the performance of the Chief Executive Officer;

The MCC Board of Trustees is responsible for appointing the Chief Executive Officer (CEO), as outlined in the Board's Bylaws and in accordance with Article 126, Section 6306 of the New York State Education Law—a provision that applies to all community colleges outside of New York City.

Evaluation of the performance of the College President/CEO is discussed in Criterion 3a.

2g. is informed in all its operations by principles of good practice in board governance;

MCC demonstrates strong board governance through a clear, consistently applied structure that promotes transparency, accountability, and informed decision-making, as detailed in Table 18. The legally constituted Board operates under comprehensive bylaws defining roles, committees, and ethical standards, follows established rules of order, and conducts meetings publicly to build trust. Trustee onboarding is thorough, and members engage actively with national and state trustee associations to stay current on best practices.

Table 18: Key Governance Mechanisms Supporting MCC

Principles of Effective Board Governance	Institutional Application
Board Bylaws and Policies	MCC's BOT operates under bylaws accessible from the public MCC website. The bylaws, last amended in March 2024, define board structure, officer roles, responsibilities, and ethical/fiduciary conduct.
Committee Structure	The BOT includes four standing committees—Executive, Personnel and Programs, Finance and Facilities, and Risk Management. Each has clearly defined duties in the bylaws.
Transparent Meeting Practices	BOT and committee meetings follow established rules of order, are publicly announced, and open to the public, ensuring transparency.
Trustee Training and Onboarding	New Trustees undergo orientation conducted by the Board Chair, Chair of Finance and Facilities, President, and Executive Director of HR. Topics include board roles, strategic plan, budget, and oath of office.
Professional Association Membership	MCC is a member of the ACCT and NYCCT. The current BOT Chair serves on the board of both organizations and is immediate past chair of NYCCT.
Commitment to Ethical Governance	The BOT operates in accordance with policies for ethical conduct, fiduciary responsibility, and shared governance principles, as documented in bylaws and operational procedures.

2h. is not chaired by an institutional or system representative to avoid conflict of interests;

The current Board chair was appointed to the Board of Trustees by the governor of New York and is not an employee of MCC or the SUNY system (**ST7 2.35**).

2i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;

The MCC Board of Trustees Policy on Conflicts of Interest includes a disclosure form distributed to the members annually. The Conflicts of Interest Policy establishes that a "conflict of interest will be deemed to exist whenever an individual is in the position to approve or influence College policies or actions which involve or could ultimately harm or benefit financially: (a) the individual; (b) any member of his or her immediate family (spouse, parents, children, brothers or sisters, and spouses of these individuals); or (c) any organization in which he or she or an immediate family member is director, trustee, officer, member, partner, or shareholder or has a substantial financial interest" **(ST7 2.36).**The policy also establishes that if a Board member discloses a legitimate conflict of interest, he or she may not be present for voting and failure to disclose a conflict of interest may be grounds for removal from the Board.

2j. supports the Chief Executive Officer in maintaining the autonomy of the institution;

MCC is part of the SUNY system but is independently governed by its local Board of Trustees, which preserves the College's autonomy by clearly defining the College President's authority. This governance structure empowers the President to manage the College's daily operations while maintaining distinct, collaborative relationships with the Board, Administration, and external stakeholders. According to the Board's Bylaws and the College Administration Policy, the President serves as the Chief Executive Officer, responsible for the supervision, control, and administration of the College. The President is appointed by—and serves at the pleasure of—the MCC Board of Trustees **(ST7 2.02b).**

The strong and positive relationship between the President and the MCC Board of Trustees has been strengthened through ongoing training, shared understanding, and the intentional implementation of the Carver Policy Governance model **(ST7 2.37).** Introduced during the Board's December 2021 workshop, this model continues to guide their work and was featured as a best practice in a joint presentation by the President and Board at the 2024 ACCT Leadership Congress. This approach allows the Board and President to operate with a clear, unified voice—empowering the President with clarified roles and a unified commitment to effective institutional governance.

2k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.

All Board and College policies and by-laws are available to the public on the College's website. The MCC Policy Process establishes the guidelines for the creation and revision of college policies, procedures, and protocols **(ST7 2.02a).**

Criterion 3: Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

Monroe Community College follows the SUNY Community College Presidential Search Guidelines to ensure a transparent and inclusive process for selecting its president (**ST7 3.01**). The MCC Board of Trustees, with final approval from the SUNY Trustees, oversees the appointment (**ST7 1.07a**). Input is gathered from campus and community stakeholders, SUNY, and a search firm, with the Presidential Search Advisory Committee—composed of MCC employees and students—guiding the process. A diverse Presidential Search Committee develops postings, reviews applications, and ensures integrity through required training and signed confidentiality agreements. This process culminates in a recommended pool of candidates presented to the MCC Board of Trustees for final approval.

The SUNY Trustees approved the appointment of President Burt-Nanna on December 29, 2020, with an original start date of May 21, 2021 **(ST7 3.06).** The MCC Board later amended the start date to May 10, 2021, setting the term to end August 31, 2025, which was subsequently extended through August 31, 2026, unless further extended by agreement **(ST7 3.06a; ST7 3.07a).**

The Board of Trustees conducts an annual written evaluation of the Chief Executive Officer based on established criteria outlined in Board and MCC policies (**ST7 1.07a; ST7 2.02b**). Following an initial evaluation six months after appointment, the CEO receives subsequent annual evaluations (**ST7 3.08**). A memo confirming the conclusion of each evaluation is placed in the CEO's employment file in Human Resources. Evaluations are based on six performance standards, communication, labor relations, strategic partnerships, financial acumen, shared governance, and institutional alignment. Each standard is rated on a three-point scale, with space for feedback and future priorities (**ST7 3.02a**). President Burt-Nanna also submits a self-evaluation summarizing accomplishments. Her evaluations were completed on January 22, 2022; May 16, 2022; May 11, 2023; May 2, 2024; and May 5, 2025.

3b. has appropriate credentials and professional experience consistent with the mission of the organization;

The MCC Board of Trustees is responsible for developing a detailed position description for the College President/CEO, specifying the required qualifications, duties, and responsibilities. The SUNY Community College Presidential Search Guidelines outline the essential qualities expected of a SUNY community college president **(ST7 3.01).** In 2020, MCC's search consultant developed the Presidential Search Position Profile **(ST7 3.04).**

President Burt-Nanna holds a doctorate in Educational Leadership from Western Michigan University, along with an MBA and a bachelor's in computer information systems. Her career spans over two decades, including progressive and senior leadership roles in Michigan and Minnesota as preparation to lead MCC as its sixth president. (**ST7 3.05**).

3c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

MCC provides the President with the authority and independence necessary to fulfill the responsibilities of the position. Established policies define the President's role in guiding institutional planning, managing resources, and ensuring progress toward strategic objectives in alignment with the College's Mission.

According to the College Administration Policy **(ST7 2.02b)**, the President:

- Serves as Chief Executive Officer with full authority to administer the affairs of the College in accordance with the bylaws, resolutions, and policies of the Board.

- Makes administrative arrangements and appointments between Board meetings, reporting actions at the next regular meeting.

- Develops, implements, and assesses the College's Strategic Plan, setting long-range goals and short-term objectives in support of the Mission.

These provisions ensure that the President has the appropriate authority and autonomy required to fulfill the responsibilities of the position. In addition to these defined responsibilities, the President's sustained acumen as a recognized CEO is evidenced by external honors such as the 2025 ACCT Northeast Regional Award, affirming leadership excellence within the national community college sector.

3d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

MCC ensures the President/Chief Executive Officer has the support of a qualified and adequately sized team of administrators, enabling effective leadership across all areas of the College. The Executive Leadership Team, discussed previously in Criterion 1, is composed of members with diverse backgrounds and expertise and is led by the President. The President is also responsible for establishing and overseeing procedures to regularly assess the organization's efficiency and effectiveness, fostering continuous improvement.

The College's flexible administrative framework allows for periodic evaluation and adjustment of its structure as needed. Administration is formally recognized within the Shared Governance Policy, with the President acting as the liaison between governance bodies and administration.

MCC upholds these governance principles by maintaining a clear division of roles: the President manages day-to-day operations, while the Board of Trustees focuses on oversight and policy. Regular organizational reviews ensure ongoing alignment with institutional goals, and the President's active participation in shared governance

emphasizes the administration's integral role in decision-making. These combined practices demonstrate MCC's commitment to strong governance and operational accountability **(ST7 2.02b).**

Criterion 4. an administration possessing or demonstrating:

4a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

MCC ensures transparency and accessibility by publicly providing detailed, up-to-date organizational charts (**ST7 1.01**). Informed by the Strategic Plan and in response to student and employee feedback, the organizational structure of the College and departments is frequently reviewed which have led to several reorganizations including the combining of the Student Services Division with the Academic Services Division in 2022 (**7 4.20**), the splitting/merging of the Transitional Studies/ESOL Department with the English, Mathematics, and World Language and Cultures Departments for the AY2425, and new advising model which required reorganizing offices and staff (**ST7 4.19**).

Per Faculty Senate Bylaws, all reorganization proposals follow a process that includes review and recommendations made by the Faculty Senate Special Committee on Administrative Affairs (**ST7 1.07b**). This process ensures that the employees impacted by the reorganization can express concerns and offer alternatives to the proposal. This feedback is collected and offered to the proposer for consideration. The proposer can choose to modify the proposal based on the feedback or keep the proposal as it was originally presented. For example, the ASA reorganization proposal includes the original proposal, the feedback received from the College community, and subsequent changes made in response to this feedback (**7 4.20; 7 4.21; 7 4.22**).

4b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

As mentioned in Criteria 1, the Executive Leadership Team currently consists of seven members. Beyond the ELT, there are several positions reporting to them to assist in their duties including Associate Vice Presidents, Directors, and Deans. These positions are referred to as Non-Contract Administration and are filled with professionals who hold advanced degrees and varying specialized industry experience. The current headcount of Non-Contract Administration is 17 (**ST7 4.07**). Chairs of Academic Departments report to their respective Dean or Associate Vice President. Directors report to their respective Associate Vice President or Executive Director.

Over the past five years, the headcount for MCC's Executive Leadership Team has ranged from five to seven, fluctuating as positions are filled or intentionally left vacant at the discretion of the College President. The Non-Contract Administration headcount has varied from 17 to 30, influenced by staffing changes and organizational restructuring. These shifts reflect both the filling of open positions and strategic decisions about the College's evolving needs. When a vacancy occurs, MCC conducts a formal review to determine whether the position should be filled or consolidated into existing roles as discussed in Standard II.

4c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

Hiring a qualified Executive Leadership Team that aligns with the College's Mission and Values is essential to ensuring the institution's continued success. When developing a job description for an ELT-level position, several key factors are taken into account. These include aligning the qualifications with the College's Strategic Plan; clearly defining the required qualifications based on tangible skills, education, and relevant experiences; and identifying preferred qualifications that highlight both tangible and intangible attributes, such as additional skills and experiences that may enhance a candidate's potential for success in the role.

Once the hiring manager has created the position description, they share it with SCAA, following the established process described in Standard II. The search process for these critical ELT roles adheres to the guidelines set forth in the Recruitment and Hiring Handbook which includes appointing a diverse search committee to assesses candidates based on their skills, industry experience, and educational qualifications in relation to the job requirements (**ST7 4.04a**).

Throughout the multi-tiered interview process, candidates are assessed for alignment with the College's values. Additionally, the resumes and job descriptions of Executive Leadership Team members are maintained by the Human Resources Department and are available upon request. (**ST7 4.05**).

4d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

The Vice President's Office for each division, along with the President's Office, is responsible for determining the required technology, information systems, and skills required for ELT-level positions (**ST7 4.09 2024**). Overseeing these efforts, the President's Office ensures coordination among the VPs, aligning these requirements with the College's Mission and goals while setting the overall standards for executive leadership. Doing so requires analyzing the role's duties and identifying the required skillset, such as education, industry experience, and knowledge. Additionally, relevant technology, including software, hardware, and other tools for decision-making and communication, is reviewed, along with assessing the continued relevance of previously used technologies.

The collaborative effort between these offices ensures that there is a cohesive strategy in place to equip ELT members with the right technology tools, assistance, time and skills, enabling them to lead effectively and drive the College forward with success.

4e. regular engagement with faculty and students in advancing the institution's goals and objectives;

MCC's administration engages regularly and meaningfully with faculty and students to advance the institution's goals and ensure alignment with its Mission. This engagement occurs through a mix of formal and informal settings, fostering open communication, supporting shared governance, and reinforcing collaboration across all levels of the College.

Examples of Regular Engagement with the College Community:

- **Presidential Town Halls:** Held twice each semester on both the Brighton and Downtown campuses, these forums allow the President to share institutional updates and respond to faculty and staff questions **(ST7 4.17).**

- **Provost Town Halls**: Conducted at least once per semester, these sessions focus on Academic and Student Affairs and provide faculty and professional staff a direct forum to discuss division-specific topics **(ST7 4.18).**

- **Office Hours and Fireside Chats:** Both the President and Provost offer regular office hours and host informal Fireside Chats throughout the academic year, promoting accessible, two-way communication with the campus community.

- **Student Engagement:** Administrators attend Student Government Association meetings when invited and host events like "Pancakes with the Prez," held on both campuses, to create informal opportunities for students to connect with leadership. Students also visit the President's office during open hours for direct interaction.

- **Strategic Planning and Governance Committees:** Faculty and students serve on institutional planning groups such as the Strategic Plan Committee and Academic and Student Affairs Master Plan Committee, helping shape the College's direction and priorities.

- **Faculty Senate Collaboration**: The Executive Leadership Team meets twice per semester with the Faculty Senate President and the Vice Presidents for Teaching Faculty and Professional Staff to address key issues. The Provost meets monthly with the Senate President and one of the Vice Presidents, and both the President and Provost meet with the Senate President once per semester to maintain open communication.
- **Board of Trustees Open Forums**: Hosted twice per semester, these forums offer all members of the College community the chance to share feedback or raise concerns directly with the Board.
- **Academic Leadership Meetings**: The Provost meets monthly with academic deans and department chairs to support coordination across divisions, address challenges, and ensure alignment with academic goals.
- **Student Success Planning Council):** The Vice President for Diversity, Equity, and Belonging, as ELT liaison, participates in this council to ensure student support initiatives align with institutional strategies.

These ongoing efforts reflect MCC's commitment to transparency, shared governance, and collaborative leadership in support of student and institutional success.

4f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations;

Performance evaluations for the Executive Leadership Team are conducted annually by the President's Office using a standardized template (**ST7 4.12a**) consisting of five key components: leadership attributes, alignment with institutional priorities as outlined in the Strategic Plan, engagement in external service through professional and community involvement, participation and contributions to the MCC Foundation, and ongoing professional development. The ELT member first completes their section of the evaluation and submits it to the President, who then adds her assessment of the member's performance for each section. Once the evaluation is finalized, the ELT member and the President meet to review and discuss the assessment. This conversation provides an opportunity for reflection on past performance and helps establish expectations and goals for the upcoming year. The position description is also reviewed as part of this evaluation process. The evaluation template also includes space for final comments from both the evaluator and the ELT member. After both parties sign and date the document, the President's office submits the completed evaluation to the Human Resources department, where it is securely stored in the ELT member's employee file. Deans and Directors are evaluated by their Vice President or Associate Vice President annually. Chairs of academic departments are evaluated by members of their department, as well as their dean.

Divisional Assessments use a uniform template to ensure consistency (ST7 4.11). Areas covered are

1. Division's purpose, organization, and functions or services
2. Divisions Human Capital
3. Divisional Resources
4. Divisional Evaluation
5. Institutional Effectiveness
6. Recommendations and Action Plan

Divisional Assessments take a holistic view and provide a well-rounded view of their effectiveness and possible improvement. Insights gleaned from Divisional Assessments, combined with those offered by Unit Assessments, support administrators' ability to identify opportunities to enhance effectiveness and efficiency. One example of this is the recent reorganization of Institutional Research to become Institutional Research and Assessment and the creation of the Chief Data Officer and Associate Vice President of Institutional Research and Assessment position.

Criterion 5: periodic assessment of the effectiveness of governance, leadership, and administration.

Following best practices outlined in the *Guidebook for Community College Trustees* (**ST7 1.07e**), the MCC Board of Trustees completed a self-assessment in September 2024 and 2025, reflecting on both collective achievements and individual contributions (**ST7 2.26**).

In Spring 2019, the Faculty Senate President, in collaboration with the MCC President, invited the Faculty Council of Community Colleges (FCCC) to conduct a shared governance self-assessment. Pre-visitation documents were collected, followed by a formal campus visit, which resulted in a report from the FCCC team (**ST7 5.02a**). One key recommendation from the visit was to eliminate the Shared Leadership Coordinating Council, which was found to duplicate or circumvent existing shared governance processes. In response, representatives from each shared governance group met several times to clarify roles and responsibilities.

The Faculty Senate routinely reviews its bylaws and resolutions to ensure alignment with the College's evolving structure and policies. Amendments to the bylaws require approval by the full Senate, with the most recent updates made in June 2024. Resolutions are reviewed separately and amended through votes by Faculty Senators, with the latest changes adopted in June 2023 (**ST7 1.07b**).

To further support shared governance, the Faculty Senate's Professional Staff and Teaching Faculty constituencies hold caucuses each semester. These meetings provide a forum for constituents to raise concerns that may require escalation to Senate leadership or administration. Open to all employees represented by a Senator, the caucuses encourage candid dialogue. After each caucus, the appropriate Faculty Senate Vice President compiles a report for administration, which is shared with the College President and Executive Leadership Team (**ST7 5.02d; ST7 5.02e**). The ELT reviews these reports, and the Provost provides a written response to the Faculty Senate (**ST7 5.02f**).

Additionally, the Office of Institutional Research conducts campus climate surveys to assess perceptions among faculty, staff, and students. The most recent survey was administered in Spring 2023 (**ST7 5.02b**), with results published in the *MCC Daily Tribune*. Administrators made themselves available to discuss findings and answer questions. The next survey is scheduled for Fall 2025 for faculty and staff, and Spring 2026 for students.

Strengths

MCC demonstrates a strong institutional commitment to shared governance through active and consistent administrative engagement with faculty, staff, and students. The administration supports shared decision-making by participating in Faculty Senate and Student Government Association meetings, involving campus stakeholders in strategic and academic planning committees, and maintaining open lines of communication through regular town halls, office hours, and informal forums. These practices foster transparency, trust, and inclusive collaboration across all areas of the College. (Criterion 4)

MCC has a strong and committed Faculty Senate. This recommending body is well-organized and has clearly defined responsibilities documented in its consistently updated bylaws and resolutions. The Faculty Senate is included in important decisions that have an impact on college faculty and staff. (Criterion 1, 4a)

MCC has an active and involved Board of Trustees, members of whom participate in relevant state and national organizations. The current board chair is a board member of the Association of Community College Trustees and the New York Community College Trustees organization. (Criterion 2)

Challenge

MCC faces a governance-related challenge due to delays by New York State in processing gubernatorial appointments to the Board of Trustees. These delays can result in extended "holdover" terms for trustees,

creating uncertainty in board composition and potentially jeopardizing quorum and effective decision-making. While not unique to MCC, this state-level issue presents a risk to institutional stability and long-term planning.

Appendix A: Glossary and List of Abbreviations

Abbreviation	Full Name	Description
A.A./AA	Associate in Arts	A degree awarded to students who complete a program focused on liberal arts or general education, preparing them for transfer to a four-year institution.
A.A.S./AAS	Associate in Applied Science	A degree emphasizing technical and professional skills designed to prepare students for immediate entry into the workforce.
A.S./AS	Associate in Science	A degree that provides foundational coursework in science and mathematics, often designed for transfer to bachelor's programs.
AAC&U	American Association of Colleges & Universities	A national organization that advances the quality of undergraduate education through liberal education and inclusive excellence initiatives.
AACC	American Association of Community Colleges	A national advocacy organization representing community colleges and supporting policy, research, and innovation in higher education.
ACCT	Association of Community College Trustees	A national organization representing community college governing boards, focused on leadership development and advocacy.
ALP	Accelerated Learning Program	A co-requisite model designed to support students who place into developmental writing. Instead of taking a non-credit remedial course first, students enroll in a credit-bearing first-level composition course (such as English 101) while simultaneously taking a linked support course. This approach helps students build writing skills in real time and improves their chances of success and retention.
ASA	Academic and Student Affairs	An institutional division overseeing instructional programs, student services, and academic support functions. Formerly two divisions at MCC: Academic Services and Student Services.
ASAMP	Academic Services and Student Affairs Master Plan, Focus Forward 2027	A comprehensive planning document outlining priorities and goals for ASA through 2027.
ASAP	Accelerated Study in Associate Programs	A student success initiative designed by SUNY to increase graduation rates through comprehensive academic, financial, and personal support.
ASF	Assignable Square Feet	A measurement of physical space in facilities used for specific functions such as classrooms, offices, or laboratories as determined by SUNY.
ATC	Applied Technologies Center	A facility dedicated to providing hands-on technical education and training in applied and industrial fields.
AY##	Academic Year	A 12-month period used for academic planning and reporting, typically running from fall through summer; e.g., AY2425 is Academic Year 2024–2025.

Abbreviation	Full Name	Description
BOCES	Boards of Cooperative Educational Services	Regional education service organizations that provide shared programs and services to school districts in New York State.
BOT or Board	Board of Trustees	The governing body responsible for establishing institutional policy, overseeing operations, and ensuring mission alignment.
BY##	Budget Year	The fiscal period used for budgeting purposes; e.g., BY24 represents Budget Year 2024.
CAPE	College Assessment and Program Evaluation Committee	A standing committee of faculty members and the Associate Director of Curriculum and Assessment that discusses faculty assessment projects and program evaluations. The committee acts as a resource of experienced assessment professionals to support a culture of assessment on campus.
CAS	Council for the Advancement of Standards in Higher Education	A consortium that develops professional standards and guidelines to promote quality in higher education programs and services.
CDO	Chief Diversity Officer	A senior administrator responsible for guiding diversity, equity, and inclusion initiatives across the institution.
CEO	Chief Executive Officer	The individual with overall responsibility for managing and leading the institution. At MCC, this is the College President.
CFI	Composite Financial Index	A metric used to evaluate an institution's overall financial health and long-term viability.
CFO	Chief Financial Officer	The senior financial administrator responsible for managing the institution's fiscal planning, budgets, and financial operations.
CIP Plan	Capital Improvement Plan	A long-term planning document that identifies and prioritizes capital projects, renovations, and infrastructure investments.
CLOs	Course Learning Outcomes	Specific, measurable statements describing the skills, knowledge, and abilities students should demonstrate upon completing a course.
College Now/Dual Enrollment		In this program, high school students take MCC-approved college-level courses taught by certified high school teachers. These courses meet MCC's academic standards and are offered right at the student's high school.
Core Values		The guiding principles that define institutional culture and decision-making. At MCC those are community, inclusiveness, integrity, excellence, empowerment, and stewardship.
CPL	Credit for Prior Learning	The process of awarding academic credit for college-level learning gained through work, training, or life experiences.
Daily Tribune		An internal electronic newsletter used to share announcements, events, and updates with the College Community.

Abbreviation	Full Name	Description
Degree Works		A degree audit and academic advising tool used to track student progress toward program completion used in the SUNY system.
DEI	Diversity, Equity, and Inclusion	An institutional commitment to fostering a learning and working environment that values and supports all individuals.
DEIB	Division of Diversity, Equity, Inclusion, and Belonging	A division dedicated to advancing equity, access, and belonging across institutional programs and operations.
DEISJ	Diversity, Equity, Inclusion, and Social Justice	An approach that integrates principles of fairness, representation, and justice into institutional policies and practices.
DWIGHT	Doing What is Good and Healthy Together	A campus food and essential needs pantry initiative created to support students.
EDIWS	Economic Development and Innovative Workforce Services	A division dedicated to creating skilled workers aligned with the needs of the Finger Lakes region through partnerships, training programs, and economic initiatives.
ELT	Executive Leadership Team	A senior administrative group that provides institutional oversight, strategic direction, and leadership across all divisions of the College.
ESOL	English for Speakers of Other Languages	Instructional programs designed to help non-native English speakers develop language proficiency for academic and professional success.
FA	Faculty Association	The union representing teaching and professional employees.
FCRC	Federal Response Compliance Committee	MCC group dedicated to providing strategic recommendations and informed guidance on key institutional decisions related to federal compliance matters.
FERPA	Family Educational Rights and Privacy Act	A federal law that protects the privacy of student education records and governs access to such records.
FLREDC	Finger Lakes Regional Economic Development Council	A regional body that coordinates economic growth strategies and partnerships among public and private entities.
FOIA	Freedom of Information Act	A federal law ensuring public access to records from government agencies, promoting transparency and accountability.
Foundation		A nonprofit organization dedicated to supporting student success through scholarships, program funding, and strategic initiatives.
FS	Faculty Senate	A representative body of faculty and professional staff responsible for academic policy development, curriculum review, and shared governance participation.

Abbreviation	Full Name	Description
FSCC	Faculty Senate Curriculum Committee	A subcommittee of the Faculty Senate that oversees curriculum development, review, and approval processes.
FTE	Full-Time Equivalent	A standardized measurement of enrollment or staffing that converts part-time figures into full-time equivalents.
FWD Center	Finger Lakes Workforce Development Center	Offering rapid training and upskilling programs tailored to meet the needs of local employers, this facility has innovative partnerships and cutting-edge technical programs.
FY##	Fiscal Year	A 12-month accounting period used for financial management and reporting; e.g., FY2425 is Fiscal Year 2024–2025.
FYE	First Year Experience	A program designed to support student success and engagement during the first year at MCC.
GE	General Education	A set of broad-based courses that develop essential skills and knowledge across disciplines, supporting lifelong learning.
GEIS	Global Education and International Services	This office supports international students and promotes global learning opportunities for students at MCC on F-1 Visas as well as refugees, immigrants, and students seeking asylum.
General Education Committee		An MCC committee focused on assessment of the College's general education competencies and knowledge and skill areas specifically. When MCC moved to competency based general education assessment instead of department based general education assessment, the committee was created to develop a new general education assessment model and act as a resource to faculty overseeing general education assessment projects.
GLBA	Gramm-Leach-Bliley Act	A federal law requiring institutions to protect financial information and ensure data security for consumers.
HIPs	High-Impact Practices	Intentionally designed teaching practices that promote student learning by catalyzing student engagement with positive consequences for student retention and momentum. At MCC these include capstone courses, global learning, service learning, and undergraduate research, among others.
HR	Human Resources	This office is responsible for employee recruitment, benefits, and workplace policy, among other essential employee-related functions.
IC/IA Office	Compliance and Internal Audit Office	The unit that ensures institutional compliance with laws and policies through internal reviews and audits.
IDEA Council	Inclusion, Diversity, Equity and Accountability Council	A council that advises leadership on policies and practices promoting an inclusive and equitable institutional culture.
IE	Institutional Effectiveness	An ongoing process of assessing and improving institutional performance to ensure mission fulfillment and accountability.

Abbreviation	Full Name	Description
IEC	Institutional Effectiveness Committee	A committee responsible for coordinating institutional assessment and strategic planning processes.
IL	Information Literacy	A SUNY core competency requiring that students demonstrate the ability to locate, evaluate, and use information effectively and ethically in academic and professional contexts.
ILOs	Institutional Learning Outcomes	Broad, measurable competencies students are expected to achieve through their cumulative learning experiences.
Institutional Priorities		MCC's institutional priorities—Attract and Retain Diverse Students, Commit to Teaching and Learning, and Invest in and Sustain Resources—were developed specifically for the Self-Study to support continuous improvement.
IPEDS	Integrated Postsecondary Education Data System	A national system for collecting data from U.S. colleges and universities for analysis and reporting.
IR	Office of Institutional Research	The office responsible for collecting, analyzing, and reporting data to support planning, assessment, and accreditation.
KPIs	Key Performance Indicators	Quantifiable measures used to evaluate institutional progress toward strategic goals.
LAS	Liberal Arts and Sciences	This designation is used to identify courses and degree programs that fulfill the New York State Education Department's requirements for liberal arts content.
League	League for Innovation in the Community College	An international nonprofit promoting excellence and innovation in community college education.
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, Aromantic, or Agender	An inclusive term representing diverse gender identities and sexual orientations.
MCC	Monroe Community College	A public community college offering associate degrees, certificates, and workforce training programs in Rochester, NY.
MFA	Multi-Factor Authentication	A security system requiring multiple verification methods to access digital resources or systems.
Mission		A formal declaration that defines the institution's core purpose, values, and goals. MCC's Mission statement: "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

Abbreviation	Full Name	Description
		higher education and builds global engagement and understanding."
MSCHE	Middle States Commission on Higher Education	A regional accrediting body that evaluates institutional quality and effectiveness in higher education.
NYCCT	New York Community College Trustees	A statewide organization supporting trustees of community colleges through advocacy and professional development.
NYSED	New York State Department of Education	The state agency responsible for educational oversight, regulation, and program approval.
OSCQR	Online Course Quality Review	A rubric developed by SUNY to evaluate and enhance the quality of online courses.
OSRR	Office of Student Rights and Responsibilities	An office that administers the student conduct process and promotes a safe, respectful learning environment.
Persistence		Student enrollment from fall semester to the following spring semester.
Planning Office	Office of Institutional Planning, Effectiveness, and Accountability	The office responsible for strategic planning, institutional effectiveness, and data-informed decision-making.
PLOs	Program Learning Outcomes	Statements defining the knowledge and skills students should demonstrate upon completing an academic program.
PPA	Program Participation Agreement	A formal agreement between an institution and the U.S. Department of Education authorizing participation in federal financial aid programs.
Program Review Committee		This committee was created to develop a plan to redesign MCC's program assessment process from a 6 year cycle to a 3 year cycle.
Provost	Provost and Vice President for Academic & Student Affairs	The chief academic officer overseeing all academic and student support functions.
RCSD	Rochester City School District	The public school district serving the city of Rochester, New York.
Retention		Continuous enrollment from fall to fall semesters.
SACA	Smart Automotive Certification Alliance	A national alliance promoting standards and credentials for advanced automotive and manufacturing careers.

Abbreviation	Full Name	Description
SARA	State Authorization Reciprocity Agreement	The State Authorization Reciprocity Agreement (SARA) is a national framework that simplifies how colleges and universities can offer online and distance education across state lines.
SCAA	Special Committee on Administrative Affairs	A subcommittee of the Faculty Senate responsible for making recommendations to MCC's administrative leadership regarding key personnel decisions and structural changes.
SEM	Strategic Enrollment Management	A coordinated institutional approach to recruitment, retention, and student success planning.
SGA	Student Government Association	The representative body for students, advocating for student interests and supporting campus engagement.
SI	Supplemental Instruction	Peer-assisted academic support sessions designed to reinforce understanding in challenging courses.
SL&LD	Student Life and Leadership Development	This office promotes student engagement, leadership, and co-curricular learning opportunities at MCC.
SPLT	Strategic Planning Leadership Team	A leadership group guiding the development of MCC's recent Strategic Plan.
Strategic Directions	Strategic Directions	Five key areas outlined in MCC's Strategic Plan, *Vision2027:* (1) Student Success and Completion, (2) Teaching and Learning Excellence, (3) Equity, Inclusion, and Belonging, (4) Community Engagement and Partnerships, and (5) Institutional Effectiveness and Sustainability
STEM	Science, Technology, Engineering, and Mathematics	An academic and professional field emphasizing innovation, problem-solving, and technical expertise.
SUNY	State University of New York	A statewide system of public higher education institutions in New York State.
SUNY Reconnect		A New York State initiative offering free community college to eligible adult learners aged 25–55 who have not yet earned a college degree.
TAAC	Tutoring and Academic Assistance Center	A center providing tutoring, academic support, and learning resources to students.
TCC	Teaching and Creativity Center	A professional development center supporting faculty innovation, creativity, pedagogy, and scholarship.
TRS	Transitional Studies	Programs and services that prepare students for college-level coursework and academic success.
UFR	Unfunded Requirements Request	A formal submission for funding consideration of needs not covered within the existing budget.

Abbreviation	Full Name	Description
Unlocking Opportunity	Unlocking Opportunity: The Post-Graduation Success and Equity Network	A national reform initiative aimed at improving post-graduation outcomes and equity in community colleges.
VC	Virtual Campus	A division supporting online education, digital course design, and instructional technology services.
Vision		Generally, this refers to a declaration that describes the institution's aspirations and long-term goals. MCC's Vision Statement: "Monroe Community College champions equity, opportunity, innovation, and excellence while transforming students' lives and communities."
Vision2027		MCC's Strategic Plan outlining goals, priorities, and measurable outcomes through 2027.

Appendix B: Self-Study Team Membership

Tri-Chairs

Candice P. Baldwin, Chief of Staff to the President

Natasha Chen, Associate Professor, Sociology

William Dixon, Chief Data Officer and Associate Vice President, Institutional Research and Assessment

Steering Committee Composition

The Steering Committee is comprised of 19 members, including the two co-chairs, the 14 working group co-chairs, and three ex-officio members.

Working Group Membership

Standard I: Mission and Goals

Dino Laury, Dean, Career and Technical Education, Co-chair

Kara Tierney, Professor, Chemistry, Co-chair

Terrance Keys, Associate Vice President, Instructional Services

Todd Korol, Professor, Business Administration

Christina Lee, Coordinator, Global Education

Patrick Morris, Director, Community Relations

Demetrius Rhodes, Associate Director, Admissions

Lena Shiao, Associate Professor, Education and Human Services

Michael Weingart, Professor, American Sign Language

Standard II: Ethics and Integrity

Rollo Fisher, Professor, Music Co-chair

Carly O'Keefe, Assistant Director, International Services, Co-chair

Katie Bastianelli Scholarship Liaison and Development Coordinator, MCC Foundation

Karen Chin, Project Director, Institutional Compliance and Internal Audit

Melissa Santiago, Financial Specialist, Controller's Office

Kim Dodson, Development Assistant, MCC Foundation

Dana Voldan-Curry, Assistant to the Vice-President/Provost, Academic and Student Affairs

Steve Wise, Chief, Public Safety

Standard III: Design/Delivery of Student Learning Experience

Amanda Colosimo, Professor, Geology

Tracey Graney, Professor, Biology

N. Gabriel Armatas, Assistant Professor, Chemistry

Kathleen Borbee, Professor and Interim Chair, Business Administration

Kevin French, Professor and Chair, Applied Technologies

Andrea Gilbert, Director, Virtual Campus & Instructional Technologies

Rebecca Griffin, Associate Professor, Hospitality Management

Heather Pierce, Assistant Professor, Geology

Azwana Sadique, Assistant Professor, Chemistry

Standard IV: Support of the Student Experience

Shannon Glasgow, Director, Title IX, Diversity, Equity, and Belonging, Co-chair
Holly Wynn-Preische, Director, Student Success & Advising Services
Elizabeth Baxter, Project Director, Title III Academic and Student Affairs, former Co-chair
Ryan Clemens, Associate Professor, Chemistry
Kim DeLardge Director, Student Services – Downtown Campus
Gary Johnson, Associate Vice President, Student Success & Strategic Initiatives
Jennifer Kinslow, Assistant Director, , Academic Advisement Systems
Ryan Messenger, Associate Vice President of Student Development Academic and Student Affairs
Vicki Pankratz, Student Success Coach, Student Success & Advising Services, Dax Parasnis-Samar, Instructional Technologies Librarian, Library
Medea Rambish, Dean, Academic Foundations

Standard V: Educational Effectiveness Assessment

Catharine Ganze Smith, Interim Dean, Liberal Arts & Business, Co-chair
Susan Hall, Associate Director, Curriculum and Program Development, former Co-chair
Lauren Blew, Professor, Business Administration
Destiny Brito, Counselor, Admissions
Diane Clements Associate Professor, English and Philosophy
Amy Coon, Success Coach, Student Success &Advising Services
Daniel Tyree, Assistant Professor, Anthropology

Standard VI: Planning, Resources, and Institutional Improvement

Denise Thomas, Senior Budget Specialist, Academic and Student Affairs Co-chair
Phil Oettinger, Assistant Director, Academic Learning Environments, Co-chair
Denise Ambrose, Coordinator II, Pre-Collegiate Programs
Victoria Boese, Senior Specialist, Administrative Services
Aaron Bouyea, Director I, Athletics
Alisa Camp, Management Assistant, Academic and Student Affairs
Katie Ghidiu, Director of Library Services, Library
Yolanda Johnson, Manager, Campus Events

Standard VII: Governance, Leadership, and Administration

Becky Babcock, Associate Director, Student Success & Advising Services, Co-chair
Jason Mahar, Professor, Mathematics, Co-chair
Chelsea Davis, Coordinator II, Recruitment and Retention, Human Resources
Colleen Dolce, Financial Aid Analyst, Financial Aid
Bethany Gizzi, Professor, Sociology
Linda Hall, Executive Assistant, Board of Trustees
Sarah Pantaleo, Associate Director, Student Success & Advising Services
Meryll Praller, Counselor, Financial Aid
Eric Wheeler, Assistant Director, Veteran Services

Ex-Officio Members

Valarie Avalone, Director, Office of Institutional Planning, Effectiveness, and Accountability
Mary Timmons, Professor, Multi-Campus Outreach Librarian, Library
Holly Wheeler, Professor, English/Philosophy

Appendix C: List of Tables and Figures

1. Fall 2024 End of Term Headcount and FTE for SUNY Community Colleges
2. Matriculated Students in Academic Pathways, 2012-2024
3. Priorities Mapped to College Mission and Strategic Directions
4. Examples of Alignment of Institutional Goals with Mission and Core Values of Higher Education
5. Alignment Between Vision2027 and Academic and Student Affairs Master Plan
6. Graduate Rates by Race/Ethnicity
7. IDEA Council Recommended Goals for Campus Climate
8. Forms of College Grievances
9. MCC's Fair and Impartial Employment Practices
10. Compliance Training and Requirements Overview
11. NYSED Requirements for Associate Degrees
12. MCC Full-time Faculty Degree and Rank Attainment as of Fall 2024
13. MCC Faculty and Administrative and Staff Headcount 2019-2024
14. Funding for Instruction
15. Faculty Appointment Types and Advancement Criteria
16. General Education Attributes
17. SUNY General Education Framework
18. Key Governance Mechanisms Supporting MCC

Appendix D: List of Figures

1. Institutional Planning Process
2. Source of Budgeted Net Revenue
3. Shared Governance Structure at MCC

Appendix E: Evidence File Names

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ES 1.1	ES 1.1 2022 MCC Reaffirmation Report League for Innovation
ES 1.2	ES 1.2 Economic Value of MCC
ES 1.3	ES 1.3 Description of MCC Instructional Sites
ES 1.4	ES 1.4 Fall 2024 FTE and Headcount by College
ES 1.5	ES 1.5 High School Yield Rates Over Time.pdf
ES 1.6	ES 1.6 2024 IPEDS Human Resources
ST1 1.0	1 1.0 Focus Forward 2027: The Academic and Student Affairs Master Plan
ST1 1.0a	1 1.0a MCC Plans and Goals Matrix
ST1 1.01	1 1.01 Vision 2027 Strategic Plan Detailed
ST1 1.02	1 1.02 SPLT Meeting Notes 12-6-2021
ST1 1.03a	1 1.03a Daily Tribune Feb 11 2022 Strategic Plan Open Forum
ST1 1.03b	1 1.03b Strategic Plan Open Forum Daily Tribune Monroe Community College
ST1 1.03c	1 1.03c MCCs Strategic Plan Survey is Online through Monday, March 14 Daily Tribune
ST1 1.04a	1 1.04a Faculty Senate Minutes 2022-06-16
ST1 1.04b	1 1.04b Board of Trustees Minutes 8.1.2022
ST1 1.05a	1 1.05a Communication of Mission Statement to Internal Stakeholders
ST1 1.05b	1 1.05b Strategic Plan Monthly Updates
ST1 1.06a	1 1.06a Institutional Effectiveness Handbook rev Aug 2024
ST1 1.06b	1 1.06b New Microcredential Proposal Exemplar 2024-04-14
ST1 1.06c	1 1.06c New Program Proposal Exemplar 2024-04-14
ST1 1.06d	1 1.06d Institutional Learning Outcomes Definitions
ST1 1.06e	1 1.06e Institutional Learning Outcomes Development Process
ST1 1.07a	1 1.07a Budget Book 2025 Final
ST1 1.07b	1 1.07b Banner Finance Self Service Budget Development - Banner Self Service Budget Development Instructions
ST1 1.07c	1 1.07c Budget Planning Cycle
ST1 1.07d	1 1.07d Budget Process
ST1 1.07e	1 1.07e Strategy Worksheet Template - Budget Request_1.0
ST1 1.08a	1 1.08a Teaching & Creativity Center Brochure 2024.08.13
ST1 1.08b	1 1.08b Professional Leave Description
ST1 1.08c	1 1.08c MCC League Reaffirmation Report 2022
ST1 1.08d	1 1.08d 2023_beacon_conference_proceedings
ST1 1.08e	1 1.08e NRHC 2024 Conference Program
ST1 1.09	1 1.09 BOT Minutes v1 2024-04-22
ST1 1.10	1 1.10 2024 Divisional Reports

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST1 1.11	1 1.11 Strategic Plan KPI Tracking
ST1 2.10	1 2.10 Student Right to Know
ST1 3.02i	1 3.02i MCC Graduation Rates Summary
ST1 3.02j	1 3.02j MCC Retention Rates Summary
ST1 3.02k	1 3.02k Final Strategic Plan KPI Dashboard Tracking Stable Alternative Completions
ST1 3.09	1 3.09 Final Strategic Plan KPI Dashboard Tracking Wage Outcomes
ST1 3.15	1 3.15 Enrollment Highlights - Fall 2023
ST1 3.20	1 3.20 Employee Headcount over Time 2012-2023
ST1 3.21	1 3.21 AIU 2020 to 2023
ST1 3.22	1 3.22 IPEDS 2020 to 2024
ST1 4.03	1 4.03 Memo- ELT Review of MCC's Strategic Plan 2024-09-23
ST1 4.04	1 4.04 Memo- IE Committee Review of Strategic Plan 2024-07-16
ST1 4.05	1 4.05 Strategic Plan Evaluation and Monitoring Guidelines
ST7 1 07b	7 1 07b Faculty Senate Bylaws
ST1 3.13	1 3.13 IDEA Council Minutes 2024-09-05
ST2 1.01	2.1.01 Academic_Freedom_Policy
ST2 1.02	2.1.02 Freedom_of_Expression_Policy
ST2 1.03	2.1.03 Freedom_of_Expression_Procedure
ST2 1.04	2.1.04 Copyright_and_Faculty_Ownership_of_Intellectual_Property_Policy
ST2 2.02	2.1.02 Freedom_of_Expression_Policy
ST2 2.11	2.2.11 Full Draft MCC DEI Plan 7-5-24
ST2 3.01b	2 3.0A Complaints and Incident Reporting Webpage
ST2 3.06	2.3.06 Whistleblower_Policy
ST2 3.0a	2.3.01A Ethics Hotline
ST2 3.0B	2 3.0B Role of Ombudsman
ST2 4.01	2 4.01 Conflict_of_Interest_Policy
ST2 4.02	2 4.02 Minutes BOT 8.5.24
ST2 5.01	2 5.01 Recruitment_and_Hiring_Handbook
ST2 5.02	2 5.02 Faculty, Professional Staff and Non-Contract Search Guidelines and Timeline - Final 8.29.24
ST2 5.03	2 5.03 2022-2027 Contract between FA and MCC
ST2 5.04	2 5.04 Contract_between_CSEA_and_MCC current
ST2 6.0	2 6.0 Unlocking Opportunity webpage
ST2 6.01	2 6.01 Marketing Plan 2023-24 FINAL 8.2.24
ST2 6.01A	2 6.01A About the Brand
ST2 6.02	2 6.02 FY23 EOC Report_07.22 - 06.23
ST2 6.03	2 6.03 FY24_End of Campaign EOC Report

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST2 6.04	2 6.04 MCC_Strategic_Enrollment_Plan_22_27_v4
ST2 6.05	2.6.05 Marketing Material Review Process
ST2 6.07	2 6.07 CIVITAS Update
ST2 6.08	2 6.08 Presidents Report
ST2 6.09	2 6.09 MCC Facts Book
ST2 6.10	2 6.10 MCC Facebook, Nov. 8
ST2 6.11	2 6.11 LinkedIn/Facebook, May 6–12
ST2 6.12	2 6.12 Nov. 2024–ongoing
ST2 6.13	2 6.13 April 2025
ST2 7.01	2 7.01 Internal Communication with Marketing
ST2 7.011	2 7.011 HRL Residential Curriculum for RAs
ST2 7.012	2 7.012 FactSheet-Student-Basic-Needs
ST2 7.013	2 7.013 Requesting Accommodations
ST2 7.014	2 7.014 Faculty Notification Letter
ST2 7.018	2 7.018 Executive Summary for Implementation fall 2024.docx
ST2 7.02	2 7.02 Student Code of Conduct _ Student Rights & Responsibilities _ Monroe Community College
ST2 7.03	2 7.03 Withdrawal Policy _ Registration _ Catalog _ Monroe Community College
ST2 7.04	2 7.04 Tuition Refund Schedule _ Tuition and Fees _ Monroe Community College
ST2 7.05	2 7.05 2024-2025 Cost of Attendance
ST2 7.06	2 7.06 Tuition and Aid Webpage
ST2 7.07	2 7.07 Consumer Information
ST2 7.08	2 7.08 NCES College Navigator
ST2 7.10	2 7.10 SED Audit
ST2 7.11	2 7.11 RTS U Pass by Academic Year
ST2 7.12	2 7.12 2025 SUNY Reconnect Brochure
ST2 8.01	2 8.01 Monroe Community College - Statement of Accreditation Status
ST2 8.01a	2 8.01A Consumer Information
ST2 8.01b	2 8.01b Residency Requirements
ST2 8.02	2 8.02 2024.07.08. NYS SARA Approval Monroe Community College
ST2 8.02a	2 8.02A FOIL Policy
ST2 8.03	2 8.03 Distance Education Procedure Manual
ST2 8.04	2 8.04 Annual Campus Security & Fire Safety Report 2025
ST2 8.05	2 8.05 Campus Emergency Operations Plan – August 2025
ST2 9.01	2 9.01 myMCC Policy Review Dashboard
ST2 9.02	2 9.02 Institutional_Compliance_Report_Chart
ST3 1.10	3 1.10 KPI 3: Student Goals

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST3 1.10a	3 1.10a Credit Contact Hour Policy
ST3 1.10b	3 1.10b SUNY Credit-Contact hour Policy 1305
ST3 1.10c	3 1.10c NYS Requirements for Earned Degrees
ST3 1.10d	3 1.10d NYSED Department Expectations_Curriculum
ST3 1.11a	3 1.11a Curriculum Committee FS RESOLUTIONS - June 2023
ST3 1.11b	3 1.11b Blank New Course proposal form
ST3 1.11c	3 1.11c Micro-Credentialing-TaskForce-Report
ST3 1.11d	3 1.11d Blank Course Revision proposal form
ST3 1.11e	3 1.11e Advisory Board Guidelines_Revised3-9-23
ST3 1.11f	3 1.11f Advisory Board Membership Sample
ST3 1.11g	3 1.11g Example curriculum proposals - credit hours
ST3 1.12	3 1.12 Credit Contact Hour Policy
ST3 1.12b	3 1.12b SUNY document 1000
ST3 1.12c	3 1.12c Academic Calendar Faculty Senate Resolutions
ST3 1.15	3 1.15 High Impact Practices
ST3 1.16	3 1.16 2025 PD Week Schedule
ST3 1.17	3 1.17 SUNY Chancellor Award Winners
ST3 2.10	3 2.10a MCC Mission Statement
ST3 2.10a	3 2.10 Faculty Resource Handbook
ST3 2.11	3 2.11 Faculty Teaching Credentials Policy
ST3 2.12	3 2.12 VC Learning Opportunities
ST3 2.12c	3 2.12c FA Article 47 section E
ST3 2.14a	3 2.14a IPEDS_Human_Resources_Data19201
ST3 2.14b	3 2.14b IPEDS_Human_Resources_Data21221
ST3 2.14c	3 2.14c IPEDS_Human_Resources_Data21221
ST3 2.14d	3 2.14d IPEDS_Human_Resources_Data22231
ST3 2.14e	3 2.14e IPEDS_Human_Resources_Data23241
ST3 2.15	3 2.15 MCC faculty degree and rank attainment
ST3 2.16a	3 2.16a IPEDS_Human_Resources_Data19201
ST3 2.16b	3 2.16b IPEDS_Human_Resources_Data2021
ST3 2.16c	3 2.16c IPEDS_Human_Resources_Data212211
ST3 2.16d	3 2.16d IPEDS_Human_Resources_Data2223
ST3 2.16e	3 2.16e IPEDS_Human_Resources_Data2324
ST3 2.21	3 2.21 Class Enrollment by School
ST3 2.24	3 2.24 Student to Staff Ratio
ST3 2.25	3 2.25 Student to Faculty Ratio

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST3 2.28a	3 2.28a Faculty Observation Form Sample 1
ST3 2.28b	3 2.28b Faculty Observation Form Sample 2
ST3 2.28c	3 2.28c Faculty Observation Form Sample 3
ST3 2.28d	3 2.28d Faculty Observation Form Sample 4
ST3 2.28e	3 2.28e Faculty Observation Form Sample 5
ST3 2.28f	3 2.28f Faculty Observation Form Sample 6
ST3 2.28g	3 2.28g Faculty Observation Form Sample 7
ST3 2.28h	3 2.28h Faculty Observation Form Sample 8
ST3 2.28i	3 2.28i Faculty Observation Form Sample 9
ST3 2.28j	3 2.28j Faculty Observation Form Sample 10
ST3 2.28k	3 2.28k Faculty Observation Form Sample 11
ST3 2.28l	3 2.28l Faculty Observation Form Sample 12
ST3 2.28m	3 2.28m Faculty Observation Form Sample 13
ST3 2.28n	3 2.28n Faculty Observation Form Sample 14
ST3 2.28o	3 2.28o Faculty Observation Form Sample 15
ST3 2.28p	3 2.28p Faculty Observation Form Sample 16
ST3 2.28q	3 2.28q Student Opinion Survey example
ST3 2.28r	3 2.28r Student Opinion Survey Overall Report Fall 2024
ST3 2.28s	3 2.28s Monroe Community College Survey Protocol
ST3 2.28t	3 2.28t Monroe Community College Survey Calendar
ST3 2.29f	3 2.29f Article 54
ST3 2.29g	3 2.29g MCC Faculty Evaluation Details
ST3 2.39a	3 2.39a TCC report 2020
ST3 2.39d	3 2.39d TCC Annual Report 2023
ST3 2.39i	3 2.39i TCC Annual Report 2024
ST3 3.10a	3 3.10a Academic Catalogs
ST3 3.10b	3 3.10b Example program pages
ST3 4.10	3 4.10 Program & Advising Worksheets
ST3 4.11	3 4.11 Syllabi Template & Sample Syllabi
ST3 4.15	3 4.15 Description of Learning Resources
ST3 4.16	3 4.16 library fte
ST3 4.17	3 4.17 total library collections
ST3 4.24	3 4.24 Library Services Description
ST3 4.25a	3 4.25a NYSLibrary
ST3 4.25b	3 4.25b SUNY Direct Charges
ST3 4.25c	3 4.25c InterLibraryLoan Invoices

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST3 4.25d	3 4.25d RRLC MemberDues
ST3 4.27a	3 4.27a Getting Started in Online Teaching Teaching For Faculty
ST3 4.27b	3 4.27b Faculty Training Options
ST3 4.27c	3 4.27c Faculty Qualifications Distance Ed
ST3 4.27d	3 4.27d Virtual Campus Handbook for Course Development and Refresh
ST3 4.32a	3 4.32a Ensuring student access to academic and technology support services
ST3 4.32e	3 4.32e Online Student Onboarding Letter I
ST3 4.32f	3 4.32f Online Student Onboarding Letter II
ST3 4.32g	3 4.32g MCC Student Technology Help Desk Website
ST3 4.32h	3 4.32h SUNY Online Help Desk Website
ST3 4.32i	3 4.32i MCC Student Technology Advancement Center
ST3 4.32j	3 4.32j EAB Starfish Website
ST3 4.35a	3 4.35a Number of Instructional Design Staff
ST3 4.35b	3 4.35b Current Virtual Campus Supports
ST3 5.11b	3 5.11b MTP-SUNY-General-Education_Vol-23_No-1
ST3 5.12	3 5.12 MCC General Education Policy
ST3 5.14	3 5.14 All MCC courses with SUNY GE attributes Mar 3 2024
ST3 5.14a	3 5.14a Comparison of MCC ILOs
ST3 7.12	3 7.12 Highland Hospital Clinical Laboratory Technician 2025-2030
ST3 8.10	3 8.10 Gen Ed and Program Eval Schedule
ST3 8.11a	3 8.11a Program Evaluation Protocol
ST3 8.11b	3 8.11b MCC Outcomes Map
ST3 8.11c	3 8.11c SOE Revised Program Review Process
ST3 8.11d	3 8.11d Gen Ed Template
ST3 8.11e	3 8.11e Program Eval template
ST3 8.11f	3 8.11f Annual update reports
ST3 8.11g	3 8.11g IR Program Assessment Report
ST3 8.2	3 8.2 All_Nursing_OCE
ST3 8.3	3 8.3 Student_Opinion_or_Course_and_Faculty_Fall_2024 (3)
ST3 8.4	3 8.4 Student Leader Training Assessment
ST3 8.5	3 8.5 SGA End of Semester Survey
ST3 8.6	3 8.6 Spring 25 Club & Org Student Leader End of Semester Survey
ST4 1.41l	4 1.41l TCC
ST4 1.42.m	4 1.42m Transfer Services
ST4 1.44r	4 1.44r Collegiate Science and Technology Entry Program
ST4 1.47c	4 1.47c Services offered by TRIO SSS

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST4 1.47d	4 1.47d SSS Grant Data
ST4 1.47f	4 1.47f Tutoring and Supplemental Instruction
ST4 1.47g	4 1.47g Learning Center Impact on Persistence
ST4 1.47k	4 1.47k Educational Opportunity Program
ST4 1.47n	4 1.47n MCC Libraries
ST4 1.47q	4 1.47q Student Technology Help Desk
ST1 3.09	1 3.09 Final Strategic Plan KPI Dashboard Tracking Wage Outcomes
ST2 6.0	2 6.0 Unlocking Opportunity webpage
ST4 1.01a	4 1.01.a Internships and Co-ops
ST4 1.01b	4 1.01.b Catalog and Handbook Admissions
ST4 1.01f	4 1.01.f Health Related equivalencies
ST4 1.01k	4 1.01.k National Association for College Admission Counseling Standards
ST4 1.01	4 1.01.l MCC Board Resolution on Full Opportunity Plan
ST4 1.01m	4 1.01.m Article 126 Education Law
ST4 1.01n	4 1.01.n Mission
ST4 1.01o	4 1.01.o Vision
ST4 1.01p	4 1.01.p Core Values
ST4 1.01h	4 1.01h Co op Evaluation
ST4 1.3	4 1.3 Retention International Students
ST4 1.37	4 1.37 Guided Pathways KPIs
ST4 1.41.a	4 1.41.a Integrated Advising Model
ST4 1.48	4 1.48 IPEDS Completions reports Past 5 Years
ST4 2.112	4 2.112 FA Contract Section 11.27
ST4 2.65	4 2.65 Transfer and Articulation Policies
ST4 3.1	4 3.1 MCC_Career_Services_Employer_Engagement_Report_2017-2025
ST4 3.2	4 3.2 BOT Presentation Graduation Rates
ST4 3.71	4 3.71 Data Classification Policy
ST4 3.72.b	4 3.72.b FERPA
ST4 3.72.k	4 3.72.k Information Technology Security Policy
ST4 4.75	4 4.75 MCC Cert of Amendment of Cert of Incorp
ST4 4.76	4 4.76 MCC Assoc ByLaws
ST4 4.77	4 4.77 MCC Assoc Standard Operating Procedures
ST4 4.96a	4.496a Li of Clubs and Organizations
ST4 12.a	4 1.12.a College Scorecard
ST4 1.16	4 1.16Student Consumer Information
ST4 1.17.a	4 1.17.a Additional grants and scholarships

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST4 1.18	4 1.18 Estimated Co of Attendance
ST4 1.18.a	4 1.18.a MyMCC Financial Planning tools
ST4 1.18.b	4 1.18.b MyMCC support person log in
ST4 1.19	4 1.19 Net Price Calculator
ST4 1.19b	4 1.19b Self-Directed Placement for English Classes Protocol
ST4 1.31	4 1.31 Placement Services
ST4 1.36b	4 1.36b Dev Ed Supporting Docs
ST4 1.37a	4 1.37a Advising English Language Learners 2024–2025
ST4 1.41.e	4 1.41.e Counseling Center Brochure
ST4 1.41.f	4 1.41.f Therapy Assiastnce Online
ST4 1.41.g	4 1.41.g Counseling Center Resource Guide
ST4 1.41.h	4 1.41.h Wellness Highlights
ST4 1.41.i	4 1.41.i Red Folders
ST4 1.41.j	4 1.41.j County Exec Report
ST4 1.41.k	4 1.41.k County Exec Report 2024
ST4 1.41.l	4 1.41.l SGA ELT Report Sept 2024
ST4 1.42	4 1.42 New Student Orientation Learning Outcomes
ST4 1.42.a	4 1.42.a Peer Navigator Responsibilities
ST4 1.42.c	4 1.42.c FYE Weeks of Welcome
ST4 1.42.d	4 1.42.d Graduate Assistantship
ST4 1.42.b	4 1.42b Trib 411
ST4 1.47.j	4 1.47.j NACADA website
ST4 2.65a	4 2.65.a Transfer Credit Policy
ST4 2.65b	4 2.65.b Transfer and Prior Learning Credits
ST4 2.65c	4 2.65.c Advance Placement Courses
ST4 2.66	4 2.66 Cooperative Education
ST4 2.67a	4 2.67.a Credit for Prior Learning, MTP and Action Plans
ST4 2.69	4 2.69 Transfer Pathway Guides
ST4 2.71	4 2.71 What Happened to the Class of 2024
ST4 2.67b	4 3.67.b Credit for Prior Learning Policy
ST4 3.72.c	4 3.72.c FERPA advisor information
ST4 3.72.d	4 3.72.d FERPA Faculty Information
ST4 3.72.e	4 3.72.e Know B4 Training
ST4 3.72.f	4 3.72.f Solomon Amendment
ST4 3.72.h	4 3.72.h Confidentiality and Privacy
ST4 3.71i	4 3.72.l Cybersecurity Awareness and Education Policy

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST4 3.72.m	4 3.72.m Password Policy
ST4 4.105	4 4.105 Housing and Residence Life Manual
ST4 4.105.a	4 4.105.a Curriculum
ST4 4.96c	4 4.4.96.c SGA Officers, 4 4.96.f Student Leader Training Guide
ST4 6.95.g	4 4.65.g Cannon Visioning Workshop
ST4 4.73	4 4.73 Athletics Staff Manual
ST4 4.80	4 4.80 Athletics CAS Assessment
ST4 4.80a	4 4.80a Athletic Advisement Success Coach Model
ST4 4.81	4 4.81Student Athlete Handbook
ST4 4.82	4 4.82 EADA Survey
ST4 4.84	4 4.84Student Athlete GPA
ST4 4.96f	4 4.96.f Student Leader Training Guide
ST4 4.97	4 4.97 Shared Governance Policy
ST4 5.1	4 5.1 Policy Portal Update Third-Party Provider Policy and Procedure Daily Tribune
ST4 6.95.a	4 6.95.a Divisional Assessment
ST4 6.95.b	4 6.95.b Focus Forward 2027
ST4 6.95.c	4 6.95.c IAM Assessment
ST4 6.95.d	4 6.95.d ASA Assessment Cycle
ST4 6.95.e	4 6.95.e Revised Assessment Template
ST4 6.95.f	4 6.95.f CAS guide
ST4 6.95.h	4 6.95.h Suvrey Starting page Qualtrics
ST4 6.96	4 6.96 Hope Survey MCC results
ST4 6.97	4 6.97 RC2019_InRpt_MonroeCommunityCollege.01
ST4 6.98	4 6.98 TAAC Assessment Final
ST4 4.96.d	4.4.96.d Student Government Constitution and Bylaws
ST4 3.3	4 3.3 What_Happened_to_the_Class_of_2024
ST5 0.01	5 0.01 Vision2027
ST5 1.01	5 1.01 Program evaluation process
ST5 1.02	5 1.02 Institutional Learning Outcomes
5 1.02b	5 1.02b HVAC Sample Curriculum Map
ST5 1.03	5 1.03 Catalog
ST5 1.04	5 1.04 CIS Common Template
ST5 1.05	5 1.05 Curriculum Map
ST5 1.06	5 1.06 Summary of Responsibilities for General Education Committee
ST5 1.07	5 1.07 Summary of Responsibilities for DEI in Teaching and Learning
ST5 2.01	5 2.01 Assessment Schedule

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST5 2.02	5 2.02 ILO Alignment Chart
ST5 2.02a	5 2.02a General Education Assessment Cycle
ST5 2.02b	5 2.02b Program Review Recommendations
ST5 2.03	5 2.03 Program Evaluation Template
ST5 2.04	5 2.04 General Education Assessment Template
ST5 2.05	5 2.05 Information Literacy Rubric_2022_scores
ST5 2.06	5 2.06 DEISJ Rubric
ST5 2.07	5 2.07 Assessment Calibration
ST5 2.08	5 2.08 SUNY WHGA Assessment
ST5 2.10	5 2.10 SUNY Gen Ed Outcomes
ST5 2.11	5 2.11 SUNY PSY Assessment
ST5 2.12	5 2.12 SUNY Info Literacy Assessment
ST5 2.13	5 2.13 SUNY Arts Assessment
ST5 2.13b	5 2.13b Programmatic Accreditation Schedule
ST5 2.13c	5 2.13c Notary Public Evaluation Summaries
ST5 2.13d	5 2.13d CNA Completion Data
ST5 2.13e	5 2.13e Program Eval at FWD Center
ST5 2.13h	5 2.13h FWD Center_BoardPrez
ST5 2.14	5 2.14 Program dashboard
ST5 2.15	5 2.15 Construction Tech AAS
ST5 2.16	5 2.16 Liberal Arts General Studies v2
ST5 2.16b	5 2.16b LA04 Program Eval
ST5 2.17	5 2.17 Deep Dive on Outcomes
ST5 2.18	5 2.18 LA04 Student Trajectories
ST5 2.19	5 2.19 Crosswalking LA04 student majors
ST5 2.20	5 2.20 LAS 220 Capstone
ST5 2.21, p 8	5 2.21 Integrated Advising Model Evaluation
ST5 2.21b	5 2.21b English Prog Eval
ST5 2.21c	5 2.21c English Program Update
ST5 2.21d	5 2.21d Com & Media Studies Exec Summary
ST5 2.22	5 2.22 Info and Network Tech Program Eval
ST5 2.23	5 2.23 Correctional & Jail Services Microcredential
ST5 2.35a	5 2.35a Advisory Board Guidelines_Revised3-9-23
ST5 2.35b	5 2.35b Board Membership Sample
ST5 2.24	5 2.24 Commercial Art & Illustration Program Eval
ST5 2.24b	5 2.24b TRS Program Changes

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST5 2.24c	5 2.24c MIS Program Changes
ST5 2.24d	5 2.24d MIS Program Evaluation Update
ST5 2.25	5 2.25 Rubrics PD
ST5 2.26	5 2.26 TILT PD
ST5 2.27	5 2.27 Curriculum Mapping PD
ST5 2.28	5 2.28 CS Curriculum Map Sample
ST5 2.29	5 2.29 Child Care Assessment Inventory Sample
ST5 2.30	5 2.30 Program Eval Release Time Request Form
ST5 2.31	5 2.31General Education Assessment Release Form
ST5 2.32	5 2.32 RFP Assessment Management System
ST5 2.33	5 2.33 ePortfolio Summative Report
ST5 2.34	5 2.34 GI Capstone Course
ST5 3.01	5 3.01 Fall Enrollment Highlights 2024
ST5 3.04	5 3.04 English Progress and Completion Update
ST5 3.05	5 3.05 TRS Integration Committee
ST5 3.06	5 3.06 Dev Ed Committee
ST5 3.07	5 3.07 Course_Success_by_Modality
ST5 3.07b	5 3.07b DEI in Teaching and Learning Workgroup 2023
ST5 3.07c	5 3.07b DEI in Teaching and Learning Workgroup 2023
ST5 3.08	5 3.08 Template for Gen Ed Report
ST5 3.09	5 3.09 Gen Ed Update Request
ST5 3.10	5 3.10 Summary of General Education Tasks
ST5 3.11	5 3.11 BIO Gen Ed Update
ST5 3.12	5 3.12 Basic Comm Rubric
ST5 3.18	5 3.18 Use of Assessment Results
ST5 3.13	5 3.13 Program Evaluation Template
ST5 3.14	5 3.14 Program Evaluation Update
ST5 3.19	5 3.19 ICT Program Assessment Docs
ST5 3.15	5 3.15 ICT Program Evaluation Information and Network Technology A.A.S
ST5 3.16	5 3.16 LA04 Program Eval
ST5 3.17	5 3.17 Revising Liberal Arts Education at MCC
ST5 3.17b	5 3.17b Liberal Arts Council Charge 2019
ST5 5.01, sections 2.6 & 2.7	5 5.01 FACULTY SENATE RESOLUTIONS - June 2023
ST5 5.02	5 5.02 Program Review Summary of Expectations
ST5 5.02b	5 5.02b AAC&U IGEA 2021

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST5 5.03	5 5.03 Proposed Gen Ed Action Plan
ST5 5.04	5 5.04 Gen Ed Meeting Minutes Sample
ST6 7.4	6 7.4 American Rescue Plan Act-funded initiative
ST6 1.01	6 1.01 College Divisional_Unit Organizational Charts
ST6 1.01a	6 1.01a Vision 2027
ST6 1.02	6 1.02 College Senate, Council and Committee Organizational Charts
ST6 1.03	6 1.03 Summary of Division_Unit Goals and Objectives
ST6 1.04	6 1.04 Annual Division Reports
ST6 1.05	6 1.05 Institutional Effectiveness Handbook and Plan
ST6 10.03	6 10.03 MCC Capital Plan from Recommended 2025-2030 CIP
ST6 10.10	6 10.10 Monroe Community College Lease Example
ST6 10.10a	6 10.10a MCC Campus Events Application-Facility Rental Agreement 2025
ST6 10.11	6 10.11 Insurance Policies General Liability & Umbrella Policy
ST6 10.12	6 10.12 Third Party Payments
ST6 11.01	6 11.01 Program Participation Agreement(PPA)
ST6 11.02	6 11.02 Statement of Accreditation Status
ST6 11.03	6 11.03 Eligibility and Certification Approval Report (ECAR)
ST6 11.06	6 11.06 Three-Year Official Cohort Default Rate
ST6 11.08	6 11.08 Program Review Documentation Letter
ST6 13.01a	6.13.01a 2023-2024 MCC_Presidents_Report
ST6 13.02	6 13.02 MCC AY 2023-2024 Divisional Reports
ST6 13.02b	6 13.02b President's Report
ST6 13.05	6 13.05 Title IX Unit Assessment 2024
ST6 13.06	6 13.06 Strategic Directions AY 2023-2024 Reports
ST6 2.01	6 2.01 Strategic Planning Documents
ST6 2.02	6 2.02 Strategic Plan KPI Tracking
ST6 3.03	6 3.03 Topic 7 – Key Performance Indicators (KPIs) p56-60
ST6 3.05	6 3.05 Board of Trustees Minutes 01302023
ST6 3.06	6 3.06 MCCF Strategic Plan
ST6 3.07	6 3.07 Final Strategic Plan KPI Dashboard Tracking Post Graduate Outcomes updated
ST6 4.01a	6 4.01a Diversity Equity Inclusion Social Justice Plan
ST6 4.02	6 4.02 Student Headcount by Race and Ethnicity
ST6 4.03	6 4.03 Fall Enrollment – IPEDS
ST6 4.04	6 4.04 12 Month Enrollment – IPEDs
ST6 4.06	6 4.06 Human Resources – IPEDs
ST6 5.01	6 5.01 BudgetBook2026

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST6 5.03	6 5.03 MCC AY 2023 - 2024 Divisional Reports
ST6 5.05	6 5.05 Budget Planning Cycle
ST6 5.05a	6 5.05a Banner Finance Self Service Budget Development
ST6 5.05b	6 5.05b Budget Process
ST6 5.06b	6 5.06b Monroe Community College 2023 FS Final
ST6 5.08	6 5.08 Five Year Forecast
ST6 5.09	6 5.09 MCC Strategic Enrollment Plan 22-27
ST6 5.10	6 5.10 BY26UFR
ST6 5.11	6 5.11 BY26MultiYearBudgeting
ST6 5.11a	6 5.11a Monroe Community College Composite Financial Index
ST6 5.12	6 5.12 PPBE
ST6 5.13	6 5.13 Monroe Community College Annual Report FY23
ST6 6.01	6 6.01 IPEDS_Human_Resources_Data1920
ST6 6.01b	6 6.01b IPEDS_Human_Resources_Data2122
ST6 6.02a	6 6.02a Vacancy Review Request
ST6 6.02c	6 6.02c Technology Initiatives
ST6 6.02d	6 6.02d FUTURE DOWNTOWN CAMPUS PLAN - RECOMMENDATIONS 2023
ST6 6.02f	6 6.02d Foundation Overview FY2023-2024
ST6 6.02e	6 6.02e Monroe Community College Annual Report FY24
ST6 6.03	6 6.03 Expense Analysis of Related Expenses 19-20 to 22-23
ST6 6.03	6 6.03 MCC Instructional Expenditures
ST6 6.04	6 6.04 Middle_States_Functional_Expenses
ST6 6.05	6 6.05 IPEDS_Finance_2019-20Data
ST6 6.06	6 6.06 Board Packet_ June 10 2024
ST6 6.07	6 6.07 Cyber Security Awareness and Education_Policy
ST6 7.2	6 7.2 EMS Advert v.3
ST6 7.3	6 7.3 Foundation Scholarships May 2425
ST6 7.4	6 7.4 American Rescue Plan Act-funded initiative
ST6 8.01	6 8.01 Monroe Community College 2020 FS Final
ST6 8.01a	6 8.01a Monroe Community College 2021 FS Final
ST6 8.01b	6 8.01b Monroe Community College 2022 FS Final
ST6 8.01c	6 8.01c Monroe Community College 2023 FS Final
ST6 8.01d	6 8.01d Monroe Community College 2024 FS Final
ST6 8.02	6 8.02 Budget_Risk_Management_Unit_Assessment
ST6 8.04	6 8.04 Monroe Community College 2023 FS Final Single Audit
ST6 9.01a	6 9.01a MCC Board of Trustees

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST6.6.02b	6 6.02b Facilities Master Plan
ST7 1.01	7 1 01 MCC Organization Chart 2024 2025 - v4a
ST7 1.02a	7 1 02a Shared Governance Policy
ST7 1.07	7 1.07 Guidelines on Rules and Regulations
ST7 1.07a	7 1 07a Board of Trustees Bylaws
ST7 1.07b	7 1 07b Faculty Senate Bylaws
ST7 1.07c	7 1 07c SGA Bylaws
ST7 1.07d	7 1 07d SSPC Mission and Purpose Statement
ST7 1.07e	7 1 07e Guidebook for CC Trustees
ST7 1.07g	7 1 07g Faculty Senate Agenda
ST7 1.07h	7 1 07h Faculty Senate Meeting Schedule 2025 2026
ST7 1.07i	7 1 07i Faculty Senate Meeting Minutes
ST7 1.07j	7 1.07j Aspen Presidents & Trustees Collaborative
ST7 1.07k	7 1.07k BOT Presentations and Service
ST7 1.07l	7 1.07l MM Meeting Charter
ST7 1.07m	7 1.07m Student Government Election and Constitution Results April 7 1.07m Student Government Election and Constitution Results April 2021
ST7 1.07n	7 1.07n MCC Board Action Plan_2025
ST7 1.07o	7 1.07o Middle Management Meetings
ST7 1.07i	7 1.07i Faculty Senate Meeting Minutes
ST7 2.02a	7 2.02a MCC Policy Procedure and Protocol Process
ST7 2.02b	7 2.02b College Administration Policy
ST7 2.25	7 2.25 Board of Trustee Member Bios
ST7 2.26	7 2.26 MCC Board Self Assessment Survey Instrument 2024
ST7 2.28	7 2.28 SUNY Policies of the Board of Trustees
ST7 2.29	7 2.29 SUNY Guide to Academic Program Planning
ST7 2.31	7 2.31 Rules of the Board of Regeants
ST7 2.34	7 2.34 Minutes BOT 6.10.24
ST7 2.35	7 2.35 A. Williams Resume
ST7 2.36	7 2.36 BOT_Conflict_of_Interest_Policy
ST7 2.37	7 2.37 Carver Model
ST7 3.01	7 3 01 Community College Presidential Search Guidelines
ST7 3.02a	7 3 02a President Performance Evaluation 2024
ST7 3.04	7 3 04 MCC Presidential Search Position Profile
ST7 3.05	7 3 05 Resume for Dr. DeAnna Burt-Nanna
ST7 3.06	7 3 06 Resolution Appointing President Burt-Nanna 1

MCC Plans and Goals Matrix (ST1 1.0a) t Reference Name	Full File Name
ST7 3.06a	7 3 06a Resolution Appointing President Burt-Nanna 1a
ST7 3.07a	7 3 07a Resolution Appointing President Burt-Nanna 3
ST7 3.08	7 3 08 President Evaluation Dates
ST7 4.04a	7 4 04a Recruitment and Hiring Handbook Teaching Faculty, Professional Staff, and Administrative Positions
ST7 4.05	7 4.05 Executive Leadership Team CVs
ST7 4.07	7 4 07 Employee Headcount over Time
ST7 4.09	7 4 09 2024 VP Annual Officer Performance Feedback Template
ST7 4.11	7 4 11 Template for Divisional Assessment
ST7 4.12a	7 4 12a ELT Evaluations 9.12.24
ST7 4.17	7 4 17 President Town Hall Tribune Announcements
ST7 4.18	7 4 18 Provost Office Hours
ST7 4.19	7 4 19 Reorganization Open Forum Announcements
ST7 4.20	7 4.20 ASA Reorg Docs
ST7 4.21	7 4.21 ASA Reorg -Breaking Down Silos Presentation
ST7 4.22	7 4.22 Provost Open Forum
ST7 5.02a	7 5 02a Report of FCCC Visit Team to MCC
ST7 5.02b	7 5 02b Employee Campus Climate Summary
ST7 5.02c	7 5 02c Community College Mission - SUNY
ST7 5.02d	7 1 07d SSPC Mission and Purpose Statement
ST7 5.02e	7 5 02 e Spring 2025 Teaching Faculty Caucus
ST7 5.02f	7 5 02 f Administration Response to Spring 2025 Teaching Faculty Caucus Report