



MSCHE SELF-STUDY DESIGN



Herkimer
THE STATE UNIVERSITY OF NEW YORK

Submitted to:
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Vice President Liaison, MSCHE

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I. Institutional Overview

Herkimer County Community College, most commonly known as Herkimer College, has offered students a quality education in a beautiful, rural, central New York State setting for more than fifty years. Herkimer remains committed to demonstrating the quality it values in support of its mission. The College ranks #1 among SUNY community colleges for graduation rates, and earned a ranking among the top 100 community colleges in the nation for student success by CNN Money in 2012. The College's chapter of Phi Theta Kappa has been sending two or three members a year to the honor society's annual International Convention for the past ten years, and ranked fourth in the New York Region 2015 Hallmark Awards. Herkimer has also been recognized nationally as a three time ASPEN Prize candidate.

The Herkimer Generals athletic program has earned national level distinction, being the top-ranked athletic program in the nation among two-year non-scholarship athletic programs. The Herkimer Generals won the National Alliance of Two-Year College Athletic Administrators (NATYCAA) Cup in 2014, 2015 and 2017.

Herkimer College offers thirty-eight degree programs, twenty of which are available entirely online. The College also offers four certificate programs which can be completed on campus or online, and a full range of support services for online students through its groundbreaking Internet Academy. The College's credit-bearing programs are provided through two academic divisions: the Humanities and Social Science Division (HU/SS); and the Business, Health, Science and Technology Division (BHST). Herkimer's NACEP accredited concurrent enrollment program, College Now, provides regional high school students the opportunity to complete college-level coursework and earn credit that can also transfer to a four-year college or university. College Now credits give them an affordable head start on their post-secondary education. Herkimer also offers a diverse assortment of non-credit courses through its Community Education Office.

Herkimer College is a uniquely residential community college in the State University of New York (SUNY) system, in that almost 50% of on-campus students live in campus housing. Fall 2017 enrollment headcount is 2,800, with FTE at 1,053 students, out of which approximately 500 live on campus. Herkimer students come from all over New York State, as well as from thirty other states and twenty other countries. International enrollment is robust for a public two-year institution located in a highly rural region of central New York. Another unique aspect of Herkimer's student body is that, in contrast to the typical pattern at community colleges, Herkimer tends to have a higher percentage of students enrolled full-time than part-time, with full-time at 59% of overall enrollment, and part-time at 41% of overall enrollment. The 16:1 student-to-faculty ratio at Herkimer gives students greater opportunity for personalized attention from faculty. The student population consists of 59% females, 13% African-American, 71% Caucasian, and 7% Hispanic/Latino.

Herkimer College places a priority on maintaining its status as an accessible institution of higher learning. Current tuition is an affordable \$4,470 per year for in-state residents and \$7,000 per year for out-of-state and international students. More than 75% of Herkimer students receive some form of financial aid. The College also offers high-quality, accredited, on-campus childcare services through its Herkimer College Children's Center for students, faculty, staff, and community members.

Herkimer College is a major contributor to the economic development of Herkimer County. An economic impact study conducted in the spring of 2010 in partnership with Economic Modeling, Inc. (EMSI) estimated that the College has an annual impact of 75 million dollars on the local and regional economy (<http://www.herkimer.edu/explore/socioeconomic-community-impact/>).

In 2017, Herkimer realized a completed Facilities Master Plan, which had been funded with matching grants from the State University of New York and the Herkimer College Foundation. The College directly funded supplemental costs of less than 10% of the total investment. This plays an integral role in a total movement toward enhanced integrated strategic and master planning across campus.

Herkimer College established its mission statement, vision, core values, and institutional learning outcomes in a collaborative, lengthy development process in 2009-2010. The College pillar committees and the Institutional Effectiveness Steering Team, along with the Executive Council agreed to keep the current mission statement, update the current strategic plan and use the Self-Study to inform a new strategic plan that is visionary for the future.

Mission Statement

The Mission of Herkimer College is to serve our learners by providing high quality accessible educational opportunities and services in response to the needs of the local and regional communities.

Strategic Goals (2015-2018)

1. Academic Programs and Support: Promote student success through relevant program and support services within an enriched teaching and learning environment.
2. Campus Life: Provide a rich two-year college experience for all students,
3. Institutional Culture: Create a more engaged and vibrant campus community.
4. Operational Sustainability: Ensure the operational sustainability of the institution.
5. Outreach and Community Relations: Enhance community connections.

Vision Statement

Herkimer College will continue to be a highly respected teaching and learning institution whose academic excellence will be complemented by a rich offering of co-curricular programming, quality student services, and distinction in athletics.

The College will continue to serve the post-secondary education needs of the community and be a key driver in regional economics, capitalizing on the potential of its partnerships and programs in current and emerging fields.

Herkimer College students will exceed expectations in programmatic outcomes, educational core competencies, and critical thinking skills in order to become productive citizens engaged in a global society.

Proposed Strategic Goals (2018 – 2021) as of 1/31/18 – Potentially adopted fall 2018

Goal 1: Academic Excellence

Herkimer College will provide contemporary programs and services in innovative teaching and learning environments that challenge students to develop and reach their academic goals.

Goal 2: Campus Culture

Herkimer College will create and sustain a proud, productive, and prepared campus community that promotes student success.

Goal 3: Fiscal Stability

Herkimer College will ensure that consistent, reliable resource streams are planned, established, and allocated to adequately meet the College's current and future responsibilities.

Goal 4: Outreach and Community Relations

Herkimer College will foster a positive relationship between the College and the community.

Institutional Learning Outcomes:

- A. Communication, B. Knowledge Management, C. Problem Solving, D. Ethics and Social Responsibility, E. Aesthetic Responsiveness

Core Values: Excellence, Opportunity, Community, Integrity

The Core Values were foundational to creating the Quality Rubric for assessing the quality of departmental goals and outcomes.

II. Institutional Priorities to be Addressed in Self-Study

The college Executive Council regularly monitors and analyzes several data sets that inform the discussions and prioritization of goals and targets. Herkimer College has been analyzing the Voluntary Framework of Accountability data since 2015, as a foundation for goal-setting based on key performance indicators. Herkimer has also participated in the SUNY Excels Performance Improvement Plan, which corresponds to SUNY'S 150,000 graduates by 2020. The overlap of the data, and the integrated planning between Herkimer and SUNY, prompted the Executive Council to recommend four Institutional Priorities for Self-Study to correspond with those KPIs that are targeted by SUNY.

Institutional Priorities for Self-Study were named by the Executive Council, with distribution and input from the entire campus through the current Governance and Committee structure. Those priorities began as five, were condensed into four within the last year, and are currently represented in three Institutional Priorities for Self-Study.

The Self-Study will be organized by Standard and all standards will be covered within the context of the Institutional Priorities, mission and goals, and the parameters as laid out in the Requirements of Affiliation and MSCHE expectations.

The Working Groups are organized by Standards, with an additional working group for the Verification of Compliance. Herkimer has appointed two Evidence Inventory Managers who are organizing evidence by standard and criteria, both electronically and in archival hard copies.

Herkimer's accreditation history, which includes a Monitoring Report in 2010, a PRR in 2015, and a Progress Report in 2017, provides the rationale for using the standards-based approach and integrated priorities. At the guidance of the MSCHE Self-Study Institute, the Standards-based approach is best suited for Herkimer to focus on a comprehensive institutional review.

The following Priorities were identified and affirmed by the Institutional Effectiveness Steering Team, the Strategic Planning and Institutional Effectiveness Committee, and the Self-Study Steering Committee; the four proposed items, by majority vote, became three items.

Institutional Priorities for Self-Study

1. Access and Enrollment: The College will use the following as a guide to create, develop, and assess activities that will ultimately support access and enrollment.

- a. Affordability
- b. Inclusiveness
- c. Support Services for Academically Under-prepared Students
- d. Relevant Programs
- e. Convenience of course/program delivery
- f. Enrollment
 - Headcount
 - Full-time Equivalent

2. Student Success and Satisfaction: The combination of Student Success and Satisfaction is predicated on the assumption that students are likely to be successful if their satisfaction level is high. However, in considering this priority, the research may need to separate instances of satisfaction and/or dissatisfaction, regardless of the student's success. The number of variables that influence success, and the definition of success for diverse groups of students may best be served by noting the differences and the similarities in these two elements. The following indicators will be examined:

- a. Retention Rates
 - Persistence
 - Retention
- b. Progression

- Completion
 - Transfer
 - Graduation
 - Total Degrees Awarded
 - Time to Degree (years)
- c. Employment
- d. Satisfaction
- Active & Collaborative Learning
 - Academic Challenge
 - Student-Faculty Interaction
 - Support for Learners

3. Fiscal Sustainability: The College has been challenged by declining enrollment, and the need to access the fund balance to meet the general operating budget. Through responsible fiscal planning, College leadership is exploring options for reducing and eliminating the need to use fund balance resources on a regular basis. Given the seriousness of the budget consideration, the Institutional Priorities must include fiscal sustainability, with a target on the following:

- a. Local Sponsor Share of Operating Budget
- b. Herkimer College Foundation Assets
- Foundation
 - Faculty Student Association
 - Housing Corporation
- c. Alumni Support
- d. Employee Support

III. **Intended Outcomes of the Self-Study**

Herkimer intends to complete a comprehensive study that identifies achievements and needs through assessment. Within this process, the co-chairs and Provost expect to evaluate potential discrepancies in processes, content and/or assessments. To that end, the co-chairs developed a discrepancy alert form for all working groups to use as they explore the criteria for their standards. The alert form is to be forwarded to the Provost and co-chairs immediately upon identification of a concern regarding weaknesses that may need to be addressed.

This will allow the Committee to put into action the method identified in the Progress Report. This Process Analysis Form, developed by the Institutional Research Director, helped the College improve areas that were identified by the Progress Report team.

The method included a trigger that was identified, and a process that would engage an immediate group of leaders to look at the process flow and adjust as necessary to improve the effectiveness of the process, content, and/or assessment.

As an institution aspiring to enhance programs and services that will create and sustain the premier 2-year college experience for our learners, Herkimer expects to show how it meets or exceeds the Standards of Accreditation, the Requirements of Affiliation, and the Verification of Compliance, with organized, targeted documentation of substantial direct and indirect evidence.

Herkimer's process will be a robust collaboration of faculty, staff, and administrators, governing/leadership bodies, and students from all areas of the College. The foundations for such collaboration are situated for sustainability within the College Governance Structure and the Integrated Planning Model that are currently in place. The Steering Committee itself is large and diverse enough to facilitate a highly inclusive campus process.

Herkimer College is expecting the self-study to reveal potential opportunities for the future. At a time when the students are uniquely technological, less interpersonal, more societally engaged, more able to filter information, less engaged in the classroom, and on call 24/7, higher education needs to become highly in tune with the shifting behaviors, beliefs, and values of our most common demographic student groups. For this reason, we hope to identify priorities that will propel us into the future, ahead of our students.

The Strategic Plan for 2018 – 2021 will be in place in fall 2018. The Strategic Planning and Institutional Effectiveness Committee and the Institutional Effectiveness Steering Team recommended that the strategic initiatives be adjusted as necessary from the plan that ends in 2018, but that the college not engage in an in-depth year-long process to create an updated plan, since the self-study would be upon us. The committees decided that it would be in our best interest to use the results of the self-study to give direction to the next Strategic Plan to be developed through a comprehensive, rigorous process.

Herkimer's expected outcomes from the self-study are:

1. Reaffirmation of Accreditation
2. Engagement in an inclusive Campus Process
3. Identification of instances of, and opportunities for, 'Continuous Improvement and innovation'
4. Identification of priorities to best position the college for the future
5. Providing a basis for directing Herkimer's future Strategic Plan

IV. Self-Study Approach

Herkimer College will launch a comprehensive, standards-based approach to self-study, in keeping with the MSCHE Standards of Accreditation, Requirements of Affiliation, and Verification of Compliance. The process will be an inclusive, pervasive assessment of Herkimer's practices, processes, and achievements, as expected for an institution of higher learning. As noted in the materials from the Self-Study Institute, the College is targeting the following foundations for creating the entire study.

1. The College will engage in a full self-study that results “from broad institutional stakeholder input after considering assessment results.” Those assessment results are occurring at the institutional level, program level, and department level, with wide-spread transparency between leadership and constituents on and off campus.
2. The self-study will “relate to the institution’s mission, vision (where relevant), and... strategic plan” through assessment of its integrated strategic planning model, and continuation of those recommendations and suggestions from the 2015 PRR and achievement as noted in the 2017 Progress Report.
3. Reports for each standard will “focus on institutional improvement” that has occurred at all levels of operation, as achieved in support of strategic and departmental goals. Herkimer will specifically gauge institutional quality on its Quality Rubric Scale based on Core Values, and Key Performance Indicators at the institutional level.
4. Herkimer will evaluate its progress on creating the holistic Student Experience Plan that encompasses educational effectiveness through targeting outcomes based on demographic and psychographic data, (and) directly relating the actions on these plans “to the Commission’s *Standards for Accreditation and Requirements of Affiliation.*” (Middle States Commission on Higher Education, 2017)

The Steering Committee will use a review – respond – revise approach, continually reviewing the research, writing responses and analyses, and revising after sharing each draft. The process will include widespread participation in reviewing drafts, as was applied successfully with the PRR and Progress Report. The readers of each draft will review for accuracy, format, consistency in style, and voice.

V. Organizational Structure of the Steering Committee

The Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness and an Associate Professor of Biology were assigned by the College’s Executive Council to co-chair the Self-Study Steering Committee, reporting directly to the Provost. Both co-chairs, the Provost, and the Director of Institutional Research attended the MSCHE Self-Study Institute in fall 2017, during which they collaborated to begin the process of considering committee members, discussing priorities, and formulating ideas for moving forward with creating the self-study structure. At that time, they discussed many points for beginning the design elements. Each created a list of potential Steering Committee members, which were submitted to the Provost. The Provost proposed the list of potential members to the Executive Council, which met to discuss and vet the choices. In an effort to gain cross-campus representation, while ensuring that those who were appointed had the skill, knowledge, and position to best contribute to the Committee’s charge per the Standards-based study, the Executive Council decided upon the committee, and members were officially notified through the Office of the President. Steering Committee members were then asked to submit to the Assistant to the President the names of those they would like to appoint to working groups for the standards they would be co-chairing. Those selections were considered, along with the complete list of faculty and staff from which a balanced

group of members representing equally both academic divisions, and departmental staff, as appropriate to the standards, were selected. The Steering Committee was notified of the selections, and appointees were officially contacted by the Office of the President. Once appointments were made, the co-chairs of the Steering Committee consulted with the Provost and called the first official meeting in January, 2018. Since that time, a Kick-Off Dinner and meeting of the entire Steering Committee and Working Groups was held, where the members received binders with resources for facilitating their charges, and discussed the creation of their research questions per standard.

The Kick-Off Dinner meeting was hosted by the College President, and included a presentation by the Co-Chairs, which reinforced the idea of self-study to those who were unfamiliar with the impending process. At the same time, to refresh and energize those who have been through some accreditation events in the past, while reminding them of changes in the process and the standards that were introduced during the 2017 Accreditation Academy meetings.

Charge statements had been created by the Co-Chairs with the Provost, then distributed to the Steering Committee for input before the final version was adopted. The Steering Committee members who are chairing the working groups distributed the charge statements to their working group members.

The following chart shows the Steering Committee and Working Group structure, including personnel and positions per Accreditation Standard, Compliance, and Evidence Inventory. All Standard Co-chairs and Steering Committee Co-Chairs will be addressing the Requirements of Affiliation within their standards, as appropriate. Standard II, as noted at the Self-Study Institute, has the heaviest overlap of criteria with the Requirements of Affiliation, and is therefore, the first to have created its alignment spreadsheet.

Self-Study Steering Committee Chart – Updated 03/07/18

Category	Steering Committee Members	Corresponding Work Group Members	Notes
Oversight Team	<ul style="list-style-type: none"> • Michael Oriolo, Provost • Mary Ann Carroll, Assistant Dean of Academic Affairs, Assessment, and Institutional Effectiveness (<i>co-chair</i>) • Dr. Nicole McDaniels, Associate Professor of Biology (<i>co-chair</i>) • Shari Hunt, Secretary to the President (<i>clerical support</i>) 	N/A	
Compliance		<ul style="list-style-type: none"> • Mary Ann Carroll, Assistant Dean of Academic Affairs, Assessment, and Institutional Effectiveness • Karen Ayouch, Director of Institutional Research (<i>chair</i>) • Amy Getman, Assistant Professor of Accounting • Suzanne Paddock, Counselor- Career Services • Stacie Shepardson, Senior Accountant • Jaclyn Harrington, Assistant Registrar 	
Evidence Inventory	N/A	N/A	<ul style="list-style-type: none"> • Fred Berowski, Director of Library Services

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			<ul style="list-style-type: none"> Rebeccah Socolof, Research Assistant
<p><u>Standard 1:</u> Mission & Goals</p>	<ul style="list-style-type: none"> Daniel Sargent, Assistant to the President 	<p>Pepe Aragon, Associate Professor of Phys Ed Suzanne Paddock, Counselor- Career Services Joshua Parkinson, Advisement Specialist Mark Polkosnik, Professor of Paralegal Matthew Powers, Instructor of English Jane Verri, Professor of Social Science</p>	
<p><u>Standard 2:</u> Ethics & Integrity</p>	<ul style="list-style-type: none"> Karen Ayouch, Director of Institutional Research William McDonald, Associate Dean of Academic Affairs - Business/Health/Science/Technology Division 	<p>Lisa Calli, Assistant Professor of Social Science Psychology Justin Como, Assistant Professor of Studio Art Stephanie Conley, Librarian Paul Dusseault, Professor of Business Wendy Marchese, Counselor Timothy Rogers, Director of Campus Safety George Smith, Professor of Chemistry Amber Stone, Senior Admissions Assistant</p>	
<p><u>Standard 3:</u> Design & Delivery of the Student Learning Experience</p>	<ul style="list-style-type: none"> Linda Lamb, Associate Dean of Academic Affairs, Internet Academy, and Continuing Education Jennifer Herzog, Assistant Professor- Biology 	<p>Dr. Jennifer Adjodha-Evans, Assistant Professor- of Biology Jason Brown, Assistant Professor of English Frank Drapalski, Technology Support Technician Mary Jo Kelley, Professor of Social Science Jessica Kelly, Assistant Professor Science/Technology/Engineering/Mathematics</p>	

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		<p>William Pelz, Professor of Social Science, Instructional Designer for Online Learning Stephen Sydoriw, Assistant Professor of Phys Ed Maryann Wrinn, Professor of Fine Arts</p>	
<p>Standard 4: Support of the Student Experience</p>	<ul style="list-style-type: none"> • Marjorie Moore, Director of Academic Support Center • Dr. Matthew Hawes, Dean of Students 	<p>Grace Ashline, Instructor of Human Services Jennifer Brown, Area Coordinator - Housing Vicki Brown, Director of Student Activities John Cook, Instructor of Information Science Julie DelMedico, Academic Support Center Specialist- Academic Coach Amy Dommer, Instructor of Phys Ed Donald Dutcher, Director of Athletics Katie Scanlon, Director of Advisement Center Daniel Thompsune, Assistant Professor of English/Philosophy</p>	
<p>Standard 5: Educational Effectiveness</p>	<ul style="list-style-type: none"> • Lindsey Taube, Assistant Professor of Mathematics • Dr. Robin Voetterl-Riecker, Associate Dean of Academic Affairs- Humanities/Social Science 	<p>Tabitha Carter, Coordinator- Internet Academy Cynthia Gabriel, Professor of English April Harris, Assistant Professor of Criminal Justice/Cybersecurity Dr. Karen Jones, Associate Professor of Physical Therapy John Lasher, Registrar Karen Nagle, Associate Professor of Business Blake Pitcher, Associate Professor of Digital Graphics Dr. Eric Vernold, Assistant Dean of Academic Affairs</p>	

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<p><u>Standard 6:</u> Planning, Resources, & Institutional Improvement</p>	<ul style="list-style-type: none"> • Nora Dusseault, Associate Professor of Information Systems • James Salamy, Director of Human Resources 	<p>Aaron Alford, Assistant Bursar Christian Avis, Assistant Professor of English Joy Edmunds, Staff Accountant- Payroll Gale Farley, Professor of Photographic Technology Robert Fowler, Executive Director of the Foundation Karen Karker, Assistant Professor of Engineering Joseph Matteson, Senior Systems Programmer- Analyst Robert Woudenberg, Director of Facilities Operations Annette Yauney, Associate Professor of Information Systems Jackie Woudenberg, Controller</p>	
<p><u>Standard 7:</u> Governance, Leadership, & Administration</p>	<ul style="list-style-type: none"> • Rebecca Ruffing, Director of Public Relations • Kathleen Stables, Assistant Professor of Criminal Justice-Corrections 	<p>Joshua Belisle, Assistant Professor of Mathematics Shari Hunt, Secretary to the President Dr. John McLean, Assistant Professor of Social Science Pat Miller, Senior Financial Aid Assistant Jeffrey Steele, Associate Professor of Social Science - History Faith Thompson, Assistant Professor of Physical Science</p>	

Charge to Self-Study Steering Committee

The MSCHE Self-Study Steering Committee is responsible for leading the working groups through the self-study process and keeping them on track through completion of the final self-study report.

The S-S Steering Committee will:

- Collaborate continually and consistently at regularly scheduled, frequent meetings.
- Identify key issues to be examined.
- Coordinate with the work groups to ensure that the key issues identified by each group are being addressed in a critical/analytical fashion.
- Provide information/guidance to each work group, as requested.
- Ensure each work group's research is relevant to the mission.
- Assist with the development of the research questions.
- Create a timeline for the entire self-study and ensure deadlines are met.
- Determine the due dates for various drafts.
- Develop the self-study design to ensure the self-study is relevant to Herkimer's mission.
- Ensure that the recommendations in the final draft of the self-study relate to Herkimer's mission, its strategic plan, self-study objectives, and outcomes.
- Prepare the final draft of the self-study.
- Ensure communication from the committee and the work groups goes out to the Herkimer community in an iterative and timely fashion.
- Ensure the College community has an opportunity to receive and respond to drafts of the self-study at various points in the process.
- Help prepare for the site visit.

Charge to Self-Study Working Groups

The Self-Study Working Groups are responsible for supporting the College's MSCHE Self-Study by providing research, analysis, documentation, and recommendations to the Steering Committee for inclusion in the final report.

The S-S Working Groups will:

- Follow the Self-Study Design to inform all Working Group progress.
- Develop a deep understanding of the history, mission, vision, core values, and the strategic plan of Herkimer College in the context of the seven new MSCHE Standards of Accreditation, Requirements of Affiliate and/or Verification of Compliance.
- Use the MSCHE report guidelines to contribute to the design of the Self-Study and the final report.

- Carefully review the 2010 Monitoring Report, the 2015 PRR, and the 2017 Progress Report, to become aware of past successes and challenges in meeting accreditation standards.
- Develop research questions appropriate to the assigned standard and each criterion.
- Develop methods/strategies to gather information and data necessary to answer the research questions.
- Identify sources of information, including colleagues inside and outside the College community for feedback, guidance, information, and ideas to use as a basis for suggestions and possible recommendations for institutional renewal and transformation.
- Ensure that proposed evidence is specific and defensible.
- Conduct interviews and/or focus groups where relevant.
- Use the WEAVE (or other) templates that have been provided to facilitate the development of our Evidence Inventory.
- Generate, and share with the Steering Committee, written reports that clearly indicate each of the research questions developed, and the methods and data used to answer those questions.
- Provide an analysis of the College's successes and challenges in meeting the assigned standard within the context of the institution's mission and goals, and draw reasonable inferences and conclusions.
- Hold frequent, regularly scheduled meetings to collaborate, assess progress, and prepare updates for the Steering Committee.
- Identify institutional strengths, challenges, and opportunities for improvement, noting connections to institutional priorities and strategic goals, as appropriate.
- Suggest future directions that will allow the institution to continue on its path of improvement and innovation.
- Provide Word documents that include dates and writer identification for all written versions uploaded to WEAVE.

Preliminary Research Questions:

The Working Groups have established preliminary research questions per Standard, and aligned with the Requirements of Affiliation. However, as per the schedule, all groups will need to have final versions of their research questions and alignment grids by the last Steering Committee meeting of the semester in May 2018.

Standard I:

1. Is our mission statement pertinent and does it reflect our true mission?
2. To what degree do our strategic goals reflect our mission statement?
3. What processes does the College have in place for reviewing and evaluating the pertinence of its mission statement and strategic goals?

4. How does the College determine how well its mission statement and strategic goals reflect the needs of its internal and external constituent groups?

Standard II:

1. To what extent are all internal and external activities/functions fair and impartial?
2. To what extent do the policies, procedures and practices demonstrate the College's commitment to integrity?
3. To what extent does Herkimer College comply with policies, regulations and contractual obligations as set forth by the legal entities it serves?

Standard III: Requirements of Affiliation #8, 9, 10 and 15.

1. To what extent does Herkimer College use data to inform processes and provide clearly defined and rigorous learning experiences taught by qualified professionals?
2. To what extent are students provided the opportunity to select programs/courses that lead to programs in their personal and professional goals?
3. To what extent does Herkimer provide opportunities for innovation and professional growth?

Standard IV:

1. In what ways does Herkimer College effectively use high impact practices in directing and delivering support services appropriate to the diversity of student needs and expectations for the student experience?
2. To what extent does Herkimer College provide a cohesive first year student experience?
3. To what extent does Herkimer College provide a cohesive second year student experience?
4. To what degree do our policies, processes and practices effectively support the student experience?

Standard V: criteria #1-5 and Requirements of Affiliation #8, 9, & 10:

1. To what extent does Herkimer College use the assessment of student learning to demonstrate that students have satisfied course, program, and institutional learning outcomes?
2. To what extent does Herkimer College use assessment results to drive academic decision making, resource allocation, and educational improvement with regard to academic programs, support services, professional development, and third-party providers?
3. To what extent does Herkimer College periodically assess the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness?

Standard VI:

1. To what degree do the institutional planning processes, resources, and structures align with each other?

2. To what degree are the institutional planning process, resources and structures sufficient to fulfill the institution's mission and goals?
3. To what degree do the planning processes, resources, and structures continuously assess and improve institutional programs and services?
4. How proactive and reactive are the planning processes, resources, and structures in responding effectively to opportunities and challenges?

Standard VII:

1. To what extent does the institution operate with appropriate autonomy?
2. To what extent does the institution's governance structure ensure transparency and accountability in decision making by its various constituencies?
3. To what degree does the Board of Trustees ensure the independence and integrity of the institution?
4. With what level of quality does the College president fulfill the responsibilities of the position and direct the institution toward attaining the goals and objectives set forth in its mission?
5. How impactful is the effectiveness of governance, leadership and administration?

VI. Guidelines for Reporting

Steering Committee members will contribute their written reports per standard, which will be incorporated with the following information/sections of the Self-Study report: Executive Summary, Introduction of Process, Standard heading, subheadings/topics, cross-references and alignment with Affiliation and/or Compliance, assessments, analysis, challenges, identification of opportunities for improvement and innovation, and major conclusions.

The general guidelines for working groups' written submissions per standard should follow these guidelines:

- Times New Roman font, 12- point, single-spaced, left-justified
- 1" margins, page numbers lower right in the footer
- Use Standard headings and sub-headings
- Use roman numerals to identify the Standard
- Standards should be covered in approximately 10 pages of copy (maximum 15)
- Brevity with substance; quality over quantity

VII. Organization of the Final Self-Study Report

The final self-study report will be organized by the standards, with a chapter for each standard, a summary of Requirements of Affiliation, and a separate report for Verification of Compliance. Each Chapter will include text to give explanation, meaning and analysis of the evidence that supports the criteria for the standards. Appendix notations will be linked to the evidence documents and back to the body text. Exhibits will be labeled per standard, and cross referenced in subsequent standards. A conclusion will be submitted with

statements of analysis and recommendations from the working groups, noting how the college has identified and acted upon opportunities for improvement and innovation, and how the college could do so in the future. See the following outline for organization.

Organization of Herkimer College Self-Study Document

- I. Cover Page
- II. Table of Contents
- III. Executive Summary and Statement of Eligibility of Certification
- IV. Institutional Profile
 - A. Institutional History: Overview to current state of the College
 - B. Foundational Context: Mission, Core Values, Goals, and Priorities
 - C. Herkimer College Self-Study Process
 - D. Overview of Self-Study Findings
- V. Chapter 1 – Standard I: Mission and Goals
- VI. Chapter 2 – Standard II: Ethics and Integrity
- VII. Chapter 3 – Standard III: Design and Delivery of the Student Learning Experience
- VIII. Chapter 4 – Standard IV: Support of the Student Experience
- IX. Chapter 5 – Standard V: Educational Effectiveness Assessment
- X. Chapter 6 – Standard VI: Planning, Resources and Institutional Improvement
- XI. Chapter 7 – Standard VII: Governance, Leadership and Administration
- XII. Summary
 - A. Institutional Context – Standards I, II, VI, VII, Requirements of Affiliation
 - B. Educational Effectiveness – Standards III, IV, V, Requirements of Affiliation
- XIII. Conclusion
- XIV. Appendices

Each chapter per standard will include: an introduction with brief methodology and thesis, presentation of evidence, analyses, cross-references to relevant material in the other standards and Requirements of Affiliation, conclusions and significant implications relative to college priorities, and recommendations. (Appendix A – Self-Study Organizational Guide and Rubric)

VIII. Verification of Compliance Strategy

The last Verification of Compliance was accepted in Herkimer’s Periodic Review Report in 2015. Since the MSCHE Standards and Verification of Compliance changes were underway, and in preparation for the current self-study, the Strategic Planning and Institutional Effectiveness (SPIE) Committee began investigating both by creating two sub-committees that would address Accreditation Standards and Compliance, respectively. The two sub-committees met to familiarize themselves with the new standards and requirements,

and helped to establish the first attempts at organizing the study of the criteria. Further, the SPIE Committee worked with the Institutional Effectiveness Office to establish an Accreditation Academy on campus, whereby all departments and faculty were introduced to the new standards by the ALO. Compliance was also introduced at that time.

Herkimer's Compliance Team is comprised of members from the Strategic Planning and Institutional Effectiveness Committee. The Director of Institutional Research is leading the Compliance group, which is comprised of key members of the SPIE committee with the addition of the Assistant Registrar. The Compliance study is underway, structured similarly to the full study of the MSCHE Standards. The team attended an MSCHE Webinar on Compliance in 2017, in preparation for the Self-Study. The Compliance Team has developed its own working patterns with the deconstructed criteria, meeting schedule, assignments, and Excel crosswalk document to aid in completing the task.

IX. Evidence Inventory

The Evidence Inventory to be used for the self-study has its foundation in the evidence documentation from the 2010 Monitoring Report, 2015 PRR, and the 2017 Progress Report. As the self-study process began, the appendices from those documents were reviewed, and became the starting point for supporting the new standards. The list is included below, with alignment indicated for each standard. The two Evidence Inventory managers have begun meeting regularly and with the Committee Co-Chairs, as they have been establishing the Evidence Inventory room in the College library.

Included here is the current list for the start of the Evidence Inventory (Ev-In). This is available in an electronic file, largely consisting of appendices from the Monitoring Report, PRR, and Progress Report, along with accompanying compliance appendices as appropriate. The Ev-In will be available in the WEAVE Accreditation module, as well. The chart specifies Standards, Requirements of Affiliation, and Compliance, to start aligning what we have already established or previously used for reporting. This, or a version of this example, will become the main evidence document for the study.

The preliminary Evidence Inventory aligned to the standards is as follows:

Evidence Inventory - Self-Study Design

Combined Appendices from Monitoring Report, PRR, and Progress Reports (alphabetical):	Requirements of Affiliation	Compliance	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, and Institutional Improvement	Standard VII: Governance, Leadership, and Administration
2015 Budget Preparation (PRR)								X	
2-Year Plan for Academic Affairs (PRR)			X	X	X	X	X		
Academic Advisement at Herkimer College (PRR)			X		X	X	X		
Align Resources Allocation with Student Learning Outcomes (PRR)				X	X	X	X	X	
Annual Program Learning Outcomes Assessment PLO Form Blnk (PRR)				X	X	X	X		
Annual Program Learning Outcomes PLO form (PRR)				X	X	X	X		
Annual Report IA Teaching and Learning Collaborative 2013-2014 (PRR)				X	X	X	X		
Assessment Bytes Newsletter (PR)				X	X	X	X		
Assessment Bytes Spring 2014-2015 (PRR)							X		
Assessment Committee Annual Report 13-14 and Updates 2012 (PRR)				X	X	X	X		X
Assessment Day Agenda (PR)					X		X		X
Assessment Handbook Table of Contents (PRR)				X	X	X	X		X
Assessment of Student Learning Outcomes in GenEd 2013 WesternCiv and 2015 Basic Communication (PRR)				X	X	X	X		
Assessment Quick Strt Cheat Sheet rev Feb 2014 (PRR)				X		X	X		
Audit 2012_2014 (PRR)								X	
Audit of Community Colleges (PRR)								X	
Board of Trustees Minutes (non-specific)			X	X				X	X
Budget Development Information Packet (PR)							X	X	
Call to Budget Letter (PR)							X	X	
Campus Briefs (PR)			X	X	X	X	X		
College Catalog (non-specific)			X	X	X	X	X		
College Website (non-specific)			X	X	X	X	X		X
Committee Membership List (PR)				X	X	X	X		X
Community Education Administration FY 2011 Budget (MR)					X				
Core Values Quality Rubric (PR)			X	X	X	X	X		
Course Modification Report (2009) (MR)				X	X	X	X		
Course Outline IS235 Web Programming I (PRR)				X	X	X	X		
Data by Course Closing the Loop Sample (PRR)				X	X	X	X		
Default Letters (PR)				X		X		X	
EC Minutes (PR)			X		X				X
EC Operational Plan Tracking (PR)			X	X	X	X	X	X	X
Enrollment Management and Marketing (PRR)			X		X	X	X	X	X
Evaluation of Faculty Assessment Focus Group 7-31-2012 (PRR)				X	X	X	X	X	

Herkimer College Self-Study Design

Evidence Inventory - Self-Study Design

Combined Appendices from Monitoring Report, PRR, and Progress Reports (alphabetical):	Requirements of Affiliation	Compliance	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, and Institutional Improvement	Standard VII: Governance, Leadership, and Administration
Facilities Planning IE Quality Team (PRR)				X	X			X	
Faculty Annual Report Template (PR)				X	X	X	X		
Faculty Development Programming (PRR)				X	X		X		
Financial Audits (PR)				X				X	
Five Fundamental Recommendations of the Strategic Quality Team (PRR)			X	X	X				
Foundations of the Institutional Assessment Process (MR)				X	X	X	X		X
GenEd Assessment Discussion-Reflections (PRR)				X	X	X	X		
GenEd Faculty Survey (PRR)				X	X	X	X		
General Education Trend Analysis Packet (PRR)				X	X	X	X		
Guide for the Evaluation of Undergraduate Programs (PRR)				X	X	X	X		
HC Community Education Credit-Free Course Evaluation (PRR)				X	X				
HC Student Opinion Form (PRR)				X	X	X	X		
HCCC Academic Assessment Committee Timelines 2009-2012 (MR)				X	X	X	X		
HCCC Course Assessment Process (2010) (MR)				X	X	X	X		
HCCC Enrollment Management Plan: Creative Planned Growth Through Recruitment and Retention 2009-2014 (MR)				X	X	X	X	X	
HCCC Improving Institutional Effectiveness: The Institutional Assessment Plan 2010 (MR)			X	X	X	X	X		X
HCCC Institutional Assessment Plan Implementation Calednar 2009-2010 (MR)				X	X	X	X		X
Herkimer STR Program Inventory- 2013 (PRR)				X	X	X	X		
IE Activities Cycle (PR)			X	X					
IE Committee List 2010 (MR)				X					
IE Model (PR)			X	X					X
IE Report Card (PR)			X	X	X	X	X		X
IE Report Card 13-14 (PRR)			X	X	X	X	X		X
IE Report Card 2010 (MR)			X	X	X	X	X		X
ILO Course Alignment 2015 (PRR)			X	X	X	X	X		
ILO Rubrics (PR)			X	X	X	X	X		
Improve Student Learning Outcomes Assessment August 2013 and Assessment Fall 2012 (PRR)				X	X	X	X		
Institutional Assessment Measures (MR)				X	X	X	X		X
Integrated Planning Model (PR)			X	X				X	
Major-2 Program Review Travel and Events Management (PRR)				X	X	X	X		
Mapping Our Future Strategic Plan 2010-2015 (PRR)			X	X	X	X	X		X

Herkimer College Self-Study Design

Evidence Inventory - Self-Study Design

Combined Appendices from Monitoring Report, PRR, and Progress Reports (alphabetical):	Requirements of Affiliation	Compliance	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, and Institutional Improvement	Standard VII: Governance, Leadership, and Administration
Mid-Cycle Review Sports and Recreation Management (PRR)			X	X	X	X	X		
National Standards for Quality Online Courses (PRR)				X	X	X	X		
Omitted: Campus Master Plan (PR)			X	X	X		X		
Operational Plan (PR)			X	X	X	X	X	X	X
Paralegal Program Review 2012-13 (PRR)				X	X	X	X		
Part 602 (PRR)								X	
PLO Assessment Form (PR)				X	X	X	X		
Premier 2- year college experience (PR)			X	X	X	X			
Program Map Sample (2010) (MR)				X	X	X	X		
Program Prioritization Packet (PR)			X	X	X	X	X	X	
Program Prioritization Rubric (PR)			X	X	X	X	X	X	
Program Review Procedures (PR)				X	X	X	X		
Program Statuses (PRR)				X	X	X	X		
Program/Unit Assessment Plan & Summary 2009 (MR)				X	X	X	X		
Resource Allocation Summary Form (PR)								X	
Rubric for Evaluating Institutional Student Learning Assessment Processes (PRR)				X	X	X	X		
Service Excellence and Communication Plan (PR)				X	X	X	X	X	X
Shared Governance Structure (PR)			X	X	X	X	X	X	X
SLO Process (PR)				X	X	X	X		
Steps in the HCCC Course Assessment Process (PRR)				X	X	X	X		
Strategic Plan: A Commitment to Excellence (PR)			X	X	X	X	X	X	X
Student Learning Outcomes Improvement (Aca Comm. Minutes) (PR)				X	X	X	X		
SUNY Council on Assessment (SCoA) for Institutional Effectiveness (PR)				X	X	X	X		X
SUNY Excels Performance Improvement Plan (PR)				X	X	X			
SUNY Response Triennial Plan Update and Closing the Loop Report 2010 (MR)				X	X	X	X		
Survey Catalog (PRR)			X	X	X	X	X		X
Syllabus Examples 2010 (MR)			X	X	X	X	X		
Teaching Goals Inventory (PRR)			X	X	X	X	X		X
Unit Department Operational Plan Personal Counseling (PRR)				X	X	X	X		
Unit Goal Map 2010 (MR)					X				
Unit Leaders List (PR)					X			X	X
Unit Outcomes and Summary Reports Non-Academic (PRR)			X	X		X	X	X	X
Legislature's Procedures									

All evidence will be updated with the most current iteration of these previously identified documents, with the addition of trend documents. Also identified: State/Governor's procedures, Organizational Structure, Job Descriptions, Hiring Procedures, Monitoring Report, PRR, Progress Report.

Requirements of Affiliation: Preliminary Evidence Inventory

Criterion 1	SUNY Charter County Charter SED agreements/approval Federal Government approvals
Criterion 2	Official Student Enrollment Reports (SIRIS, IPEDS)
Criterion 3	N/A
Criterion 4	MSCHE Communication Examples
Criterion 5	HEOA page (student's right to know) FERPA, HIPPA, PCI compliance Financial Audits Campus Safety Compliance Reports Website compliance
Criterion 6	Website BOT Policies SUNY Policies Federal Policies
Criterion 7	Mission Strategic Plan Documented approvals from BOT minutes
Criterion 8	IE Report Cards Program Reviews Program Prioritization -Student surveys (only available on MyHerkimer)
Criterion 9	ILO, PLO, CLO assessments Program Review Mid-Cycle Reports
Criterion 10	All planning completed by the Academic Departments AASA Plan (Academic & Student Affairs plan – Student Experience) Academic Plan (developed by quality teams) Institutional Research data
Criterion 11	Budget Process Plans completed by the Senior VP of Finance & Administration and his departments Financial Audits Resource Allocation committee reports Financial Reports completed by the Foundation, FSA, Housing (past bookstore reports)
Criterion 12	Bylaws from: BOT, Senate Organization Chart Foundation Board minutes Shared Governance Model
Criterion 13	BOT member appointment policies List of BOT members with their positions for past 10 years.

<p>Criterion 14</p>	<p>BOT minutes BOT policies List of accreditations per programs/offerings with their approvals and comments (CN, PTA, EMT, Childcare Center) ** Operational Plans – maybe Substantive Changes SARA (NYS Agreement to provide distance education in all states)</p>
<p>Criterion 15</p>	<p>IPEDS HR report Organizational Charts</p>

A room in the college library will be used for the Evidence Inventory room/MSCHE Self-Study meeting room. The room is being cleared out for the proper file cabinets, shelves, computer, table, chairs, etc. The Evidence Inventory managers are working on creating organization/controlled vocabulary/intake process, and procedures for all working groups or anyone who will be using the Ev-In Room.

A HerkimerGO module, which is accessed through the college learning management system for online coursework, will be developed for the Evidence Inventory, ensuring that working group members have access to a shared, organized document repository. Using the HerkimerGO module could be easily and conveniently updated as items come in, though the managers would be maintaining the same information on a shared drive as a backup.

X. Self-Study Timetable

The College began preparing for the Self-Study during 2017 as the SPIE Committee (Strategic Planning and Institutional Effectiveness Committee), chaired by the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness, explored the new MSCHE Standards for Accreditation and the Verification of Compliance expectations. The group split into two sub-committees that would deconstruct the criteria to identify potential evidence for support of the standards. Currently, the big picture two-year timetable is below. However, the Steering Committee and Working Groups have established bi-weekly meetings of the Steering Committee and alternating bi-weekly meetings of the Working Groups. In the fall, a new daily class schedule will take effect, which will allow a weekly mid-day meeting of the Committees, with the understanding that working groups will continue to meet outside of those scheduled times as well. Each Working Group will report out at the Steering Committee meetings, and the written report for each standard will be analyzed by semester’s end to determine the next working assignments.

Herkimer is requesting a spring 2020 visit, as noted in the following timeline.

Timeline for Completion of the Self-Study

2018

January 2018

Steering Committee appointed
Begin draft of Self-Study Design

February – April 2018

Assemble working groups
MSCHE VP Liaison prep visit to campus (self-study design submitted 2 weeks prior – March 20, 2018; visit April 3, 2018)

May 2018

Working groups submit final research questions and review findings to date

June – September 2018

Revisions and final approval of Self-Study Design

September – December 2018

Working groups gather and analyze data and submit progress reports; Student Focus Groups

2019

January – May 2019

MSCHE Team Chair selected and Self-Study Design sent to Chair
Dates for MSCHE Team visit selected
Self-Study drafted and shared with campus community

May – September 2019

Self-Study revisions and campus review

September – November 2019

Self-Study draft sent to Team Chair
Team Chair's preliminary visit to campus
Begin verification of Compliance Report

2020

December 2019 – January 2020

Self-Study finalized (based on Chair's feedback) and shared with campus
Verification of Compliance submitted

*February – May 2020

Final Self-Study/Evidence Inventory uploaded to MSCHE portal – 6 weeks before team visit
Visiting team on campus – Team's findings and report – Institutional response

June – November 2020

Commission meets to determine action

XI. Communication Plan

The Self-Study Steering Committee co-chairs developed a preliminary list of audiences for which a communication plan would likely be necessary. They developed the following grid that would not only serve as a plan, but also as a tracking mechanism for recording release dates for information and note feedback from constituents.

The Steering Committee, at one of its regular bi-weekly meetings, worked in pairs to discuss options for communication for these audiences. At that time, there were several ideas for increasing awareness and gathering feedback that included holding focus groups, using fliers, creating a video, new email address specifically for the evidence inventory, and web design enhancements. The following chart is the result.

It has been recommended that Herkimer add a student member to the Self-Study Steering Committee, and possibly to the Working Groups. The Self-Study Steering members and the IE Steering Team compiled a list of possible ways to involve students in a meaningful, effective way. Suggestions for a student involvement plan included: drawing from the Student Government Association (SGA); using the accreditation promotional campaign and ask for feedback within that structure; to assign a representative other than SGA member to the Steering Committee; have the BOT SGA member also be the Steering Committee representative; assign separate students to the working groups; conduct student focus groups per standard or blocks of standards, such as for Institutional Context Standards and Educational Effectiveness Standards; and/or contact the Student Activities Office for recommendations regarding the most feasible approaches to gaining consistent, meaningful involvement from students in clubs and organizations, toward the study.

While the outreach plan for all students is in order for general communication regarding the progress of the Self-Study, the level of student input within the Standards seems weak. Therefore, after consideration of the possible options for involvement, we are proposing that two Student Government representatives should be placed on the Self-Study Steering Committee, the BOT rep and one other, to assist the Steering Committee in setting up two appropriate focus groups that will address issues regarding all of the Standards through the content blocks as follows:

- A. Institutional Context – Standards I, II, VI & VII
- B. Educational Effectiveness - Standards III, IV & V

Working groups from each of the standards that fall within these content blocks will be able to submit questions and help facilitate the focus group sessions. This does not preclude working groups from interviewing students as needed. However, they may want to gather their questions and use the focus group to address all inquiries at one time, depending upon the need. These focus group sessions would be planned and scheduled into the fall 2018 – spring 2019 semesters. The Director of Student Activities has been consulted, and will forward names of student leaders, once elections for new officers has taken place.

As a formative assessment of the Steering Committee's work during the Self-Study process, the group will have on its agenda a standing item for review of the reminders that were noted in the feedback from the College's MSCHE Vice President Liaison. This will ensure regular periodic check-ups on the college's "voice", direction, and communications throughout the process. The reminders will be added to the agenda on a rotating basis, along with action updates on any Discrepancy Reports that have been submitted.

Self-Study Design XI. Communication Plan

Release Date	Feed-back	Audience	Content Participation &/or FYI	Communication Methods/Source	Timing
		Board of Trustees	Compliance, Standards, Priorities, Design, Full Self-Study	Web page for Accreditation Self-Study; email from Pres. Office; Campus Briefs; LMS Site	Entire process; approvals periodically
		Executive Council (EC)	Compliance, Standards, Priorities, Design, Full Study	EC Meetings; MyHerkimer; email; Assessment Bytes Newsletter; WEAVE	Entire process; approvals periodically
		Faculty	Design, Standard III & V, All Standards, Full Study	Email; All-Campus meetings; Committee meetings; <i>Assessment Bytes</i> Newsletter; MyHerkimer; Website; Final document	During semesters; end of semester summary; Assessment Day
		Staff – 10 month	Design, Standard III, IV & V, All Standards, Compliance, Full Study	Email; All-Campus meetings; Committee meetings; <i>Assessment Bytes</i> Newsletter; MyHerkimer; Website; Final document	During semesters; end of semester summary; Assessment Day
		Staff – 12 month	Design, Standard III, IV & V, All Standards, Compliance, Full Study	Emails, All-Campus meetings; committee meetings; MyHerkimer; Website; Campus Briefs; <i>Assessment Bytes</i> Newsletter	During semesters; summer accreditation academy; Assessment Day
		Students – IA	Standard III, IV & V, All Standards; Compliance	Website; email; LMS announcement – Internet Academy Office; social media;	Fall 2018; During research and upon completion
		Students – On campus	Standard III, IV & V, All Standards; Compliance	Website; email; posters; social media; SGA; in person/focus groups; campus signage – electronic and hard copy	Fall 2018; During research and upon completion
		Public	Announcement of Process; full Study	Website; social media	Fall 2018 announcement and 2020 upon completion; Commission action
		Alumni	Announcement of Process; Standards; full Study	Website; <i>Connections</i> publication; social media	Fall 2018 announcement and 2020 upon completion; Commission action
		Foundation Board	All Standards; Standard VI; full Study	Website; email; meetings	Introductory presentation with BOT and County Leg. and 2020

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					upon completion; Commission action
		County Legislature	All Standards; Standard VI; Compliance	Website; BOT; President's Office; Herkimer County Newsletter	"
		SUNY	All Standards	Pres./Provost offices	2020 upon completion; Commission action
		MSCHE	Design; All Standards; full study; Compliance	ALO; President's Office	As indicated by liaison per MSCHE guidelines
		S-S Steering Oversight Team; Provost & Co-Chairs	ALL	Meetings; email; MyHerkimer; <i>Assessment Bytes</i> Newsletter; WEAVE	Weekly; bi-weekly committee, as needed
		Self- Study Steering Committee	ALL	Meetings; email; <i>Assessment Bytes</i> Newsletter; oversight team; MyHerkimer; WEAVE	Weekly; bi-weekly committee, as needed
		Working Groups	Individual standard; all standards; compliance; full study	Meetings; email; Chairs; WEAVE; LMS	Weekly; bi-weekly; as needed
		Evidence Inventory Mgrs.	ALL	Email – new address; meetings; WEAVE; LMS	Entire process

*All groups will have access to the final document

XII. Evaluation Team Profile

Herkimer would prefer to have reviewers who are well versed in the small to medium-sized community college that is affiliated with a larger state system. We also prefer reviewers familiar with rural settings, and with diverse, often under-prepared students, many of whom are experiencing drastic cultural variations from their home areas.

Our Self-Study Steering Committee agreed upon these characteristics for our potential reviewers:

- From a community college who understands the mission of the two-year institution, and its role in serving its students, and shaping and supporting the community to which it belongs.
- From a college with a different Carnegie Classification; small, high transfer/high traditional. Due to our high number of College Now concurrent enrollment high school students, and our high online enrollment, the numbers for our current classification are inaccurate. (A classification change may be in order for our college).
- Knowledgeable with online instruction; Herkimer pioneered online learning with its award-winning Internet Academy, and is currently a leader in Open Educational Resources (OER) adoption for courses and programs.
- At least one faculty member; Herkimer has always taken pride in the quality of its teaching faculty. Herkimer is known for excellent teachers who use hands-on methods for student learning, and become close to their students. Additionally, the community college faculty member is likely to understand the role of the faculty member as advisor, committee member, program lead, and instructor.
- Someone from student affairs; we are also known for our student support services that help students make connections with “friendly, helpful, great” staff. Our student affairs departments are critical for the success of our students, in support of our mission.
- A financial expert; we are proud of our exceptional audits, yet we are aware of our fiscal challenges. Since Fiscal Stability is one of our priorities, it makes sense to have a strong presence regarding resource allocation.

The following are examples of possible peer institutions for Herkimer within the Middle States region:

Harrisburg Area Community College, PA

Mercer County Community College, Trenton, NJ

Harford Junior College, Bel Air, MD

An example of a college to which Herkimer might aspire is Montgomery Community College in Pennsylvania.

In addressing the request by the Vice President Liaison to be more specific about preferred characteristics of a potential team chair, the Executive Council and the Assistant Dean of Academic Affairs who Co-Chairs the Self-Study Committee, met to discuss further profile recommendations of our visiting Team Chairperson.

The top characteristic for the Team Chair is that he/she is a College President and experienced with Self-Study, particularly as Chair of a visiting Review Team. Other Team Chair characteristics are:

- President of a rural community college of similar size to Herkimer; 3,000 – 4,000 students; approximately 300 staff
- Experience with institutions of the same characteristics as Herkimer, especially high percentages of underrepresented students from urban areas, yet in the rural setting (Herkimer’s is 35% underrepresented students)
- Preferably from a residential campus, as residential community college campuses have a unique dynamic for consideration in self-study

- Preferably a Team Chair from an institution that has a high transfer rate (50% or more), and is high in traditional aged/demographic students (not the same as our current Carnegie Classification, since institutional changes may have caused inaccuracy in our Carnegie Classification of non-traditional students)

References

- Ayouch, K., & Carroll, M. (2017). *Progress Report Follow up Prepared for Middle States Commission on Higher Education*. Herkimer: Herkimer County Community College.
- Ayouch, K., Carroll, M., & Sargent, D. (2015). *Periodic Review Report Prepared for Middle States Commission on Higher Education*. Herkimer: Herkimer County Community College.
- Carroll, M. (2015). *SUNY Excels Performance Improvement Plan*. Herkimer: Herkimer County Community College.
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- Middle States Commission on Higher Education. (2015, November). *Revised Standards Final*. Retrieved from MSCHE Web site: <http://www.msche.org/documents/RevisedStandardsFINAL.pdf>
- Middle States Commission on Higher Education. (2017). *Self Study Institute Materials*. *MSCHE Self-Study Institute*. Philadelphia: Middle States Commission on Higher Education.

Self- Study Organizational Guide and Rubric

The following chart of the outlined sections of the Self-Study document is presented as a tool based on the Core Values Quality Rubric at Herkimer College. The rubric may be used as a formative or summative assessment during review and feedback discussions, both for the Visiting Team Chair and for Herkimer’s Self- Study Steering Committee.

Excellence: To encourage all constituencies of the college community to pursue the highest standards of performance in their academic and professional work.

	Poor-0 <i>No Action</i> Performance is insufficient, yielding few or no outcomes	Fair-1 <i>Convenient</i> Performance outcomes are convenient; completed, but without significant contribution to goals	Good-2 <i>Compliant</i> Performance outcomes are compliant with regulatory mandates, supported by assessments.	Very Good-3 <i>Growth</i> Performance outcomes are compliant with mandates, resulting in growth for the department and/or initiative; based on direct outcomes assessment	Excellent-4 <i>Promotes future growth.</i> Performance outcomes are compliant & measured, with documented contribution to goals; established growth and plans promote future excellence.	SCORE/NOTES
Self- Study Sections:						
Cover Page Table of Contents						
Executive Summary and Statement of Eligibility of Certification						
Institutional Profile A. Institutional History: Overview to current state of the College B. Foundational Context: Mission, Core Values, Goals, and Priorities A. Herkimer College Self-Study Process B. Overview of Self-Study Findings						
Chapter 1 – Standard I: Mission and Goals						

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Chapter 2 – Standard II: Ethics and Integrity						
Chapter 3 – Standard III: Design and Delivery of the Student Learning Experience						
Chapter 4 – Standard IV: Support of the Student Experience						
Chapter 5 – Standard V: Educational Effectiveness Assessment						
Chapter 6 – Standard VI: Planning, Resources and Institutional Improvement						
Chapter 7 – Standard VII: Governance, Leadership and Administration						
<p>Summary:</p> <p>A. Institutional Context – Standards I, II, VI, VII, Requirements of Affiliation</p> <p>B. Educational Effectiveness – Standards III, IV, V, Requirements of Affiliation</p>						
Conclusion						