



2022

**Middle States
Self-Study Design**

SELF-STUDY DESIGN

Prepared by Alfred State College for:
The Middle States Commission on Higher Education
May 9, 2022
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I. College Overview

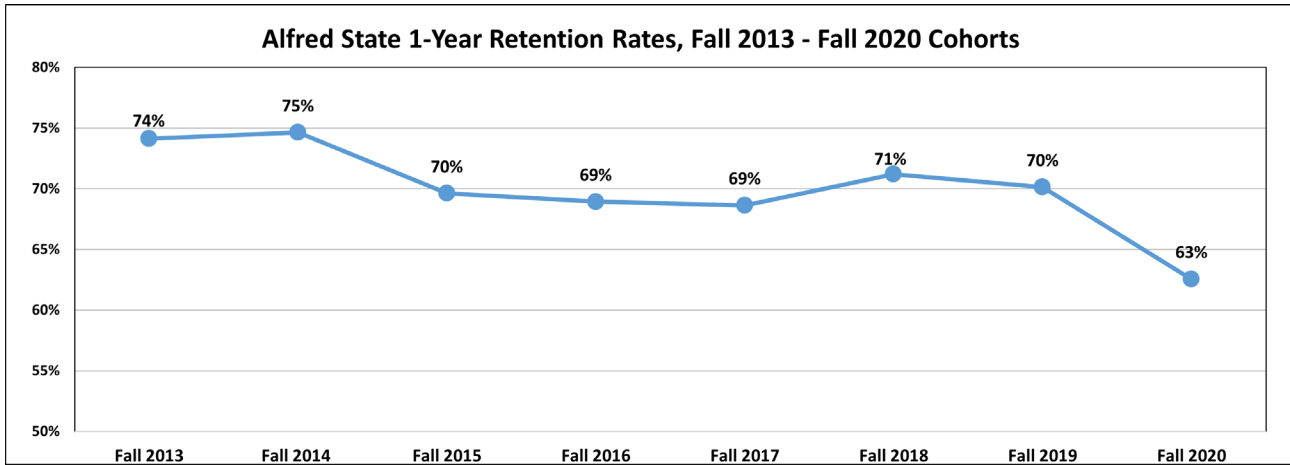
SUNY College of Technology at Alfred (Alfred State College) is located on two rural campuses in the beautiful Southern Tier of New York State, surrounded by lakes, forests, wetlands, and state parks. The Alfred campus includes the School of Architecture, Management and Engineering Technology and the School of Arts and Sciences, along with the 800-acre farm, Center for Organic and Sustainable Agriculture, Veterinary Technology Center, Motorsports Facility, Athletic Complex, Residence Halls and Townhouse Complexes, Sustainability Office, and Lake Lodge. The state-of-the-art Student Leadership Center serves as a comprehensive connection point for students to access leadership and civic engagement opportunities on campus and beyond. The School of Applied Technology campus in Wellsville, NY includes the innovative Workforce Development Center and the Net Zero Energy Demonstration Home built by Alfred State College students. Since 2018, the School of Applied Technology has offered three Associate in Occupational Studies (A.O.S.) degree programs in CNC Manufacturing and Machining Technology, Electrical Construction and Maintenance Electrician, and Welding Technology at the Western New York Workforce Training Center (Northland campus) in Buffalo, NY, providing valuable workforce education in New York State's second largest city and the Western New York region's largest urban center. Alfred State College is also a quality provider of distance education, currently offering eleven of its programs fully online.

The College had its beginning in 1908 as a state school of agriculture. In 1948, Alfred State College was incorporated into the newly organized State University of New York (SUNY) system. It was authorized to award the Associate in Applied Science (A.A.S.) degree in 1951, the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees in 1967, and the Associate in Occupational Studies (A.O.S.) degree in 1973. In 1991, the College began offering bachelor's degrees.

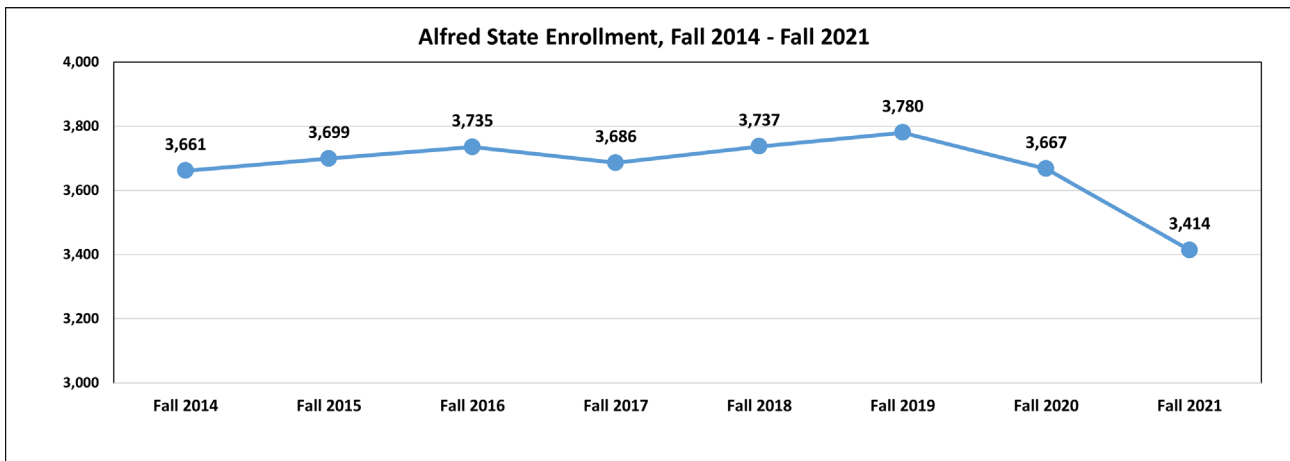
Today Alfred State College is one of SUNY's premier colleges of technology with over 3,400 full-time students, 266 faculty, 3 certificate programs, 48 Associate degree programs, and 28 bachelor's degree programs. The College's programs are registered by the New York State Education Department and have been approved for the training of veterans. Alfred State College is institutionally accredited by the Middle States Commission on Higher Education (MSCHE) and 35 of the College's programs are accredited or certified by professional commissions or associations. Outside the classroom, there are over 100 extracurricular clubs, sports, and student organizations; vibrant Greek life; internships; and civic engagement activities. The Alfred State Pioneers compete in Division III NCAA athletics. Project-based learning is a cornerstone of an Alfred State College education. The College is known for its affordability, small class sizes, and instructors—none of whom are graduate assistants—who are accessible and committed to seeing their students “hit the ground running” following graduation.

On March 28, 2022, Alfred State College welcomed its thirteenth President, Dr. Steven Mauro. The College is excited to be under his vibrant leadership as it proceeds through the MSCHE Self-Study process. More information about Alfred State College can be found at the College's website: www.alfredstate.edu.

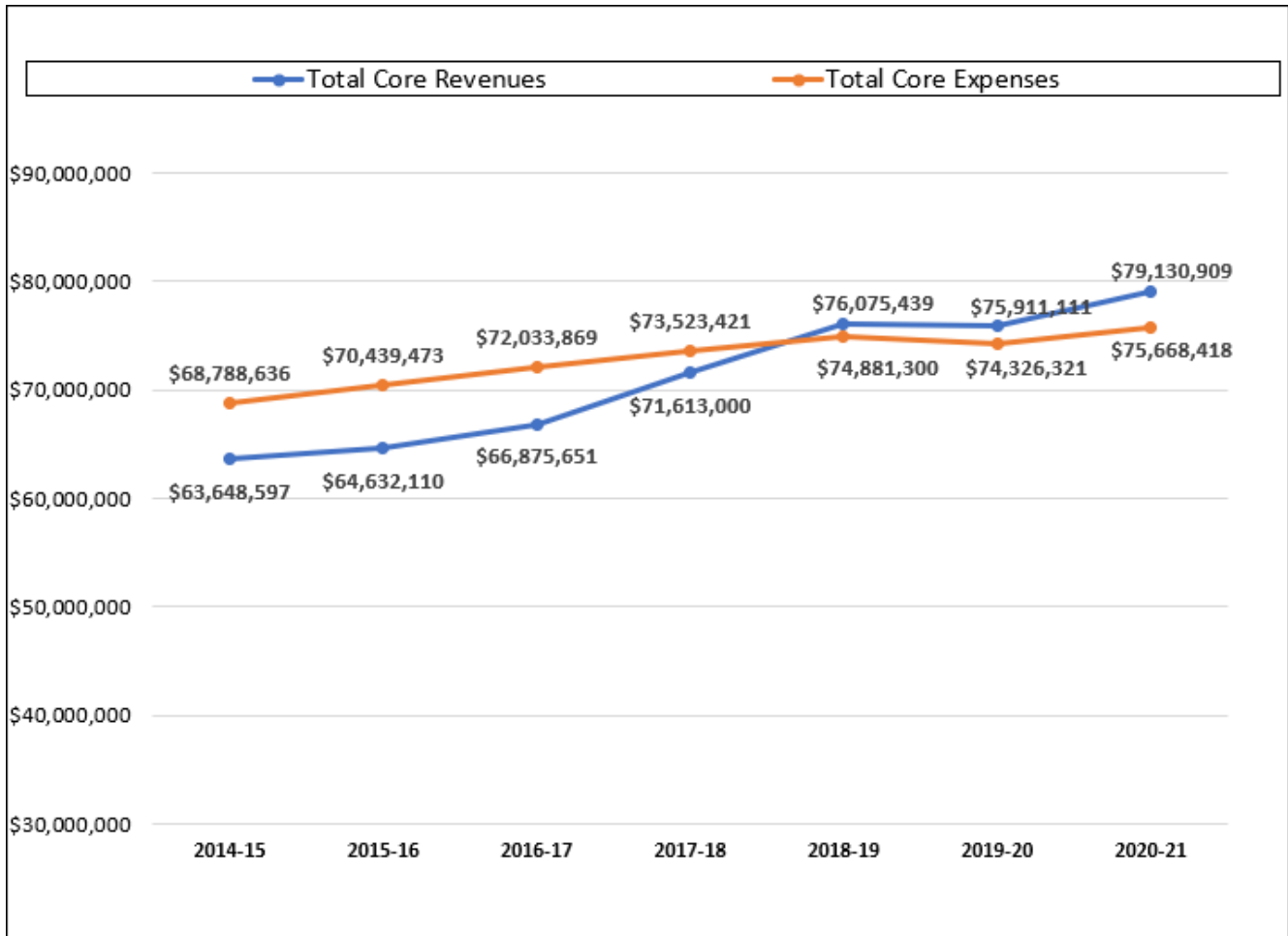
Context for Institutional Priorities: In recent years, Alfred State College has expanded accessibility to a more diverse student population including underrepresented minorities (URM) through the SUNY Educational Opportunity Program (EOP) and Alfred State Opportunity Program (ASOP). The College has also expanded new student matriculation directly into bachelor's degree level programs. While this has helped to diversify the College's student population, it has also contributed to lower retention rates as illustrated below:



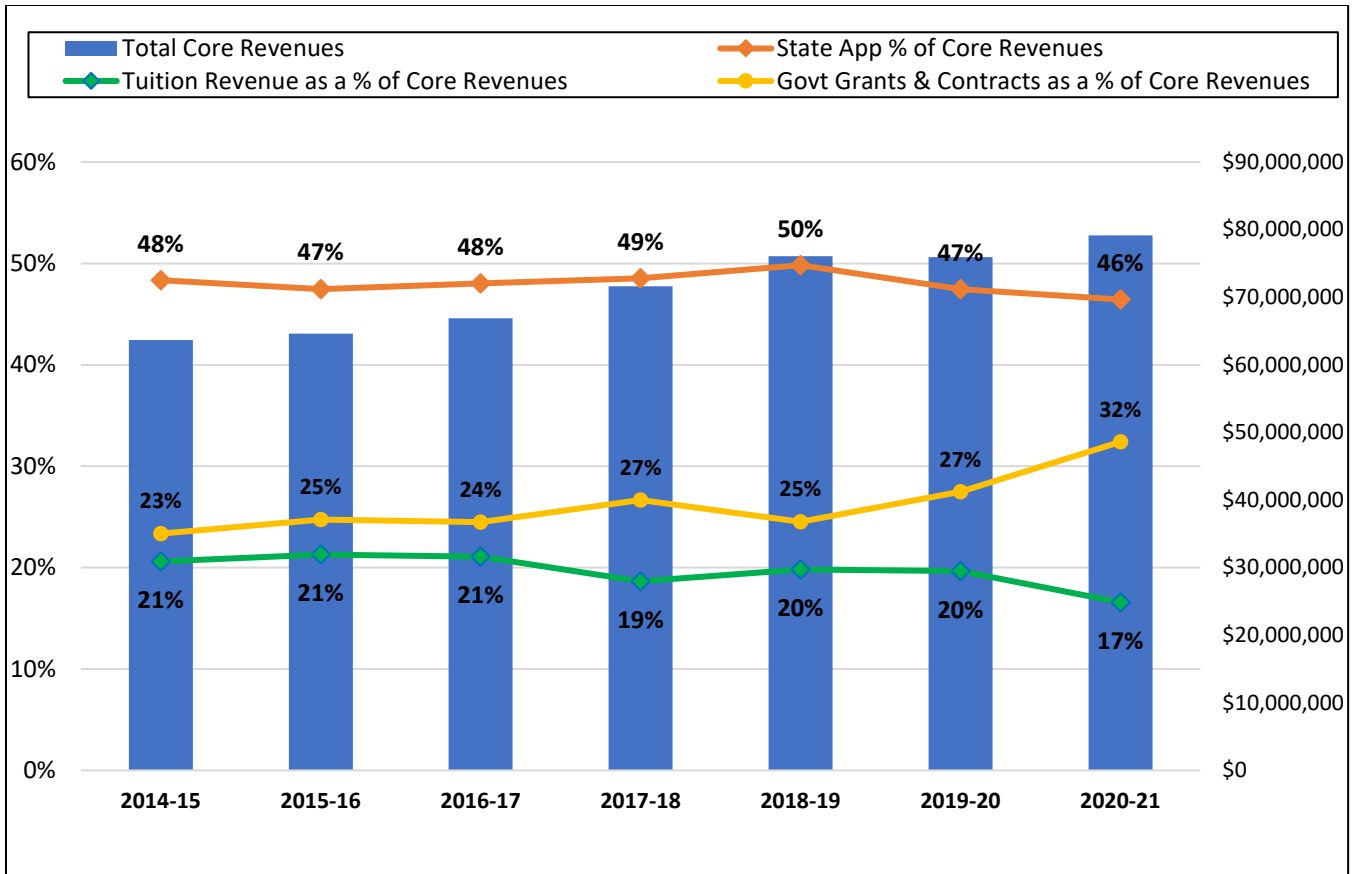
Alfred State College has not experienced the sharp multi-year enrollment drops seen at peer SUNY technology sector institutions or at other associate degree granting institutions including community colleges. Up until 2021, enrollment remained relatively stable at between 3,660-3,780 students. However, the effects of the COVID-19 pandemic, coupled with retention challenges and the traditional age student “demographic cliff” in New York State contributed to a discernable enrollment drop in fall 2021 as depicted in the chart below:



Alfred State College’s finances as reflected in core revenues has improved in recent years, from approximately \$63M in 2014-15 to \$79M in 2020-21. In response to core expenses exceeding core revenues from 2014-2018, resource optimization became an emerging priority for the College. Alfred State enacted spending justification procedures in 2018-19 which have succeeded in ensuring that expenses do not exceed revenues, as depicted in the chart below:



State appropriations as a proportion of revenues has remained relatively stable, ranging between 46-50% within this time period. However, tuition revenues have decreased, proportional to decreases in retention and enrollment, as pictured in the chart below:



So far, tuition revenue drops have been more than offset by growth in government grants and contracts; however, some of these funding sources were from temporary COVID-19 related federal grants beginning in 2020-21. The linked enrollment, retention, and revenue/resource optimization trends provide context for the three related Institutional Standards discussed below in Section II—**Enrollment and Recruitment, Retention, and Campus Renewal and Resource Optimization**—which will be analyzed through the Self-Study. Recent trends illustrate why these are all top priorities given the enrollment, retention, and demographic challenges the College will be facing in the next several years.

a. Alfred State College’s Mission, Vision, and Core Values

Alfred State College’s MSCHE Self-Study will be guided by its mission and vision as a premier regional college of technology. Both MSCHE’s Standards and Requirements for Affiliation, and Alfred State College’s Mission and Vision uphold the highest expectations for promoting “educational excellence across institutions with diverse missions, student populations, and resources” (MSCHE Website, “About Us”).

Alfred State’s Mission Statement: Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.

Alfred State’s Vision Statement: Alfred State will be THE premier regional college of technology, creating opportunity for our students to achieve successful careers and purposeful lives.

Alfred State’s Core Values: Respect, Integrity, Service, Dedication

The four elements of Alfred State’s Mission Statement – outstanding programs, hands-on learning, preparing in-demand and involved students, and caring community – are directly related to and dependent upon strong enrollment,

retention, and resource optimization, giving additional context for the proposed Institutional Priorities discussed further in Section II.

b. Alfred State College's Strategic Plan Priorities and Alignment with Institutional Priorities

The three Institutional Priorities selected for the MSCHE Self-Study are also aligned with Alfred State College's Strategic Plan and Priorities. In 2020-21, in preparation for a new President, Alfred State College refreshed its *Roadmap to 2020* Strategic Plan and Priorities through an inclusive process led by the Strategic Plan Steering Committee. In a Town Hall and working group session open to all campus community members, participants were led through a SWOT-STEEP series of exercises to determine if the current strategic plan and priorities were still relevant to the college moving forward, and if adjustments needed to be made. The committee also administered a comprehensive survey asking faculty and staff for their assessment of the existing strategic priorities and their input for suggested new/revised priorities. The results of those exercises, surveys, and input from campus constituencies led the college to make Enrollment and Recruitment a discrete priority separate from the previous Student Development and Support category. Additional updates were made to the remaining priorities to ensure their relevance to the College's continued growth and progress in realizing its mission, vision, and values. The refreshed Strategic Plan Priorities are:

- *Advanced Hands-On Learning*: Alfred State will enhance and expand hands-on learning opportunities across the student experience by keeping pace with industry, entrepreneurship, and advancements in technology and research.
- *Inclusion and Belonging*: Alfred State will recruit and retain a diverse community of students, faculty, and staff in a welcoming environment that appreciates differences, creates access, prioritizes equity, nurtures a sense of belonging, and supports the health and safety of our campus community.
- *Team Investment and Professional Growth*: Alfred State will invest in and professionally develop high-quality faculty and staff in a mutually beneficial manner that acknowledges and values all contributions to the overall success of the college.
- *Partnerships and Impact*: Alfred State will create mutually beneficial partnerships with industry, educational organizations, foundations, and federal and state funding agencies to foster new economic development and educational opportunities with expanded community engagement and sustainability.
- *Student Development and Support*: Alfred State will provide its students with the necessary support to develop academically, personally, and professionally; to achieve well-being; and to become successful graduates, leaders, and citizens.
- *Campus Renewal and Resource Optimization*: Alfred State will enhance campus technology and facilities and employ other strategies to align resources efficiently—identifying and maximizing new revenue streams while prioritizing initiatives to best capitalize on investments.
- *Enrollment and Recruitment*: Alfred State will sustain and strengthen enrollment while maintaining strong academic standards. Through excellent academic offerings, a vibrant student life program, and a commitment to equity and access, Alfred State will attract, recruit, and enroll students in a caring college community focused on personal and academic success.

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

Alfred State College has selected three Institutional Priorities to be addressed in the MSCHE Self-Study:

- **Enrollment and Recruitment**: Alfred State College will recruit a diverse and sustainable population of students, faculty, and staff. Alfred State College will attract and support the faculty and staff to grow and

maintain its excellent, affordable, in-demand hands-on programs. Alfred State College will facilitate equitable student access through robust enrollment management planning and accurate and clear communications about its programs, admissions processes, and financing to students, families, and the public.

- **Retention:** Alfred State College will create an inclusive, equitable, and engaging environment that is conducive to retention of its students, faculty, and staff. Alfred State College will support its students in achieving their academic and career goals from enrollment through graduation, through student, academic and advising support services and programs. Alfred State College’s affordable and relevant academic programs, clearly stated policies and procedures, faculty and staff, and effective student and academic support services work together to facilitate student degree completion.
- **Campus Renewal and Resource Optimization:** Alfred State College will engage in sustainable, responsible, and inclusive fiscal and resource planning to support its diverse students, programs, faculty, and staff to meet their academic, professional, and personal goals. Alfred State College will ensure adequate resources and institutional support to strengthen its physical and technological infrastructure and to recruit and retain a diverse pool of talented faculty and staff sufficient to support the college’s mission, students, and programs.

Each Institutional Priority also has an embedded **Diversity, Equity and Inclusion** and **Staffing/Resources** focused component. They are embedded within each Institutional Priority to ensure that these mission-critical areas of institutional improvement receive adequate focus within the Self-Study process and are not “siloed” within individual Institutional Priorities. Additional keywords, themes, and indicators aligned with the Institutional Priorities were selected to provide additional focus for the Self-Study. These are reflected in the General and Standards I-VII Lines of Inquiry in Section V on p. 13-20.

Alignment Between the Institutional Priorities and College Mission: As discussed in the Overview, the selected Institutional Priorities are aligned with the four elements of Alfred State College’s mission: outstanding programs, hands-on learning, preparing in-demand and involved students, and caring community. The alignment between mission and Institutional Priorities is depicted in the chart below:

How Well are Elements of the Institution’s Mission Aligned with Our Selected Institutional Priorities?

Elements of Mission Statement	Enrollment & Recruitment	Retention	Campus Renewal and Resource Optimization
Deliver Outstanding Associate & Baccalaureate Programs	X	X	X
Hands-On Learning	X	X	X
Prepare In-Demand, Involved Students		X	
Caring College Community		X	

How Institutional Stakeholders Were Consulted in Identifying the Priorities: During the College’s participation in the Self-Study Institute, the Self-Study Co-Chairs and Steering Committee members identified the most critical college priorities arising from the work of and discussions among several groups and constituencies, including the Retention Committee (aligned with Title III grant recommendations), the recently completed work of the Strategic Plan Refresh steering committee and working groups, Executive Leadership Team, President’s Council, College Council, Enrollment Management Advisory Team, Dean’s Council, Faculty Senate, and Academic Affairs Coordination Team. Assessment and institutional effectiveness findings and data, accreditation reports and data (including the last MSCHE site team report), and recent program reviews were also consulted for recurrent themes and issues raised by faculty, staff, administration, students, advisory committees, other campus stakeholders, and external reviewers. Three overarching priorities were identified through this initial review: **Enrollment & Recruitment, Retention, and Campus Renewal and Resource Optimization**. Two additional focus areas were identified as potential priorities: **Diversity, Equity and Inclusion** and **Staffing/Resources**.

The Steering Committee selected three rather than five Institutional Priorities: **Enrollment & Recruitment, Retention, and Campus Renewal and Resource Optimization**. The Committee determined that adding more Institutional Priorities would potentially “silo” the two additional focus areas as described above, so the decision was made to embed **Diversity, Equity and Inclusion** and **Staffing/Resources** within each Institutional Priority, underscoring their foundational, structural importance within all College initiatives including the Institutional Priorities.

Each Institutional Priority is directly related to and aligned with Alfred State College’s Strategic Plan, which was refreshed in 2020-21 through campus-wide engagement in multiple strategic planning groups utilizing a SWOT-STEEP analysis as described above.

Strategic Plan Priority	Enrollment & Recruitment	Retention	Campus Renewal and Resource Optimization
Advanced Hands-On Learning	X	X	X
Inclusion and Belonging	X	X	X
Team Investment and Professional Growth	X	X	X
Campus Renewal and Resource Optimization			X
Partnerships and Impact	X	X	X
Student Development and Support		X	X
Enrollment and Recruitment	X		

After the Co-Chairs’ initial meeting with Alfred State College’s MSCHE VP Liaison to discuss progress on the Institutional Priorities, the Steering Committee and Working Groups engaged in an activity to align the Institutional Priorities with the MSCHE Standards and Criteria, select key words, “bulleted” statements to focus examination of the Institutional Priorities within the lens of the Standards, and ensure that the resulting Institutional Priority Statements were distinct from the aligned Strategic Plan Priorities. This activity was also designed to ensure that the two additional focus areas were adequately embedded within each Institutional Priority. Finally, this activity served to help the Working Groups and Steering Committee members collaborate on the Institutional Priorities while familiarizing themselves with the Standards and Criteria that they would be working on in the Self-Study.

The chart below shows where each Institutional Priority is most closely aligned to the MSCHE Standards, to guide the College, Steering Committee and Working Groups in addressing the Institutional Priorities within the Self-Study.

Standards of Accreditation	Institutional Priorities		
	Enrollment & Recruitment	Retention	Campus Renewal & Resource Optimization
I. Mission and Goals			
II. Ethics and Integrity	X	X	
III. Design and Delivery of the Student Learning Experience		X	X
IV. Support of the Student Experience	X	X	
V. Educational Effectiveness Assessment		X	
VI. Planning, Resources, and Institutional Improvement			X
VII. Governance, Leadership, and Administration			

III. Intended Outcomes of the Self-Study

Alfred State College seeks to achieve the following outcomes in conducting the MSCHE Self-Study:

- Demonstrate the extent to which Alfred State College meets MSCHE’s Standards for Accreditation and Requirements for Affiliation, as well as the Verification of Compliance, and provide guidance for any necessary improvements;
- Focus on continuous improvement in the attainment of Alfred State College’s mission and vision as realized through its Institutional Priorities. Its Institutional Priorities are closely aligned to its Strategic

- Plan and other important campus initiatives, and viewing them through the lens of the MSCHE Standards and Criteria will provide the college additional insights into how to maximize continuous improvement;
- Engage the Alfred State College community, including faculty, staff, administrators, students, alumni, and other stakeholders, in an inclusive and transparent self-appraisal involving members from across the entire college community;
- Leverage the Self-Study as an opportunity to assess Alfred State College’s planning and processes during the leadership transition to its new President and serve as a beacon for ongoing activities and development for future strategic planning tied to the College’s mission, vision, and core values.

IV. Self-Study Approach

The Steering Committee recommended the use of a Standards-Based Approach to examine Alfred State College’s Institutional Priorities through the lens of the Standards. This approach was approved by College administration. This will allow the institution to gain a valuable perspective on its Priorities distinct from those in other College initiatives, including the Strategic Plan. Also, the institution believes it will be more beneficial to use a Standards-Based Approach since this is the first time that Alfred State College is conducting a Self-Study using the 2015 Standards and Requirements for Accreditation.

V. Selection and Organizational Structure of the Steering Committee and Working Groups

a. Co-Chairs and MSCHE Self-Study Institute Participants

After registration for the MSCHE Self-Study Institute (SSI) opened in summer 2021, several calls went out for volunteers who would be interested in serving on the Self-Study, either as potential Steering Committee or Working Group participants. These were announced in the President’s Opening Remarks kicking off Professional Development Week, in Academic Affairs Coordination Team (AACT) meetings, and in the College’s Announce email that is sent daily to all employees. Alfred State College’s Executive Leadership Team (ELT), which is comprised of the President and division heads, selected an initial group of ten individuals to attend the Self-Study Institute, including both appointed and volunteering members. This initial iteration of the Steering Committee included faculty representation from each of the College’s three schools (School of Arts and Sciences or SAS; School of Architecture, Management and Engineering Technology or SAMET; and School of Applied Technology or SAT), as well as broad administrative and staff representation from multiple divisions of the College, including all three School Deans. Each member of the committee received a letter of appointment from the Office of the President. The three Co-Chairs were also selected due to their experience and ability to lead the Self-Study, since all have experience leading major institutional or programmatic self-study efforts, either at Alfred State College or at other institutions. The co-chairs include a faculty representative to ensure adequate faculty representation and perspectives in leading the effort:

- Danielle Green, Associate Professor, Business Department (SAMET)
- Dan Jardine, Director, Office of Institutional Research, Planning & Effectiveness (OIRPE)
- Bridget Jacobs, Coordinator, Assessment, Accreditation & Program Planning and MSCHE ALO

The additional SSI participants were:

- Kathleen Casey Ebert, Associate Vice President of Academic Affairs, Office of Faculty and Student Development, and Interim Dean, SAS
- Jeffrey Stevens, Dean, SAT
- John Williams, Dean, SAMET

- *Danel Bowen, Assistant Professor, Electrical Trades (SAT)
- Kathryn Link, Associate Professor of Biology and Chair, Physical and Life Sciences (SAS)
- Jonathan Hilsher, Director, Center for Civic Engagement & Community Support (Student Affairs division)
- Russ Nunley, Chief Marketing Officer (Enrollment Management division)

**The original SAT faculty representative was replaced during the SSI when the initial faculty representative stepped down from the SSI/Steering Committee.*

Once the Co-Chairs (SSI Key Representatives) were affirmed in fall 2021, they assumed leadership over the Self-Study and coordinated the College's participation in the Self-Study Institute. They also began meeting weekly during the SSI and will continue to meet weekly (or more often as needed) throughout the Self-Study process.

b. Steering Committee Membership and Selection

After the conclusion of the Self-Study Institute, the initial members of the Steering Committee solicited additional volunteers and appointees to complete the Steering Committee, ensuring broad representation from all divisions of the College as well as from the student body. The full Steering Committee membership is listed below:

Alfred State College MSCHE Self-Study Steering Committee

Steering Committee Co-Chairs

Bridget Jacobs, Coordinator of Assessment, Accreditation & Program Planning/MSCHE ALO (Academic Affairs)

Dan Jardine, Director, Office of Institutional Research, Planning & Effectiveness (Academic Affairs)

Danielle Green, Associate Professor, Business Department (SAMET)

Executive Leadership Team Representatives

Craig Clark, Interim Vice President of Academic Affairs

Tim Sortore, Vice President for Finance and Administration (CFO)

Greg Sammons, Vice President of Student Affairs

Danielle White, Executive Director of Institutional Advancement

Faculty Representatives

School of Arts and Sciences (SAS)

Nicole DiGerlando, Assistant Professor, English & Humanities Department

Kathryn Link, Associate Professor of Biology and Chair, Physical and Life Sciences Department

School of Architecture, Management and Engineering Technology (SAMET)

Aric Bryant, Assistant Professor, Mechanical and Electrical Engineering Technology Department

Danielle Green, Associate Professor, Business Department (**Steering Committee Co-Chair**)

School of Applied Technology (SAT)

Danel Bowen, Assistant Professor, Electrical, Machine Tool and Welding Technology Department

Todd McDowell, Instructor, Electrical, Machine Tool and Welding Technology Department

Division/Constituency Representatives

Academic Affairs

Craig Clark, Interim Vice President of Academic Affairs (**Executive Leadership Team Representative**)

*Kathleen Casey Ebert, Associate Vice President of Academic Affairs, Student & Faculty Development and Interim Dean, School of Arts and Sciences (SAS)

Jeffrey Stevens, Dean, School of Applied Technology (SAT)

John Williams, Dean, School of Architecture, Management and Engineering Technology (SAMET)

Dan Jardine, Director, Office of Institutional Research (**Steering Committee Co-Chair**)

Bridget Jacobs, Coordinator of Assessment, Accreditation & Program Planning/MSCHE ALO (**Steering Committee Co-Chair**)

Business Affairs

Tim Sortore, Vice President for Finance and Administration (CFO) (**Executive Leadership Team Representative**)

Student Affairs

Greg Sammons, Vice President of Student Affairs (**Executive Leadership Team Representative**)

Jonathan Hilsher, Director, Center for Civic Leadership & Community Support

Desmond Davis, Assistant Director, Diversity, Equity and Inclusion & Title IX

Enrollment Management

Russ Nunley, Chief Marketing Officer

Laura Kernan, Associate Registrar

Chris Vernam, Associate Director of Financial Aid

Institutional Advancement

Danielle White, Executive Director of Institutional Advancement (**Executive Leadership Team Representative**)

Human Resources

Angela Koskoff, Human Resources Personnel Assistant

Student Senate/Student Representation

Austin Caporin, Culinary Arts Student

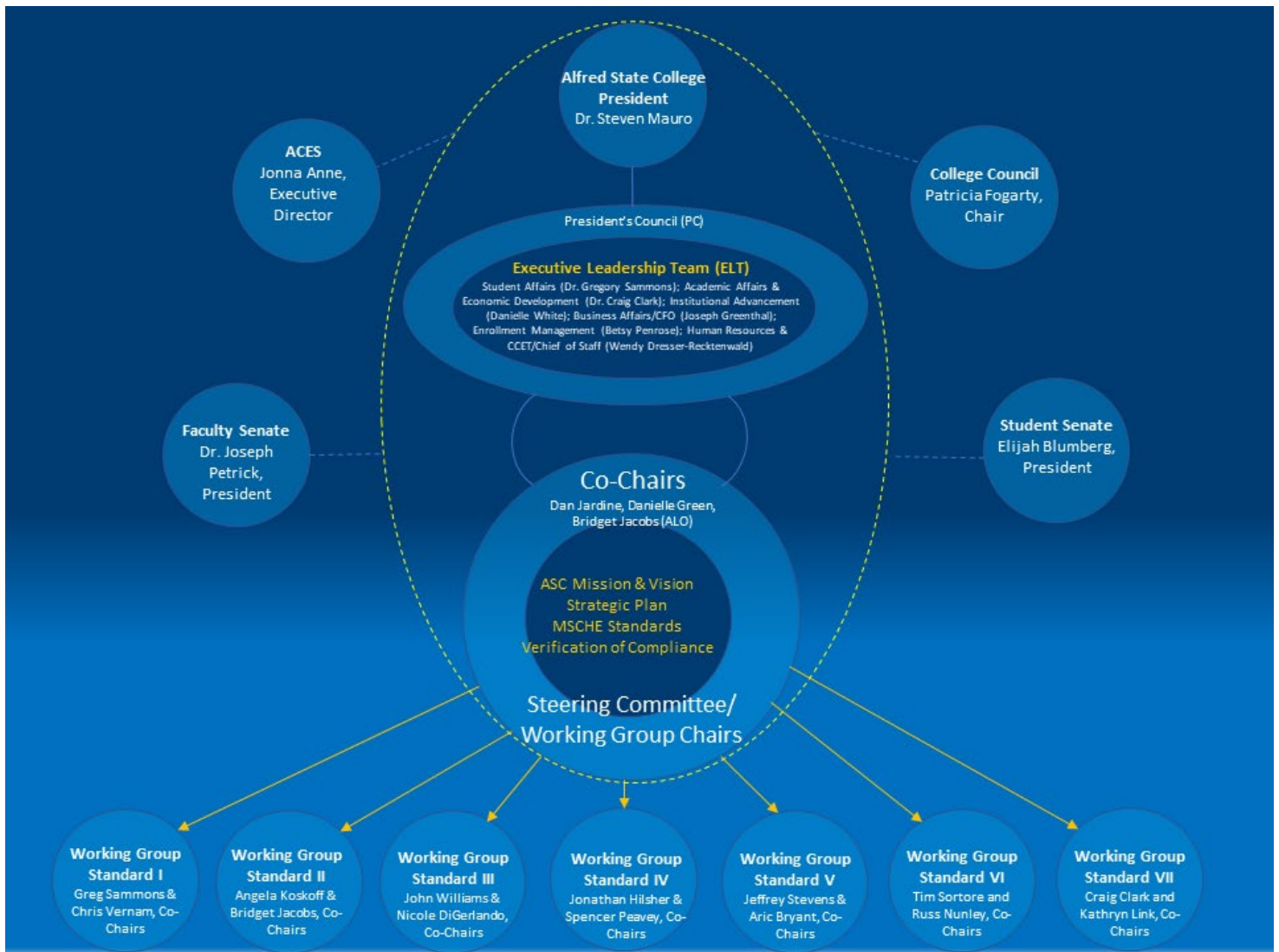
**Additionally serving as an "internal consultant" to the Co-Chairs due to her extensive experience on MSCHE visiting site teams.*

c. Organizational Structure of the Steering Committee, Collaboration Model, and Strategies for Collaboration

After the conclusion of the Self-Study Institute (SSI), the Steering Committee discussed strategies to ensure coordination of effort among the Committee and the Working Groups. It was decided that at least one co-chair of each Working Group would also be on the Steering Committee to encourage collaboration and communication, engagement in common areas of inquiry, and reduce duplication of effort. Based upon input from the SSI, the Steering Committee

also decided to use a mentor-mentee model, where people with more experience and/or institutional knowledge would be paired with more junior personnel to promote professional growth, development, and collaboration among the entire group. The Steering Committee and Co-Chairs established a workspace in Microsoft Teams with individual “channels” for each Working Group. As a result, while each Working Group has a dedicated channel and space for their work, they are in a common Team accessible by all participants in the Steering Committee and Working Groups, rather than in separately siloed teams.

The Steering Committee also designed a Collaboration Model depicting the relationship among the Steering Committee and Co-Chairs, Working Groups, and faculty, administrative and governance, auxiliary, and student committees/stakeholder groups, with an eye toward promoting collaboration rather than a top-down model of leadership:



d. Co-Chairs and Steering Committee Charges

Congruent with the Self-Study Collaboration Model, the Co-Chairs’ charges and responsibilities include the following:

- Establish basic structures for Self-Study (e.g., steering committee and working group structure, resource repository, evidence inventory, guidelines, and processes);
- Facilitate transparent, collaborative, and inclusive Self-Study process;
- Organize and lead steering committee meetings and cross-institution coordination and communication about the Self-Study process and institutional accreditation;
- Support all steering committee members in accomplishing their charges;
- Ensure the Self-Study process meets all milestones on established timeline;
- Work with the Steering Committee and Working Group chairs to facilitate communication among the Steering Committee and Working Groups and avoid duplication of efforts;
- Edit and synthesize working group reports and other documents to create a coherent Self-Study Design and Self-Study Report that authentically represents input from institutional stakeholders;
- Serve as liaisons between the steering committee, institutional leaders, stakeholders, and representatives of the Middle States Commission on Higher Education (MSCHE) and manage all Self-Study related submissions to the MSCHE portal;
- Coordinate all visits associated with the Self-Study process;
- Prepare the campus community for the reaccreditation team’s visit by leading the development and implementation of the steering committee’s communication plan;
- Assist the President in producing response to the Evaluation Team Report;
- Help identify institutional gaps of process or policy and work collaboratively with institutional stakeholders to reduce exposure and improve effectiveness.

The Steering Committee provides leadership to the entire Self-Study process, in coordination with other leadership bodies including the Executive Leadership Team and President’s Council. The Steering Committee’s charges and responsibilities include the following:

- Developing the key focus areas for the Self-Study, including the Institutional Priorities and their alignment with the MSCHE Standards and Criteria;
- Developing the Self-Study Design;
- Establishing and charging Working Groups and coordinating their work on the College’s compliance with the MSCHE Standards and Criteria and their alignment with the Institutional Priorities;
- Ensuring that the timetable is implemented as planned;
- Arranging for institution-wide review of and responses to a draft of the Self-Study;
- Overseeing the completion of the final Self-Study Report and any other documents relevant to the Self-Study process and team visit;
- Coordinating arrangements to host the Evaluation Team Visit.

e. Working Group Overview and General Working Group Charges

The Steering Committee has organized seven Working Groups corresponding to each MSCHE Standard. Each Working Group has two co-chairs; a minimum of one co-chair is required to also be a member of the Steering Committee to facilitate communication between the Steering Committee and Working Groups and avoid duplication of efforts. The Steering Committee and campus leaders solicited participation in Working Groups by announcing at key meetings and events like President’s Opening Remarks, Academic Affairs Collaboration Team, and in daily campus Announcements emails. The Steering Committee also ensured that junior faculty and staff were given the opportunity to serve with more seasoned faculty and staff, to facilitate work in Working Groups as a professional development activity.

The general charges for all Working Groups include:

- Meet regularly and follow the Self-Study Timetable under the leadership of the Co-Chairs and Steering Committee to ensure that Self-Study objectives and deliverables are met on schedule;
- Develop strategies for identifying sources of evidence related to the topics and areas of focus in the assigned Standards and Criteria and related Institutional Priorities;
- Collaborate with other Working Groups in coordination with Working Group co-chairs and Steering Committee members to reduce duplication of effort;
- Gather and analyze relevant evidence to ensure that the Working Group report draft is evidence-based;
- Identify gaps in the evidence needed to document compliance with assigned Standards and Criteria and develop strategies to address evidence gaps. Implement these strategies where feasible;
- Identify opportunities for improvement within the context of the assigned Standards;
- Prepare and deliver draft Working Group reports and chapters to the Steering Committee based on the established Timetable;
- Address each assigned Standard, aligned Institutional Priorities, and Lines of Inquiry within Working Group draft reports and chapters.
- Address this Line of Inquiry in all Standards: To what extent does Alfred State College demonstrate compliance with the Standards and associated Requirements for Affiliation?

Worksheets listing anticipated collaborations among the Working Groups and key units to address both the general and specific Charges and Lines of Inquiry are in the Appendix: *Alignment Between MSCHE Standards/Criteria and Responsible Units with Proposed Evidence*.

f. Working Group Membership, Charges, and Lines of Inquiry

The Working Groups, charges, Lines of Inquiry and membership are as follows (*asterisks denote members who are also on the Steering Committee*):

Working Group I (Mission and Goals)

Working Group I Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard I: Mission and Goals;
- Consider how the four elements of Alfred State College's Mission are aligned with the three Institutional Priorities according to the chart on p. 5 of the Self-Study Design;
- Collect, examine and analyze relevant data, processes and procedures for Standard I.

Working Group I Lines of Inquiry:

- *To what extent does Alfred State College clearly define its Vision, Mission, and Strategic Plan goals?*
- *To what extent does Alfred State College both publish and disseminate Vision, Mission, and Strategic Goal information to the campus community?*
- *How and when does Alfred State College evaluate and update the institutional Vision, Mission, and Strategic Goals?*
- *What evidence exists to show collaborative participation in the development and approval of the Vision, Mission, and Goals by campus stakeholders who possess influence and/or governance over institutional development and operations?*

- *What evidence exists to show that the Vision, Mission, and Goals are serving as pragmatic guideposts and a functional framework to institutional planning, resource allocation, program development, and educational outcomes?*
- *To what extent does Alfred State College realize and assess progress toward the Institutional Priorities as related to its Mission, Vision, and Strategic Plan? How does Alfred State College assess that the institutional Mission and Strategic Goals are relevant and achievable?*

Working Group I Co-Chairs

*Greg Sammons, Vice President, Student Affairs

*Chris Vernam, Associate Director, Financial Aid

Working Group I Members

Melanie Ryan, Coordinator, Office of Accessibility Services, Office of Student and Faculty Development

Nicole DiRado, Assistant Professor, Physical and Life Sciences Department

Paul Welker, Community Relations Associate, Marketing Communications

Working Group II (Ethics and Integrity)

Working Group II Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard II: Ethics and Integrity;
- Consider how the *Enrollment and Recruitment* and *Retention* Institutional Priorities are addressed in Standard II, including the embedded focus on Diversity, Equity and Inclusion;
- Collect, examine, and analyze relevant data, policies, processes and procedures for Standard II.

Working Group II Lines of Inquiry:

- *How does Alfred State College demonstrate that ethics and integrity are central and indispensable to all activities at the college, and what evidence is there that Alfred State College honors its contracts and commitments, adheres to its policies, and represents itself truthfully?*
- *Does an analysis of Alfred State College's campus climate affirm that it fosters respect among all campus constituencies from a range of diverse backgrounds, ideas and perspectives, what processes are in place to ensure respectful treatment of faculty, staff and students, and what evidence is there of this?*
- *How does Alfred State College ensure that its policies and procedures applied fairly and impartially, including those relating to addressing grievances raised by students, faculty or staff, and to hiring, evaluation, promotion, discipline and separation of employees, what processes are in place, and what evidence is there of this?*
- *How do Alfred State College's services and programs promote affordability and accessibility, and how does the college know that students understand how their education is funded so they can make informed decisions regarding incurring debt?*
- *Are Alfred State College's policies, procedures, and communications inclusive and accessible, and how do they equitably support and promote student enrollment and faculty and student retention?*
- *How does Alfred State College assess institutional ethics and integrity as evidenced in its development, revision and implementation of its policies, processes and practices, and what evidence is there of related assessment taking place and the use of assessment results to make improvements?*

Working Group II Co-Chairs

*Bridget Jacobs, Coordinator of Assessment, Accreditation & Program Planning (Steering Committee Co-Chair)

*Angela Koskoff, Personnel Assistant, Human Resources

Working Group II Members

Maureen Caschera, Instructional Designer, Center for Online Learning

Casey Cowburn, Coordinator of Tutoring, Student Success Center

Stephanie LaFever, Associate Director, Marketing Communications

Janice Stafford, Associate Professor, English and Humanities Department; Secretary, Alfred State College Faculty Senate

Working Group III (Design and Delivery of the Student Learning Experience)

Working Group III Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard III: Design and Delivery of the Student Learning Experience;
- Consider how the *Retention and Campus Renewal and Resource Optimization* Institutional Priorities are addressed in Standard III, including the embedded focuses on *Diversity, Equity and Inclusion* and *Staffing/Resources*;
- Collect, examine and analyze relevant data, processes and procedures for Standard III.

Working Group III Lines of Inquiry:

- *How does Alfred State College utilize assessment findings to provide a robust student learning experience?*
- *How is Alfred State College's general education program designed and delivered in alignment with the College's mission and vision?*
- *How does Alfred State College ensure high quality academics by instructional mode (including online) and at all campuses/instructional sites (Alfred, Wellsville, and Northland)?*
- *In what ways does instructional technology advance the learning environment (civic engagement, applied learning)?*
- *How do staffing levels and faculty professional development initiatives align with and support an effective learning environment?*
- *How do policies, procedures, and guidelines support the design and delivery of the student learning experience?*
- *What support does Alfred State College provide for faculty, staff, and students?*
- *To what extent has Alfred State College integrated diversity, equity, and inclusion into academic programs and learning outcomes?*
- *What planning is occurring to align resources with student learning design and delivery?*
- *To what extent do internships, projects, and applied learning foster both recruitment and outcomes learned in degree programs?*
- *To what extent do educational options such as certificates-to-degrees, 2+2 degree programs, and 4+1 degrees engage student recruitment, retention, and the ability to customize a career pathway?*

Working Group III Co-Chairs

*John Williams, Dean, School of Architecture, Management and Engineering Technology (SAMET)

*Nicole DiGerlando, Assistant Professor, English and Humanities Department

Working Group III Members

Jill Amati, Associate Professor and Department Chair, Social & Behavioral Sciences Department

Greg Cook, Instructor, Electrical, Machine Tool and Welding Technology Department

Susan Gorman, Assistant Professor and Department Chair, Business Department

*Laura Kernan, Associate Registrar

Danyelle O'Brien, Director of Online Learning

Matt Ryan, Interim Chief Diversity Officer

Working Group IV (Support of the Student Experience)

Working Group IV Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard IV: Support of the Student Experience;
- Consider how the *Enrollment and Recruitment* and *Retention* Institutional Priorities are addressed in Standard VI, including the embedded focuses on *Diversity, Equity and Inclusion* and *Staffing/Resources*;
- Collect, examine and analyze relevant data, processes and procedures for Standard IV.

Working Group IV Lines of Inquiry:

- *How are recruitment, admissions, orientation, and advisement policies, procedures, and processes designed to provide a reasonable expectation of student retention and graduation?*
- *How do policies and procedures related to evaluation of transfer credits and other prior learning contribute to a positive educational experience?*
- *Are policies, procedures, and processes consistently applied across all three campuses (Alfred, Wellsville, and Northland) as it relates to student records, athletics, and other co-curricular activities?*
- *How do student support services by third party providers enhance the quality of the learning environment?*
- *How is assessment leveraged to improve programs that support the student experience and align with the institutional priorities of enrollment, recruitment, and retention?*
- *How does the college integrate diversity, equity, and inclusion into student support services and programs and ensure high levels of student support by instructional mode (including online) at all campuses (Alfred, Wellsville, and Northland)?*

Working Group IV Co-Chairs

Spencer Peavey, Assistant Vice President, Student Affairs

*Jonathan Hilsher, Director, Center for Civic Leadership & Community Support

Working Group IV Members

Shelby Aquilina, EOP Academic Counselor

*Daniel Bowen, Assistant Professor, Electrical, Machine Tool and Welding Technology Department

Cyan Corwine, Coordinator of Opportunity Programs

*Desmond Davis, Assistant Director of Diversity, Equity & Inclusion

Christine Loper, Human Resources Director, ACES

Julie Rose, Director, Student Records and Financial Services

Working Group V (Educational Effectiveness Assessment)

Working Group V Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard V: Educational Effectiveness Assessment;
- Consider how the *Retention* Institutional Priority is addressed in Standard V, including the embedded focuses on *Diversity, Equity and Inclusion* and *Staffing/Resources*;
- Collect, examine and analyze relevant data, processes and procedures for Standard V.

Working Group V Lines of Inquiry:

- *To what extent does Alfred State College engage in continual improvement of its educational assessment processes and procedures?*
- *How does Alfred State College follow up on assessment findings (closing the loop) to ensure effective use of assessments for improving student learning outcomes?*
- *How are assessment results used to improve student learning outcomes and educational effectiveness, including through improving pedagogy and curriculum, reviewing and revising academic programs and support services, supporting a range of professional development activities, and improving key indicators of student success?*
- *Does Alfred State College use academic assessment results to allocate resources toward students, faculty, and programs to enhance learning?*
- *How does Alfred State College ensure appropriate assessment by instructional mode (including online) and at all campuses/instructional sites (Alfred, Wellsville, and Northland)?*
- *How transparent are assessment results to both internal and external stakeholders?*

Working Group V Co-Chairs

*Jeffrey Stevens, Dean, School of Applied Technology (SAT)

*Aric Bryant, Assistant Professor, Mechanical and Electrical Engineering Technology Department

Working Group V Members

Mark Bloxson, Assistant Professor, Business Department

Mohamed Eleshaky, Assistant Professor, Mechanical and Electrical Engineering Technology Department

*Bridget Jacobs, Coordinator of Assessment, Accreditation & Program Planning/MSCHE ALO (Steering Committee Co-Chair)

*Todd McDowell, Instructor, Electrical, Machine Tool and Welding Technology Department

Working Group VI (Planning, Resources, and Institutional Improvement)

Working Group VI Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard VI: Planning, Resources, and Institutional Improvement;
- Consider how the *Campus Renewal and Resource Optimization* Institutional Priority is addressed in Standard VI, including the embedded focus on *Staffing/Resources*;
- Collect, examine and analyze relevant data, plans, processes and procedures for Standard VI.

Working Group VI Lines of Inquiry:

- *How are resources allocated in alignment with the Mission and Strategic Goals/Priorities of the College? How do we know that resources are being used efficiently in support of our Mission and Goals?*

- *How are divisional and operational unit assessment results used to improve institutional effectiveness and resource planning and allocation? Are the assessment processes regular, efficient, and sustainable?*
- *To what extent does Alfred State College assess progress toward our Institutional Priorities within its existing institutional effectiveness assessment processes?*
- *To what extent does Alfred State College foster data-supported planning and institutional improvement and demonstrate compliance with Standard VI?*
- *How does Alfred State College ensure appropriate planning and resource allocation for all operations by instructional mode (including online) and at all campuses/instructional sites (Alfred, Wellsville, and Northland)?*
- *Are institutional effectiveness assessment results used to improve equitable and inclusive services to students, employees, and other stakeholders?*
- *What opportunities are there for the College to improve planning, resource allocation, and operational unit and institutional effectiveness related to the three Institutional Priorities?*

Working Group VI Co-Chairs

*Russ Nunley, Chief Marketing Officer

*Tim Sortore, Vice President for Finance and Administration

Working Group VI Members

Cory Bennett, Associate Director, Student Records and Financial Services

*Danielle Green, Associate Professor, Business Department, (Steering Committee Co-Chair)

*Dan Jardine, Director, Office of Institutional Research (Steering Committee Co-Chair)

Matt Ryan, Interim Chief Diversity Officer

*Danielle White, Executive Director, Institutional Advancement (Executive Leadership Team Representative)

Working Group VII (Governance, Leadership, and Administration)

Working Group VII Charges:

- Fulfill all aspects of the general Working Group charge within the context of Standard VII: Governance, Leadership, and Administration;
- Collect, examine and analyze relevant data, plans, processes and procedures for Standard VI.

Working Group VII Lines of Inquiry:

- *To what extent does Alfred State College's governance, leadership and administration structures demonstrate compliance with Standard VII?*
- *What evidence is there to support compliance, and how does Alfred State College's governance, leadership, and administration support its academic programs, divisions, departments and units, and its students, faculty, and staff?*
- *How does Alfred State College periodically assess the effectiveness of governance, leadership and administration?*
- *To what extent does Alfred State College's governance, leadership, and administration support, foster, and assess progress toward the Institutional Priorities?*
- *What opportunities are there for the College's governance, leadership, and administration to increase or improve its support of institution-level progress related to the three Institutional Priorities?*

Working Group VII Co-Chairs

*Craig Clark, Interim Vice President, Academic Affairs

*Kathryn Link, Associate Professor of Biology and Chair, Physical and Life Sciences

Working Group VII Members

Elizabeth Bullock, Assistant Professor, Social and Behavioral Sciences Department

Jen Guthrie, Instructional Support Technician, Nursing Department

Travis Matteson, Assistant Professor, English and Humanities Department

Joe Petrick, Director, Library Services and President, Alfred State College Faculty Senate

Mike Ronan, Professor, Automotive Trades Department

Melanie Ryan, Office of Accessibility Services, Office of Student and Faculty Development

VI. Guidelines for Reporting

a. Steering Committee and Working Group Drafts and Deadlines

The following table includes all the major draft/document deliverables throughout the Self-Study, adapted from the Self-Study Timeline in section IX below:

Draft/Document Deliverables	Due Dates	Responsible
Determine Three Institutional Priorities for Self-Study; Begin Drafting Self-Study Design	January–February 2022	Co-Chairs and Steering Committee
Finalize Self-Study Design Draft	April 27, 2022	Co-Chairs and Steering Committee
Self-Study Design Draft Reviewed by Executive Leadership Team, President’s Council, College Council, and Steering Committee for Their Feedback	April 27–May 6, 2022	Co-Chairs and Steering Committee with Campus Input
Self-Study Design Draft in Announce for Campus-Wide Review and Feedback	April 27–May 6, 2022	Co-Chairs and Steering Committee with Campus Input
Steering Committee and Executive Leadership Team Approve Self-Study Design Draft	May 6, 2022	Co-Chairs and Steering Committee; Executive Leadership Team
Self-Study Design Draft to MSCHE Liaison	May 9, 2022	ALO
Virtual MSCHE Liaison Visit w/Steering Committee to Discuss Self-Study Design Draft (Dr. Idna Corbett)	May 16, 2022	Co-Chairs and Steering Committee
Revisions and Acceptance of Self-Study Design	May–June 2022	Co-Chairs and Steering Committee
Working Groups Begin Reviewing Supporting Evidence & Upload Documents in SharePoint (Teams Interface)	August 2022	Working Group Co-Chairs, Working Group Members
Work Teams Submit Outlines of Chapters to SharePoint (Teams Interface)	August–September 2022	Working Group Co-Chairs, Working Group Members

Draft/Document Deliverables	Due Dates	Responsible
Steering Committee Reviews Outline Submissions and Gives Feedback to Working Groups	September 2022	Co-Chairs and Steering Committee; Working Group Co-Chairs
Working Groups Submit Drafts of Chapters to SharePoint (Teams Interface)	September–October 2022	Working Group Co-Chairs, Working Group Members
Steering Committee Reviews First Drafts and Gives Feedback to Working Groups	October 2022	Co-Chairs and Steering Committee; Working Group Co-Chairs
Work Teams Submit Revised Chapters to SharePoint (Teams Interface); Finalize Supporting Evidence	October–December 2022	Working Group Co-Chairs, Working Group Members
Review, Audit, and Cataloguing of Supporting Evidence; Upload to Planning & Self-Study	November 2022–January 2023	Steering Committee and Working Group Co-Chairs; Library Representative from Working Group III
Upload Working First Draft of Self-Study Report to Planning & Self-Study	By end of January 2023	Co-Chairs
First Draft of Self-Study Report Completed	February 2023	Co-Chairs, Steering Committee
Self-Study Draft Shared with Campus Community (Executive Leadership Team, PC, CC, DC, AACT, Faculty/Faculty Senate, Students/Student Senate, Staff)	January–May 2023	Co-Chairs, Steering Committee
Feedback of Self-Study Report Draft Due to Co-Chairs; Incorporated into Report	May 2023	Co-Chairs, Steering Committee
Visiting Team Chair Feedback Received after Preliminary Visit	October–November 2023	ALO
Visiting Team Chair Feedback Accepted	October–November 2023	ALO, Co-Chairs, Steering Committee
Final Editing of Self-Study; Incorporate Team Chair Feedback	December 2023–January 2024	Co-Chairs, Steering Committee, Working Groups as Needed
Approval of Self-Study by Steering Committee and Executive Leadership Team	January 2024	Coordinated by Co-Chairs
Endorsement of Self-Study by College Council	End of January 2024	Coordinated by Co-Chairs
Printing of Self-Study	February 2024	Coordinated by Co-Chairs, Marketing Communications (represented on Steering Committee)

Draft/Document Deliverables	Due Dates	Responsible
Self-Study (Report, Evidence Inventory, Verification of Compliance) Uploaded to MSCHE Portal – 6 Weeks Prior to Visit	February–March 2024	Coordinated by ALO & Co-Chairs (MSCHE Portal Representatives)
Provide Requested Documents to Visiting Site Team Members	January–March 2024	Coordinated by ALO and Co-Chairs
Upload Additional Requested Documents to Portal	February–May 2024	Coordinated by ALO and Co-Chairs
Correct Factual Errors on Draft Report	February–May 2024	Coordinated by ALO and Co-Chairs with Steering Committee and Executive Input
Prepare Formal Institutional Response to Draft Report	February–May 2024	Coordinated by ALO and Co-Chairs with Steering Committee and Executive Input

b. Working Group Report Editorial Style and Format

- *Documentation of sources:* APA Style
- *Applications:* Microsoft Word for text, tables, and figures; Microsoft Excel for spreadsheets and graphs
- *Fonts/Style:* Times New Roman, 12 point
- *Headings:* Heading style 1
- *Paragraphs:* Block style, left-justified
- *Margins:* One inch spacing
- *Single-spacing pages:* Use page numbers, bottom centered
- *Length:* Working group chapters: 20 pages maximum
- *Use of abbreviations and acronyms:* Write title out in full first time in Self-Study, including acronym in parentheses; second time and thereafter, use acronym
- *Institution name:*
 - *Formal, mirroring MSCHE directory listing:* SUNY College of Technology at Alfred
 - *Informal (first instance in section):* Alfred State College
 - *Informal (subsequent instances):* Alfred State

VII. Structure of Self-Study Report

The Self Study will be organized as follows, with a chapter for each Standard. Additional focuses in each Standard chapter, including discussion of the Institutional Priorities and the aligned Requirements of Affiliation, are described above in the *Working Group Charges and Lines of Inquiry*:

1. Table of Contents
2. Executive Summary
3. Institutional Overview
4. Standard I: Mission and Goals
5. Standard II: Ethics and Integrity; Verification of Compliance
6. Standard III: Design and Delivery of the Student Learning Experience

7. Standard IV: Support of the Student Learning Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources, and Institutional Improvement
10. Standard VII: Governance, Leadership, and Administration
11. Summary of Major Findings and Opportunities for Improvement

VIII. Strategy for Verification of Compliance

Working Group II: Ethics and Integrity will also be responsible for completing the **Verification of Compliance** (Standard II, Criterion 8), since this Standard aligns closely with Federal regulatory compliance, and several Working Group members were selected for their expertise or work in units closely aligned with Federal regulatory requirements. Alfred State College's ALO co-chairs this Working Group with a staff member from Human Resources. Members from Marketing Communications (which coordinates ADA/web accessibility compliance), the Center for Online Learning (which coordinates the College's NC-SARA membership and Federal compliance related to distance education), Student Success Center, and an officer from the Faculty Senate round out the group. The College's ALO is responsible for monitoring the College's compliance with the MSCHE Verification of Compliance areas on a day-to-day basis and regularly networks with individuals across campus involved with Federal regulatory compliance. The ALO is also a Co-Chair of the Self-Study Steering Committee and positions this Working Group to communicate with the rest of the Steering Committee and Working Groups to ensure a successful and effective Verification of Compliance throughout the Self-Study process.

Several members on the Steering Committee who are not on this Working Group, but who work closely with Federal compliance matters, include members from Financial Aid, Registrar, and Business Affairs. Working Group II will work closely and collaborate with these additional Steering Committee members and other constituencies across campus to complete the Verification of Compliance.

Working Group II Co-Chairs

Bridget Jacobs, Coordinator of Assessment, Accreditation & Program Planning (Steering Committee Co-Chair)

Angela Koskoff, Personnel Assistant, Human Resources

Working Group II Members

Maureen Caschera, Instructional Designer, Center for Online Learning

Casey Cowburn, Coordinator of Tutoring, Student Success Center

Stephanie LaFever, Associate Director, Marketing Communications

Janice Stafford, Assistant Professor, English and Humanities Department and Secretary, Alfred State College Faculty Senate

IX. Self-Study Timeline and Communication Plan

The table below documents all planned major efforts and deliverables in the Self-Study process based on a Spring 2024 Evaluation Team visit. Alfred State College is requesting a Spring visit to accommodate its new President. **Green** highlighted items were completed prior to submitting the Self-Study Design to MSCHE. Elements of the Communications Plan are noted in *red italics*.

**Timeline for MSCHE Self-Study
Spring 2024 Visit**

Event	Spring 2024 Visit	
	Month/Season	Year
Select Self-Study Institute Participants (10) and Key Contacts/Co-Chairs (3) Approved by Executive Leadership Team (Executive Leadership Team) <i>Communications: Announced in Academic Affairs Coordination Team (AACT) meeting</i>	September	2021
Attend Self-Study Institute	October–November	2022
Solicit Additional Steering Committee Membership Recommendations from Co-Chairs and SSI Participants and Gain Executive Leadership Team Approval; Appointment by President <i>Communications: Solicited participants in Campus Announce email, in Spring Semester Opening Remarks, and one-on-one in emails and in person.</i>	By January 1	2022
Decide on Fall vs Spring Visit	January	2022
Report Co-Chairs to MSCHE for Portal Access (Limit 2)	January	2022
Determine Peer and Aspirational Institutions	January–April	2022
Determine Three Institutional Priorities for Self-Study; Begin Drafting Self-Study Design <i>Communications: Utilize Microsoft Teams and regular Co-Chair communications emails to collaborate on Institutional Priorities development</i>	January–February	2022
ALO/Co-Chairs Teleconference with Dr. Idna Corbett, MSCHE Liaison	February 14	2022
Name Working Group Leaders	February	2022
Name Working Group Members	February–April	2022
Second video conference with VP liaison (Co-Chairs)	April	2022
Steering Committee Meetings <i>Communications: Utilize Microsoft Teams to hold meetings and collaborate during and between Steering Committee meetings</i>	Monthly, Ongoing (through end of Self-Study)	2022–24
Finalize Self-Study Design Draft	April 27	2022
Self-Study Design Draft Reviewed by Executive Leadership Team, President’s Council, College Council, and Steering Committee for Their Feedback <i>Communications: Discussed in April 27 Steering Committee meeting in Teams. Steering Committee/Co-Chairs shares draft with governing bodies after Steering Committee meeting.</i>	April 27–May 6	2022
Self-Study Design Draft in Announce for Campus-Wide Review and Feedback <i>Communications: Campus Announce Email</i>	April 29–May 6	2022

Event	Spring 2024 Visit	
	Month/Season	Year
Steering Committee and Executive Leadership Team Approve Self-Study Design Draft	by May 6	2022
Self-Study Design Draft to MSCHE Liaison	May 9	2022
Virtual MSCHE Liaison Visit w/Steering Committee to Discuss Self-Study Design Draft (Dr. Anne Wahl)	May 16	2022
Revisions and Acceptance of Self-Study Design	May–July	2022
Prepare for MSCHE Liaison Visit <i>Communications: Develop and publish ASC MSCHE Self-Study website for broad communications about the Self-Study for the campus community and the public. Regular Announces (every 1-2 weeks) about the Self-Study in Campus Announce email. Invite faculty, staff, and students to MSCHE VP Liaison visit meeting via campus Announce emails and Fall Opening Remarks. Fall Professional Development Week session for faculty and staff to learn more about the Self-Study.</i>	May–September	2022
In-Person MSCHE Liaison Visit	September	2022
Notify all institutional constituencies, including the general public, that the Commission makes available the opportunity to submit Third Party Comments regarding the institution’s compliance with standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements <i>Communications: Campus Announce emails, ASC MSCHE Self-Study Website</i>	By Fall	2022
Work Teams Review Supporting Evidence & Upload Documents in SharePoint	July–August	2022
Work Teams Submit Outlines of Chapters	August–September	2022
Steering Committee Reviews Outlines	September	2022
Work Teams Submit Draft of Chapters	September–October	2022
Steering Committee Reviews Drafts	October	2022
Work Teams Submit Revised Chapters	October–December	2022
First Draft of Self-Study Report	February	2023
Visiting Team Chair Proposed by MSCHE	January–May	2023
Visiting Team Chair Accepted by Alfred State College	January–May	2023
On Site Visit Scheduled	January–May	2023
Visiting Team Peer Evaluators Invited/Accepted/Affirmed	January–May	2023
Self-Study Drafted and Shared with Campus Community (Executive Leadership Team, President’s Council, College Council, Deans Council, Academic Affairs Coordination Team, Faculty/Faculty Senate, Students/Student Senate, Staff) <i>Communications: Campus Announce email, ASC MSCHE Self-Study website</i>	January–May	2023
Feedback of Self-Study Report Draft Due	May	2023
Open Forums for the Campus Community	April–May	2023

Event	Spring 2024 Visit	
	Month/Season	Year
<i>Communications: Campus Announce emails, ASC MSCHE Self-Study website</i>		
Visiting Team Chair's Preliminary Visit	September–October	2023
Visiting Team Chair Feedback Received	October–November	2023
Visiting Team Chair Feedback Accepted	October–November	2023
Final Editing of Self-Study; Incorporate Team Chair Feedback	December–January	2023–24
Approval of Self-Study by Steering Committee and Executive Leadership Team	January	2024
Endorsement of Self-Study by College Council	End of January	2024
Printing of Self-Study	February	2024
Self-Study (Report, Evidence Inventory, Verification of Compliance) Uploaded to MSCHE Portal – 6 Weeks Prior to Visit	February–March	2024
Develop Visit Agenda	February	2024
Prepare Campus and Constituencies for On Site Visit <i>Communications: Campus Announce emails, ASC MSCHE Self-Study website; Spring Professional Development Week (PDW)</i>	January–February	2024
Prepare Logistics with Visiting Site Team Members	January–March	2024
Provide Requested Documents to Visiting Site Team Members	January–March	2024
HOST EVALUATION SITE VISIT	February–May	2024
Upload Additional Requested Documents to Portal	February–May	2024
Correct Factual Errors on Draft Report	February–May	2024
Prepare Formal Institutional Response to Draft Report	February–May	2024
Reaffirmation Decision	June or November	2024

X. Evaluation Team Profile

a. Desired Institutional Profile and/or Experience of Visiting Evaluation Team Members

Based on the institutional character of Alfred State College, the Steering Committee recommends the following descriptors for the Visiting Evaluation Team:

- Experience with both two-year and four-year academic programs (preference for Carnegie-classified combined Associates/Bachelors institutions without graduate programs);
- Academic expertise in Associate in Occupational Studies (A.O.S.) or similar workforce and skilled trades degree programs;
- Academic expertise in applied technology education and accompanying programmatic accredited or certified programs (e.g., ABET, ACCE, ACEN, NAAB, AVNA, CCNE, FEPAC, NCRA, IACBE, CAHIIM, JRCERT, CFP, etc.);
- Familiarity with institutions affiliated with a large state-related system;
- Familiarity with a faculty senate model of shared governance;
- Familiarity with employing union-represented faculty and staff and with the relationships between management and labor in a union-represented institution;

- Familiarity with institutions that focus primarily on teaching and learning rather than on research;
- Insight into enrolling, recruiting, and retaining a diverse population of students, including underrepresented minority (URM), Pell-eligible, and students who are underprepared for college based on traditional college-readiness metrics;
- Insight into recruiting and retaining diverse populations of faculty and staff;
- Title III or Title III-eligible institutions;
- Rural institutions that recruit a significant percentage of students from concentrated urban areas or major cities.

b. Largest Programs/Disciplines at Alfred State College by Enrollment

For additional guidance in selecting prospective Visiting Team members, Alfred State College's largest disciplines by enrollment include:

School of Arts and Sciences (SAS)

- Criminal Justice
- Forensic Science Technology
- Health Information Technology
- Healthcare Management
- Nursing
- Veterinary Technology

School of Architecture, Management and Engineering Technology (SAMET)

- Architectural Technology
- Architecture
- Business Administration
- Cybersecurity
- Digital Media and Animation
- Mechanical Engineering Technology
- Sport Management
- Technology Management

School of Applied Technology (SAT)

- Automotive Service Technician
- Building Construction
- Electrical Construction and Maintenance Electrician
- Heavy Equipment Operations
- Heavy Equipment Truck & Diesel Technician
- Welding Technology

c. SUNY Peer/Competitor Institutions

Several of Alfred State College’s closest MSCHE-accredited peer institutions are also State University of New York (SUNY) institutions. While peer reviewers will not be selected from these institutions to avoid conflicts of interest, they are listed here for comparison purposes, since they are our most comparable peer (and competitor) institutions:

- SUNY College of Technology at Canton
- SUNY College of Technology at Delhi
- SUNY College of Agriculture & Technology at Cobleskill
- SUNY College of Agriculture & Technology at Morrisville

Note that peer reviewers should not be selected from any SUNY state-operated institution or community college to avoid conflicts of interest.

d. Other Peer and Aspirational Institutions

Additional MSCHE **peer** institutions outside of SUNY (selected primarily because they have the same or similar Carnegie classification) include:

- CUNY Medgar Evers College NY
- CUNY New York City College of Technology NY
- CUNY York College NY
- Delaware Technical Community College DE
- Keystone College PA
- Lackawanna College PA
- Pennsylvania College of Technology PA
- Pennsylvania State University—Behrend PA
- Pittsburgh Technical College PA
- University of Pittsburgh—Bradford PA
- University of Pittsburgh—Johnstown PA
- University of Puerto Rico—Arecibo PR
- University of Puerto Rico—Carolina PR
- University of Valley Forge PA
- Vaughn College of Aeronautics and Technology NY

Additional **peer** institutions **outside** of MSCHE (taken from the SUNY Performance Improvement Plan):

- Bluefield State College WV
- Dalton State College GA
- Ferris State University MI
- Pittsburgh State University KS
- University of Maine at Augusta ME
- Vermont Technical College VT
- West Virginia University at Parkersburg WV

Among the MSCHE peer group, the following can be considered **aspirational** institutions: **Pennsylvania College of Technology, Pennsylvania State University—Behrend, CUNY York College** and **CUNY New York City College of Technology**. Pennsylvania College of Technology has an enhanced “hands-on” educational focus and excellent equipment and facilities, and the two CUNY institutions rank significantly higher than Alfred State College on the CollegeNET Social Mobility Index (*socialmobilityindex.org*). Penn State—Behrend’s Business School is listed as a “Best Business School” by U.S. News and World Report and Princeton Review.

Among the peers outside of MSCHE, both **Ferris State University** and **Pittsburgh State University** have previously been identified as aspirational peers, most recently in our SUNY Performance Improvement Plan (PIP) work.

XI. Evidence Inventory Strategy

Alfred State College has already completed preliminary documentation catalog worksheets for the Evidence Inventory mapped to each Standard and Criterion, as well as to Verification of Compliance items and Requirements for Affiliation where relevant. These worksheets have been distributed to the Steering Committee and Working Groups as a starting point for the process. Supporting evidence documents will be collected by each Working Group and uploaded into SharePoint (Microsoft Teams interface). Working Groups co-chairs and/or another designated representative from each Working Group will update their documentation catalog worksheets to ensure that the documents collected can be aligned to the respective Standards and Criteria in each chapter of the Self-Study Draft. Working Group co-chairs will also be responsible for ensuring that all narratives are supported by evidence, including through collaborating with related Working Groups or with other responsible parties on campus. All Standards have an assessment component; the co-chairs of the Senate Assessment and General Education committee and the Coordinator of Assessment and Accreditation are on the Steering Committee to support all Working Groups in collecting assessment-related evidence for each chapter of the Self-Study.

Nicholas Cousino, E-Resources Librarian, and Ronald Foster, Instruction and Outreach Librarian from the Hinkle Memorial Library, have agreed to work on the Self-Study to professionally review and catalog the collected evidence. Cataloguing will include the development of a standard file naming scheme for each piece of evidence, as well as ensuring that all evidence and file versions are correct, current, and not duplicated within each chapter.

The Evidence Inventory that will be uploaded to the MSCHE Portal will be moved from SharePoint to Alfred State College’s instance of Watermark’s Planning & Self-Study, which is a platform designed specifically to support accreditation self-studies. This will ensure that documents can be verified and “frozen” prior to being uploaded to the MSCHE Portal. The Coordinator of Assessment and Accreditation, who is the institution’s MSCHE ALO and a Self-Study co-chair, is also Alfred State College’s designated administrator of the Planning and Self-Study platform, and so is best poised to lead this part of the process with support from the other Co-Chairs and the E-Resources Librarian. The ALO will also upload catalogued evidence to the Evidence Inventory in the MSCHE Portal, with supervision and support from the Director, Office of Institutional Research, Planning & Effectiveness, who is one of the Self-Study co-chairs and a designated MSCHE Portal representative for Alfred State College.

Appendix: Alignment Between MSCHE Standards/Criteria and Responsible Units with Proposed Evidence

MSCHE Standard:	Standard I - Mission & Goals; Requirements 7 and 10		
MSCHE Statement:	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.		
Areas:	President's Office Designee and OIRPE		
Members:	Working Group Co-Chairs: Greg Sammons & Chris Vernam		
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:		
Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
<p>1. clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; 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; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated; 	President's Office	Implementation of Strategic Planning Process that supports broad campus participation	Copy of President's opening remarks; documentation from campus listening sessions; copy of survey data
		Approval by PC/College Council	Meeting minutes showing sharing of plan with PC, CC
		Integrated connection to relevant campus planning and allocation processes	Budget request packet (showing purposeful connection to strategic planning process)
		Visibility and usage by units	Evidence of goals posted visibly in departments; access to plans on college website
		Periodic revisitation of goals	Agenda and work documents from PC Advance
		Consistency with SUNY initiatives and contemporary priorities in higher education	http://www.alfredstate.edu/strategic-plan
		2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	President's Office

<p>3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and</p>	<p>President's Office</p>		<p>http://www.alfredstate.edu/strategic-plan</p>
<p>4. periodic assessment of mission and goals to ensure they are relevant and achievable.</p>	<p>President's Office</p>	<p>Evidence of active use</p>	<p>Agenda from President's Advance; Taskstream/Watermark reports</p>

MSCHE Standard:	Standard II - Ethics & Integrity; Verification of Compliance			
MSCHE Statement:	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.			
Areas:	Human Resources, OIRPE, CDO, Financial Aid, AVP Enrollment			
Members:	Working Group Co-Chairs: Bridget Jacobs, Angela Koskoff			
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:			
	Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
	1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	SUNY Human Resources Academic Affairs	# of complaints % Faculty satisfied with "discretion over course content"	COACHE Survey, Policy of the Board of Trustees, UUP Contract, Policy & Procedure Manual
	2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	SUNY President's Office University Police Student Senate Human Resources OIRPE	% Faculty satisfied with "Support for teaching diverse learning styles" # of HR Trainings	NSSE Survey, SOS/SSS, COACHE, Student Code of Conduct, Campus Climate, Principles of Community, Policy & Procedure, Community, Clubs & Organizations, Announcements
	3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	All organizational units		Union contracts, Student complaints, UUP, CSEA, PBA, PEF NYSCOPBA, Fraud Reporting, Title IX, SUNY Policy & Procedures, Academic Grievance
	4. the avoidance of conflict of interest of appearance of such conflict in all activities and among all constituents;	Human Resources		JCOPE, Fraud Reporting, Policy & Procedure manual

5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	Human Resources	Search Committees	Policy & Procedure manual, Union Contracts, Affirmative Action, EEOC, DHR
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	All organizational units	# times ASC Rankings web page reviewed annually for accuracy	ASC Rankings lists
7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	All organizational units		
		# Enrollment Scholarships	SUNY, Student Consumer Information Web Page, Accreditations Web Page
			Financial Aid webpage, Graduation and retention rates, State Education
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation: c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion: d. the institution's compliance with the Commission's policies; and			
	All organizational units	# of Sanctions	ASC Website, SUNY, State Education, Student Consumer Information Page
			Accreditation letter, Reviews, Site visits, Middle States Substantive change documents
			ASC Website, SUNY, State Education, Press Releases
			Accreditation letter, Reviews, Site visits, Middle States Substantive change documents
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	All organizational units SUNY College Council		JCOPE, Assessment, College Council

MSCHE Standard:	Standard III - Design and Delivery of the Student Learning Experience; Requirements 8,9,10,and 15		
MSCHE Statement:	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 education expectations.		
Areas:	OIRPE, Deans, Coordinator of Accreditation and Assessment, Faculty Senate (SAGE & CDR), CCET, MarComm		
Members:	Working Group Co-Chairs: John Williams and Nicole DiGerlando		
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:		
Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	Primary: Academic Affairs - OIRPE Secondary: Academic Schools Academic Departments	Degrees/certifications awarded. Time to degree. Graduation Rates New Program Submissions New Programs Registered Program Revision Submissions Program Revisions Registered	Graduation Report - OIRPE Program Development and Revision Recap - OIRPE
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do;	Primary: Academic Affairs - Deans Secondary: Academic Schools Academic Departments	Student Evaluations of faculty Chair Evaluations of faculty Promotion / tenure processes	Taskstream/Watermark Reporting Policies & Procedures on Promotion and Tenure
		%-age breakdown by credentials. Faculty industry experience. New hire appointment criteria.	Faculty Credentials Inventory Hiring processes/policies

<p>c. sufficient in number;</p> <p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitable based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</p>		<p>%-age use of adjuncts %-age breakdown by credentials Student/teacher ratios.</p>	Workload Report (OIRPE)
		<p>Sources and amounts available for professional development. Historical amounts allocated. Prof. development week training. Center for Online learning.</p>	<p>Budget Allocation - CFO Professional Development Awards Recap - VPAA PDW Schedules - OFSD</p>
		<p>Faculty Work Plans. Promotion/Tenure process.</p>	<p>Faculty Professional Obligation Work Plan Promotion/Tenure process</p>
<p>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;</p>	<p>Primary: Academic Affairs Secondary: Academic Schools Academic Departments Marketing/Communications</p>	<p>Curriculum pathways for 100% of programs. Common design and content for department web pages. Availability of DegreeWorks.</p>	<p>Sample Curriculum Sheet Degreeworks Link / Reports Link to sample Dept web page</p>
<p>4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;</p>	<p>Primary: Academic Affairs Secondary: Academic Schools Student Success Center Administration & Enrollment Management.</p>	<p>Academic Department budget allocation trends. Information Technology support services. Library resources. Student Success Center support services. Applied learning ISLO.</p>	<p>Budget Allocations Mission Statements for: Library Student Success Center Technology Services Academic Affairs ISLOs, Applied Learning</p>
<p>5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>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;</p>	<p>Primary: Academic Affairs Secondary: Academic Schools Academic Departments OIRPE</p>	<p>Scheduled assessment in compliance with MSCHE, ISLOs, SUNY requirements. Work of General Education Task Force.</p>	<p>Taskstream/Watermark Report Gen. Ed. Reports; SAGE</p>

<p>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; and</p> <p>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</p>		<p>Curriculum and PSLO Maps in Taskstream. Work of General Education Task Force.</p>	<p>Taskstream/Watermark Report Gen. Ed. Reports; SAGE</p>
		<p>N/A</p>	<p>N/A</p>
<p>6. in institutions that offer graduate and 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;</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and</p>	<p>Primary: Academic Affairs Secondary: Academic Schools Academic Departments OIRPE</p>	<p>Transfer Credit / Internship / Clinical Policies & Procedures.</p>	<p>Policies & Procedures for transfer of credit Internship PSLOs Clinical PSLOs</p>
<p>8. periodic assessment of the effectiveness of programs providing student learning opportunities.</p>	<p>Primary: Academic Affairs Secondary: Academic Schools Academic Departments OIRPE</p>	<p>Senior exit survey. Annual strategic planning documentation within Taskstream. Five year reviews. Program accreditation reviews.</p>	<p>Taskstream/Watermark Report - Major 2 Form (5-year program review) 5-Year review process &/or programmatic accreditation reviews</p>

MSCHE Standard:	Standard IV - Support of the Student Experience and Requirements 8 and 10		
MSCHE Statement:	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.		
Areas:	AVP Enrollment, AVP Student Affairs, AVP Academic Affairs		
Members:	Working Group Co-Chairs: Spencer Peavey & Jonathan Hilsher		
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:		
Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
<p>1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p> <p>b. 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 educational goals;</p> <p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p>	SR&FS	Accept packet, catalog, scholarship flyer, financial resources brochure, website, financial aid award letter	
	1. Admissions 2. Student Success Center	1. Admissions, catalog, website, EOP & ASOP accept letters and brochure in accept packet 2. SPA, EOP/ASOP contracts	
	1. Orientation 2. Student Success Center	1. Orientation program and evaluations 2a. Reports - advising loads for faculty, SWD, Clockwork 2b. Success Coaches - ASOP, EOP, Freshmen, probationary students, conditional probationary students, AIT (Early Alert)	

<p>d. process designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;</p>	<p>1. SR&FS 2. Career Development</p>	<p>1. Degree Works, articulation agreements (web/catalog), academic regulations and policies (web) 2. Employment and continuing education report, career fairs, Job Link (web)</p>	
<p>2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p>	<p>1. SR&FS</p>	<p>1. Transfer manual (web), articulation agreements (web/catalog), advanced standing (web/catalog), transfer credit (web)</p>	
<p>3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p>	<p>1. SR&FS 2. HR 3. Orientation</p>	<p>1. FERPA catalog and waiver form, Banner log-in page. 2. "We Comply" training (fac/staff) 3. Orientation program</p>	
<p>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;</p>	<p>1. Athletics 2. Student Affairs 3. Business Office</p>	<p>1. NCAA regulations 2. Student Code of Conduct (web), Principles of Community (web), student employment (web) 3. SUNY broad-based fee submission packet.</p>	
<p>5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and</p>	<p>NA</p>		
<p>6. periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>1. Student Affairs 2. Academic Affairs-OIRPE</p>	<p>1. EBI, Campus Climate 2. SOS, NSSE</p>	

MSCHE Standard:	Standard V - Educational Effectiveness Assessment; Requirements 8, 9, and 10			
MSCHE Statement:	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.			
Areas:	Coordinator of Accreditation and Assessment, Deans, SAGE			
Members:	Working Group Co-Chairs: Jeff Stevens and Aric Bryant			
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:			
	Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
	1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	Primary: Academic Affairs Secondary: Academic Programs	Reviewed ISLO, PSLO lists mapped to Strategic Plan, Academic Affairs, General Education	Strategic Plan; Taskstream/Watermark academic assessment cycle detail reports
	2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:	Primary: Academic Affairs Secondary: Academic Programs		
	a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;		Reviewed assessment measures in Taskstream/Watermark	Taskstream/Watermark academic assessment cycle detail reports
	b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;		Reviewed assessment findings and continuous action plans in Taskstream/Watermark; approved five-year review and programmatic self-study reports	Taskstream/Watermark academic assessment cycle detail reports; self-study reports in AA shared drive
	c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;		Maintenance of assessment reports on Taskstream/Watermark site; approval of self-study reports; successful programmatic accreditations	Successive assessment cycles for each academic program in Taskstream/Watermark; self-study reports (five-year reviews and professional accreditation) in AA shared drive.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:		<p>Primary: Academic Affairs</p> <p>Secondary: Academic Programs and Departments</p>		
	a. assisting students in improving their learning;		Reviewed continuous action plans in Taskstream/Watermark; reviewed assessment information from offices in the Student Success Center.	Taskstream/Watermark academic assessment cycle detail reports and operational assessment plan detail reports for the following offices: Faculty and Student Development, Advising, Center for Online Learning, Disabilities - Wellsville, EOP, Other At-Risk, Student Disability Services, Tutoring-Wellsville, Tutoring and Labs, Undeclared Major
	b. improving pedagogy and curriculum;		Reviewed continuous action plans in Taskstream/Watermark; Reviewed operational outcomes/objectives in Taskstream/Watermark; five-year and programmatic self-study reports	Taskstream/Watermark academic assessment cycle detail reports and operational plan detail reports; self-study reports in AA shared drive.
	c. reviewing and revising academic programs and support services;		Approval of academic and operational assessment information by School Deans and CAA; approved proposals to SUNY and SED	Taskstream/Watermark review logs; Taskstream/Watermark academic assessment cycle detail reports and operational plan detail reports; minutes from academic department/advisory board meetings; responses to five-year external review teams; program submission folder in AA shared drive
	d. planning, conducting, and supporting a range of professional development activities;		Reviewed department outcomes/objectives in Taskstream/Watermark	Taskstream/Watermark operational plan detail reports, including Student Success Center

	e. planning and budgeting for the provision of academic programs and services;		Reviewed department budget requests in Taskstream/Watermark	Taskstream/Watermark operational plan detail reports
	f. informing appropriate constituents about the institution and its programs;		Approved academic program web pages; submissions to accreditors, advisory boards and SUNY/SED	Academic program web sites; advisory board meeting minutes; and submission folder in AA shared drive
	g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;		Reviewed departmental outcomes/objectives in Taskstream/Watermark; ongoing creation and review of retention and graduation reports	Taskstream/Watermark operational plan detail reports in Taskstream/Watermark; retention and graduation reports in AA shared drive; Retention Committee reports
	h. implementing other processes and procedures designed to improve educational programs and services;			
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and		Primary: Academic Affairs Secondary: Academic Programs	Administered NSSE and SOS surveys	Results in AA shared drive
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.		Primary: Academic Affairs Secondary: Academic Programs	Reviews designated as complete by CAA and School Deans; scores on assessment of the assessment rubric	Review logs in Taskstream/Watermark (or locked assessment sections); assessment of the assessment rubric located on Taskstream/Watermark site.

MSCHE Standard:	Standard VI - Planning, Resources, and Institutional Improvement; Requirements 8, 10 and 11		
MSCHE Statement:	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.		
Areas:	OIPRE, Controller, Facilities Director, IT Director, HR Director		
Members:	Working Group Co-Chairs: Russ Nunley and Tim Sortore		
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:		
Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
1. institutional objectives, both institution-wide and for individual units, 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;	Primary: OIRPE Secondary: Business Affairs	# of unit outcomes aligned to each strategic priority	Strategic Plan Document Taskstream/Watermark Goal Set Alignment Annual Report
	Business Affairs	\$ allocated per priority, % of overall budget allocated per priority	Zero-based Budget Summaries U-Wide Allocations
	Business Affairs	New \$ allocated per priority	Annual Budget Advance Results
	OIRPE	# & % of units with completed annual IE reports	Taskstream/Watermark Reports
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	OIRPE	Campus-wide Assessment plan created	Alfred State Assessment Plan
	Primary: Business Affairs FS B&P Committee Chair Controller	Faculty Senate Budget & Planning Committee (FS B&P) # of meetings and attendance	Faculty Senate Budget & Planning Committee Charge FS B&P Meeting Materials (Agenda, Minutes, recommendations, etc.)

<p>3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;</p>	<p>Business Affairs</p>	<p>\$ allocated per priority, % of overall budget allocated per priority</p>	<p>Financial Plan Submission FMS Documents Zero-based Budget Summaries Annual Dorm Budget</p>
	<p>OIRPE</p>	<p>% of units with clearly stated outcomes</p>	<p>Taskstream/Watermark Reports on Unit Level Intended Outcomes</p>
	<p>Primary: OIRPE Secondary: Business Affairs</p>	<p># of unit outcomes aligned to each strategic priority</p>	<p>Strategic Plan Document Taskstream/Watermark Goal Set Alignment Annual Report</p>
	<p>Technology Services</p>	<p>% of fee allocated to Recurring Expenses</p>	<p>Technology Fee Budget</p>
<p>4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;</p>	<p>Primary: Human Resources Secondary: Business Affairs, OIRPE</p>	<p># of positions by category (classified, professional, faculty) and student/faculty ratio \$ Allocated to Personnel</p>	<p>Position Descriptions IPEDs Reporting (Human Resources Report) Union Contracts PSR Budget AAUP Faculty Salary Survey (Annual)</p>
	<p>Technology Services</p>	<p># of needs identified with associated progress and % of completed projects</p>	<p>Monthly Technology Project Status Report Annual IE Report for Technology Services</p>
	<p>Primary: Facility Services Secondary: Capital Projects</p>	<p>Presence of a FMP # of infrastructure projects initiated \$ allocated to maintenance/repair/replacement of infrastructure # of reported personnel hours worked (on work orders)</p>	<p>Facilities Master Plan Study or designs pertaining to Infrastructure Projects 5 year Capital Planning Document Minor Critical Maintenance (MCM) Status Updates Work Order Reporting - Annual</p>

	Enrollment Management	Forecasted # of Students	Operational Plan
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	<p>Primary: Human Resources Secondary: Business Affairs, Office of the President</p>	<p>Presence of Current Organizational Chart and Chart of Accounts Presence of Policies & Procedures</p>	<p>Organizational Chart Chart of Accounts President's Council Charge (? Approval of budgets and policy/procedure changes?) Alfred State Policies and Procedures Manual</p>
6. 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;	<p>Primary: Facilities Services Secondary: Capital Projects, Technology Services</p>	<p>Presence of a FMP # of infrastructure (Technology and physical) projects initiated \$ allocated to maintenance/repair/replacement of infrastructure and Technology % reduction in Energy Consumption from baseline of 2010 % of reduction target achieved (EO88)</p>	<p>Facilities Master Plan 5 year Capital Planning Document Energy Master Plan Asset Works Reports Work Order System Reporting Monthly Technology Project Status Report Sustainability Committee Meeting Minutes and Recommendations BuildSmart NY / Energy Cap Reporting on energy consumption</p>
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	<p>Primary: Business Affairs</p>	<p>Completed Annual Independent Audit</p>	<p>SUNY Annual Financial Report (complete with Independent Audit) IPEDs Reporting (Financial Report - F1B GASB)</p>
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	<p>Primary: OIRPE Secondary: Business Affairs</p>	<p># or % of units reporting findings on initiatives % of unrestricted cash balances (compared to disbursements)</p>	<p>Taskstream/Watermark reporting on Outcomes Quarterly Cash Balances Report</p>
	<p>Technology Services</p>	<p># of awards and \$ funded per Academic unit</p>	<p>Annual Academic Equipment Award Summary</p>

9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	OIRPE	# & % of units with completed annual IE reports	Taskstream/Watermark Reports
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MSCHE Standard:	Standard VII - Government, Leadership, and Administration; Requirements 12 and 13		
MSCHE Statement:	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 governmental, corporate, religious, education system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.		
Areas:	EVP, College Council Chair, Faculty Senate Chair, Human Resources		
Members:	Working Group Co-Chairs: Craig Clark & Kathryn Link		
MSCHE Criteria:	An accredited institution possesses and demonstrates the following attributes or activities:		
Outcome/Standard/Criteria	Organizational Unit	Measure	Finding (upload evidence)
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	President's Office, Executive Leadership Team, Faculty Senate, Student Senate, College Council, President's Council	College Organization Chart, College Council Handbook, Faculty Senate Bylaws, Public Officers Law, Union Contracts, Student Code of Conduct	College Council minutes, President's Council minutes
2. a legally constituted governing body that:			
a. 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, planning, and fiscal well-being of the institution;	President's Office, College Council, President's Council	College Council Handbook, Public Officers Law, Strategic Plan	College Council minutes, President's Council minutes, College Council Annual Report, Strategic Plan Annual Report
b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;	President's Office, College Council, President's Council	College Council Handbook, Public Officers Law, JCOPE Regulations, Association of College Trustees Handbook	College Council minutes, President's Council minutes, College Council Annual Report
c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;	President's Office, College Council, President's Council	College Council Handbook, College Organization Chart	College Council Minutes, President's Council Minutes

<p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p>	<p>President's Office, College Council, President's Council</p>	<p>College Council Handbook, Faculty Senate Handbook, Alfred State Policies and Procedures Handbook, Academic Regulations</p>	<p>College Council minutes, President's Council minutes, Faculty Senate minutes. College Council Annual report</p>
<p>e. 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;</p>	<p>President's Office, College Council, President's Council</p>	<p>College Council Handbook, Faculty Senate Handbook</p>	<p>College Council minutes, Faculty Senate Budget and Planning Committee minutes, SUNY Single Audit</p>
<p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p>	<p>President's Office, College Council, President's Council</p>	<p>SUNY Board of Trustee Policies, Presidential Evaluation by Chancellor, Faculty Senate Senior Administration Evaluation</p>	<p>Faculty Senate Evaluation Committee Minutes</p>
<p>g. is informed in all its operations by principals of good practice in board governance;</p>	<p>President's Office, College Council, President's Council</p>	<p>Association of College Trustees Handbook, College Council Handbook</p>	<p>College Council minutes</p>
<p>h. 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;</p>	<p>President's Office, President's Office, College Council, President's Council</p>	<p>Conflict of Interest Policy, College Council Handbook</p>	<p>Annual Conflict of Interest Disclosures, College Council Minutes</p>
<p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p>	<p>President's Office, College Council, President's Council</p>	<p>College Council Handbook</p>	<p>College Council Minutes</p>
<p>3. a Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p>	<p>President's Office, College Council, President's Council</p>	<p>College Council Handbook, SUNY Board of Trustees Policy, Chancellor's Evaluation of the President</p>	<p>College Council Minutes</p>
<p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p>	<p>President's Office, College Council, President's Council</p>	<p>SUNY Board of Trustees Presidential Search Policy</p>	<p>President's Vitae</p>

<p>c. 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;</p> <p>d. 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;</p>	<p>President's Office, College Council, President's Council</p>	<p>SUNY Policies and Procedures, Alfred State Policies and Procedures, College Organization Chart, Presidential Appointment letter</p>	<p>College Council minutes, President's Council minutes</p>
	<p>President's Office, Executive Leadership Team, College Council, President's Council</p>	<p>College Organization Chart, Strategic Plan, Taskstream/Watermark, Administrative Evaluations, Faculty Senate Administrative Evaluations</p>	<p>President's Council minutes, Faculty Senate Administration Evaluation Committee minutes, Taskstream/Watermark reports</p>
<p>4. an administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p>	<p>President's Office, Executive Leadership Team, President's Council, Divisions</p>	<p>College Organization Chart, Alfred State Policies and Procedures Manual</p>	<p>College Organization Chart</p>
	<p>President's Office, Executive Leadership Team, President's Council, Divisions</p>	<p>College Organization Chart, Alfred State Policies and Procedures Manual, Administrators' Vitae</p>	<p>College Organization Chart, Administrators' vitae</p>
	<p>President's Office, Executive Leadership Team, President's Council, Divisions</p>	<p>College Strategic Plan, Administrators' vitae, SUNY Management Confidential Classification standards, Faculty Senate Policies for Administrative Searches, Alfred State Policies and Procedures</p>	<p>SUNY Management Classification standards, Advertisements for recent administrative hires</p>
	<p>President's Office, Executive Leadership Team, President's Council, Divisions, Technology Services</p>	<p>College Organization Chart, Alfred State Policy and Procedure Handbook, Administration Evaluations</p>	<p>Faculty Senate Administration Evaluation Committee Minutes</p>
	<p>President's Office, Executive Leadership Team, VPAA, Faculty Senate, Student Senate, President's Council</p>	<p>Faculty Senate Bylaws, Student Senate Bylaws</p>	<p>Faculty Senate Minutes, Student Senate Minutes</p>

<p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p>	<p>President's Office, Executive Leadership Team, Divisions, HR, Business Affairs, OIRPE</p>	<p>Annual Internal Controls Review, Taskstream/Watermark, Strategic Plan, SUNY Audits</p>	<p>Internal Controls Reports, Taskstream/Watermark Reports, Strategic Plan Annual Report, audit results</p>
<p>5. periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>President's Office, Executive Leadership Team, Divisions, HR, Faculty Senate, Student Senate, College Council, President's Council, OIRPE</p>	<p>Faculty Senate Administrative Evaluations, MC Evaluations</p>	<p>Faculty Senate Administration Evaluation Committee Minutes</p>