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|  | **SUNY Canton July 15, 2021** | **SUNY Canton MSCHE Self-Study Design 1** |

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**I. Institutional Overview   
Description of the institution:**

SUNY Canton is an institution with a rich history and deep ties to the local community. Originally established as the State School of Agriculture (SOA) in 1906 by the State of New York, our institution was the first postsecondary, two-year college in the state. In 1941, the College was renamed the New York State Agriculture and Technical Institute, and it became a member of the State University System of New York (SUNY) in 1948. Throughout the 1950s and 1960s, the College advanced its technology-related programs, and in 1965 underwent another name change to become the State University of New York Agriculture and Technical College at Canton (ATC). Finally, in 1987, the State University Board of Trustees authorized the College's present designation as the State University of New York College of Technology at Canton, more commonly known as SUNY Canton.

SUNY Canton is one of 64 institutions that comprise the State University of New York, the most extensive comprehensive university system in the United States. SUNY is founded on a commitment to access and opportunity. The member colleges and universities are state-supported and governed by SUNY Leadership which includes an 18-member Board of Trustees, the Chancellor, and an executive leadership team. SUNY leadership determines system-wide academic policies and oversight of annual budget allocations from the State Legislature. At the local level, each state-operated SUNY Campus has a state-appointed College Council. This body recommends presidential candidates for appointment by the State University Board, makes regulations concerning the management of capital facilities, makes regulations concerning student conduct, and names buildings and grounds.

Located on 555 acres in New York State's scenic North Country, SUNY Canton is within walking distance of downtown Canton, NY. Twenty buildings fit perfectly into the surrounding landscape, including:

Five classroom buildings with specialized laboratories for innovative hands-on learning

Five residential buildings, four of which are traditional residence halls with shared restroom facilities, and including Kennedy Hall,

offering students single rooms in apartment-style suites

The Convocation Athletic and Recreation Center featuring an ice rink, pool, fitness center, and field house

The Southworth Library and its Learning Commons, which serves as the technological center and research hub of the campus

The Richard W. Miller Campus Center, which offers recreational and student-access space for clubs and organizations

Miles of beautiful trails surround the campus and provide opportunities for outdoor recreation such as walking, running, biking, or skiing Two scenic footbridges that connect the campus to downtown Canton

SUNY Canton was first accredited in 1952 and most recently reaffirmed in 2013.

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The College enjoys a stable administrative base. President Zvi Szafran (Ph.D., University of South Carolina) began his tenure in 2014. Four vice presidents report directly to the president. Provost and Vice President for Academic Affairs Peggy De Cooke (Ph.D., University of Pittsburgh) joined the College in 2019. Shawn Miller (MBA, SUNY Institute of Technology) has served as Vice President for Administration and Chief Financial Officer since 2014. Tracey Thompson (MM, Cambridge College), also joining the College in 2019, is the Vice President for Advancement and Executive Director of the Canton College Foundation. Courtney Bish (MA, St. Lawrence University) has served as Vice President for Student Affairs since 2015 and as Dean of Students since 2012. The remaining members of the senior administration of the College, comprising the President's Cabinet, are:

Lenore VanderZee, *Executive Director for University Relations;* Ph.D. and JD, University of Notre Dame.   
Michaela Young, *Executive Assistant to the President;* AS, SUNY Canton.

Other key academic managerial positions include the deans of the Canino School of Engineering Technology, the School of Business and Liberal Arts, and the School of Science, Health, and Criminal Justice.

**Mission and Vision Statement**

Mission: SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York state, and beyond to achieve their highest potential both personally and professionally.

Vision: Educating the leaders of tomorrow for careers in the global technological economy.   
**Institutional Goals & Model for Continuous Improvement**

In 2019, the institution revised its strategic plan to reflect a model for continuous improvement using a pyramid approach using assessment as the foundation. Continuous improvement is evidenced in established institutional goals, which translate the aspirations of our mission into achievable and measurable benchmarks. From these institutional goals, the priorities of this self-study were selected, and their influence will provide a constant focal point for our self-study.

1. Promote Academic Excellence
2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Focus on Sustainability
5. Enhance Diversity & Welcome
6. Create a Robust, Active, and Enriching Campus Life
7. Build Greater Awareness of SUNY Canton

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**Recent Developments**SUNY Online:

In addition to its online enterprise, SUNY Canton participates in SUNY Online (SO), a system-wide (SUNY) effort designed to scale online programs for all current and future SUNY students. SUNY Canton was one of the first in SUNY to participate and pilot SUNY Online in 2019. The College was selected due to its established reputation in online learning, online engagement, and virtual student support services

SUNY Canton currently offers 22 fully online degrees with more than 450-course offerings as a flagship campus for this initiative. With programs nationally ranked for their commitment to online excellence, SUNY Canton Online allows students to build personal networks with other students anywhere in the world using discussion boards, chat, video conferencing, and social media. Providing affordable and quality online education is a vital component of accessibility for the growing demographic of students who do not fit the definition of the traditional college student.

Excelsior:

In 2018, New York State inaugurated the Excelsior Scholarship. Together with the State's Tuition Assistance Program (TAP) and other forms of New York State financial aid, this groundbreaking program qualifies families and individuals earning up to $125,000 per year to attend college tuition-free at all SUNY/CUNY two- and four-year colleges. Following our mission of access, this scholarship is one of many financial aid options that provides prospective students with increased access to our programs by providing financial support. To date, SUNY Canton has enrolled 607 students under this scholarship.

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Open Education Resources (OER):

In 2017 the New York State Governor announced budget allocations to support the development and expansion of OER resources across SUNY to reduce the growing textbook costs for students. At SUNY Canton, the OER initiative is led by the Southworth Library, whose librarians work across the campus to assist with the development, collection, and curation of OER resources. In the 2020-2021 academic year, 221-course selections carried an OER designation. This initiative has produced savings for our students totaling over $1 million since AY 2018-19.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Fall** | **Winter** | **Spring** | **Summer** | **Yearly Total** |
| 2018-19 | $ 56,751.16 | $ 8,531.50 | $ 56,597.37 | $ 18,560.57 | $ 140,440.60 |
| 2019-20 | $ 165,591.48 | $ 18,020.44 | $ 174,713.09 | $ 36,094.09 | $ 394,419.10 |
| 2020-21 | $ 245,074.09 | $ 37,098.17 | $ 217,522.00 | $ 38,287.25 | $ 537,981.51 |
|  |  |  |  | **Cumulative Total** | **$ 1,072,841.21** |

Academic and Athletic Innovation:

In 2017 SUNY Canton joined a small number of colleges across the nation and was the first in SUNY to compete in esports. SUNY Canton built a 1,800 square-foot state-of-the-art competition area, one of the largest dedicated gaming installations in the Northeast, and home to our varsity Esports team. We were the first College in New York to join the National Association of Collegiate Esports (NACE). We compete with about 40 other colleges and universities in the Eastern Collegiate Athletic Conference (ECAC).

More recently, we became the first College in SUNY to offer a Bachelor of Business Management in Esports Management. As one of the fastest-growing entertainment industries globally, SUNY Canton was excited to provide a degree that would enhance job potential for graduates who would understand the technology, culture, and business of online gaming. This degree can be earned on or off-campus in a fully online format.

In spring 2020, SUNY Canton helped launch the SUNY system-wide Chancellor's Esports Challenge to assist students after all colleges moved to remote learning. Co-sponsored with Extreme Networks, our closest partner in esports, and LeagueSpot, a leading platform partner for esports programs, winning teams received money towards their school's Covid-19 student relief funds. During a time of isolation and social distancing, the tournament created a much-needed sense of belonging for students. The tournament has now grown into a SUNY Esports Conference, led by SUNY Canton, with more than 40 members.

This fall, the College will open a special interest floor in one of our residence halls (Heritage Hall) for students interested in gaming.

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Assessment:

In 2017 SUNY Canton revised their Institutional Student Learning Outcomes (ISLOs) to align with Middle States' General Education requirements (found in Standard III.5.b). Since the revision, all programs have aligned their Program Student Learning Outcomes (PSLOs) with the ISLOs. Additionally, all course master syllabi feature alignment between the Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Student Learning Outcomes.

Since 2017, we have engaged in a three-year cycle of program assessment based upon our new ISLOs. Each year results are aggregated using our Assessment Management Software (Taskstream) and distributed to faculty for discussion and planning, including pedagogical and fiscal implications. We are currently halfway through our second complete cycle.

SUNY Canton also supports a culture of non-academic assessment; academic and non-academic evaluation practices are coordinated and aligned to the extent that it is appropriate to do so. In spring 2021, the non-academic assessment committee held its first symposium where professional staff in many of the College's functional units could come together to report, discuss and learn from each other's processes.

**Key Environmental Factors**Impact of COVID-19:

The COVID-19 pandemic has provided SUNY Canton with an opportunity to put our mission, vision, and leadership to the test. Once again, our willingness to innovate to persevere has helped us navigate a quickly shifting landscape to meet the needs of our students best. Our students were on spring break when New York's Governor issued an emergency executive order. Per mandate 'all non-essential businesses state-wide must close in-office personnel functions and banning all non-essential gatherings of individuals of any size for any reason (2020-03-20-Notice-New-York-on-Pause-Order). In response, SUNY's Chancellor directed the system's campuses to move as many academic programs as possible to distance learning. Because of our strength in online education, SUNY Canton could pivot quickly to a distance format. We extended spring break for our students for an additional week. We used that time to retool our courses, using appropriate technologies to the course material: online, teleconferencing, videoconferencing, e-mail, texting, and even mail.

Established best practices in course design and delivery allowed faculty to continue engaging their students in course work for the remainder of the spring 2020 semester. Our Center for Learning, Design, Innovation and Online Instruction conducted a series of well-attended workshops to provide training on accessibility, establishing a virtual social presence and using the various instructional tools in Blackboard, the campus learning management system. The pandemic also raised awareness of access issues in terms of textbooks and instructional materials (see above), catalyzing to move the campus forward in terms of accessibility and OER use.

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Similarly, academic support services, student services, and administrative services were able to transition their programs and services to an entirely virtual model by harnessing the existing technology and resources of the campus. We made every effort to secure for our students the help they needed to complete the term. With the assistance of the SUNY Canton Foundation and a SUNY fundraising campaign, we bought and shipped more than 300 computers to students who needed them. Our Library services arranged for students to get expanded access to textbooks and other course materials online. IT services helped students obtain internet access (including creating a drive-up hotspot) and troubleshoot connectivity issues. Recognizing the stress and trauma that many of our students experienced, we extended a pass grade option that allowed students to get credit for passing work, but that did not produce adverse effects on grade point average.

During the summer of 2020, the dedicated administration, faculty, and staff worked together to create a re-opening plan based on State and CDC safety guidelines that maintained the forward momentum of the institution. In fall 2020, the campus resumed face-to-face instruction, student services, support, and residence life. Progressive instructional design has placed us at the forefront for offering fully online courses and programs and hybrid and FLEX modalities that provide students with multiple learning options. Additionally, our academic support services, student services, and student activities have sustainably increased their online presence, making it possible for students to envision a fully online campus experience. Finally, enrollment programs such as JumpStart, EOP, and the TRiO Summer Bridge programs have incorporated partial or entirely virtual aspects to expand accessibility.

The sustainability of this effort was made possible in large part by the resources directed at campus wellness and safety. Common spaces were redesigned to support social distancing measures and implemented policies for mask and distancing. Daily health screening for faculty, staff, and students, along with mandatory weekly testing, helped provide early alerts for possible infection rates. The SUNY Canton Foundation exceeded a $50,000 fundraising goal by raising more than $60,000 for a Student Emergency Fund, which was matched by $54,000 in SUNY funding. Before fall re-opening, the State Governor established a threshold of 5% for SUNY Campus infection rates that triggered a pivot to fully remote instruction. Not only did SUNY Canton maintain numbers well below this threshold, but the institution was also among one the most successful in SUNY in maintaining low infection rates.

Cumulative Stats:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total Tests** | **Total Negative Results** | **% Positive** | **Total Positive** | **Current Active Cases** |
| 28,406 | 28,205 | 0.4% | 121 | 0 |

Across SUNY, there has been a collective decline in enrollment due to the pandemic, and Canton has been impacted. SUNY Canton has maintained vigorous recruitment efforts through a completely virtual platform to mitigate this impact this past year, including virtual campus tours, open house events, and admitted student days. Our first sizeable on-campus recruitment event since the pandemic began is scheduled for July 31, 2021. To date, we have seen a 23.3% decline in applications and a 29% decline in students requesting housing.

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**Main Programs of Study**

SUNY Canton is an applied college of technology. Our guiding philosophy of a hands-on approach to learning means that graduates are ready to hit the ground running when they enter the workforce. Academic programs are designed in a laddered curriculum, meaning that students who start in a certificate or associate program can apply their first year(s) of study toward their associate or bachelor's degree. A leader in online learning in the SUNY system for the past decade and a half, our virtual campus offers 22 fully online degrees and more than 450 online courses. Each online course is developed according to best practices in teaching and learning online, and faculty peers rigorously review each class to ensure quality.

SUNY Canton offers 30 career-driven bachelor's degrees, 22 associate degrees, and a one-year professional certificate program. Areas of study are housed in three individual schools:

* The Canino School of Engineering Technology (CSOET)
* The School of Business and Liberal Arts (SBLA)
* The School of Science, Health, and Criminal Justice (SHCJ)

Our highest enrolled programs include Health Care Management (BS), Criminal Investigation (BTech), Nursing (AAS/BS), Applied Psychology (BS), Game Design & Development (BS), and Veterinary Technology (BS).

The goal of SUNY Canton is for every student to have a successful academic experience, and we have implemented several programs to facilitate that success. Canton's Division of Academic Support Services and Instructional Technologies works collaboratively with other offices, faculty, and staff to enroll and retain qualified students and help them achieve their highest potential.

In addition to intrusive advising, the College also utilizes our version of Starfish®, called RooSuccess, to promote student retention, engagement, and success through academic support, student self-service capabilities, increased communication, and stronger connections between faculty, students, advisors, and support services. In addition to serving as our midterm warning system through the Engaged/Not Engaged Survey, faculty and staff can 'raise flags' at any time during the semester when students are not working to their potential. They can also send them 'kudos' when they do well. Students may contact their professors and advisors through RooSuccess and find tutoring information to help them succeed in class. The table immediately below illustrates our extensive use of RooSuccess to promote student success.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Fall 2019** | **Spring 2020** | **Fall 2020** | **Spring 2021** |
| **Flags raised by instructors** (manual and progress Survey) | 3272 | 2549 | 2999 | 1999 |
| Kudos raised | 500 | 227 | 357 | 400 |
| Referrals | 50 | 56 | 29 | 34 |
| **Flags raised** (automatic) Academic Recovery, low mid-term grades, not registered for next semester, billing holds | 4377 | 5174 | 3287 | 3127 |
| **Outreach done by AFYP** |  | 437 | 550 | 927 |
| **Participation in Progress Survey** (Engaged/NotEngaged) by faculty | 100% | 95% | 96% | 99% |

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SUNY Canton's Academic Recovery program assists students who fail to achieve a minimum grade point average or meet the required number of credits to continue their academic studies by giving them a second chance to improve their academic standing. The program provides a structured learning experience to help students raise their cumulative GPA. All students on Academic Recovery are required to meet with their Recovery mentor each week. Students in the program are also required to participate in weekly tutoring and occasional study skill sessions.

The impact of this program is demonstrated in the snapshot below.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Recovery Retention** | | | | | | | |  | | |
| **Rates** | | |
|  | | |
|  | 100  **90  80  70  60  50  40**  **20**  **10**  **0** | |  | | | | | | | |
| **RATE OF RETENTION** |
|  |
|  | | 2015. | | 2016 | 2017 | **2018** | **2019** | | 2020 | 2021 |
| Sprirsg Sern ester | | 57.3 | | 61.06 | 63.48 | **59.13** | 71.33 | | 95.12 | 64.12 |
| FEliSerni | | 58.62 | | 54.16 | 64.29 | **67.07** | 81.5 | | 51.85 |  |

**ACADE MK YEAR**

Sprirks. FEliSenier

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**Student Population Served**

Diversity is a cornerstone of SUNY Canton. It is embedded in our institutional goals and embraced in our slogan, *"Everyone is welcome here."* Diversity is a theme that will reappear consistently throughout our self-study.

SUNY Canton serves students from the local north country region (52%) and across New York State, including the five Burroughs of New York City (17%). Our International Programs office commonly enrolls students from Cameroon, Australia, Sweden, the United Kingdom, and the nearby provinces of Canada. Additional enrollments from Russia, Japan, China, and the Caribbean Islands shape the unique and diverse composition of the student body. The International Programs office maintains an enrollment of approximately 42 international students per semester. Enrollment for AY 2020-21 was at 3,125 students for the Fall 2020 term and 2,929 students for the Spring 2021 term. The composition of our student body is demographically diverse: 30% of our students identify as BIPOC, 59% as economically disadvantaged, and 41% as first-generation college students.

SUNY Canton is an acknowledged pioneer in online education within the SUNY system, and, as described below, we offer many classes entirely online or in a FLEX or converged modality. Currently, 50% of our students are entirely online, whereas the remaining 50% of our students are enrolled in a mix of online and face-to-face courses. Of course, this breakdown comes as a direct result of COVID-19. We had a nearly equal split between all face-to-face, online, and mixed delivery in the previous three years. For example, our breakdown in 2019 was 35% face-to-face, 28% online, and 36% hybrid delivery. Our students' learning experiences are also reflected in their living experiences: 28% of our students live on campus, whereas the remaining 72% are online and fully remote or live off-campus and commute.

Student learning and success are at the heart of Canton's mission and figures prominent in our institutional goals. The table below reports the most recent data on our graduation, retention, and persistence rates.

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**Student Achievement Trends Information:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Degrees conferred | |  |  |  |  |
|  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| Certificate | 19 | 53 | 43 | 65 | 60 |
| Associate | 265 | 348 | 338 | 472 | 420 |
| Bachelor | 474 | 464 | 425 | 386 | 429 |
| Total | 758 | 865 | 806 | 923 | 909 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Bachelor's graduation rate (first-time, full-time freshmen graduating from bachelor's in 6 years) | | | | | |
|  | Initial N | Graduated N | Graduated % |  |  |
| Fall 2015 cohort | 127 | 55 | 43% |  |  |
| Fall 2014 cohort | 131 | 68 | 52% |  |  |
| Fall 2013 cohort | 117 | 62 | 53% |  |  |
| Fall 2012 cohort | 126 | 55 | 44% |  |  |
| Fall 2011 cohort | 99 | 37 | 37% |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| First-time, full-time freshmen graduation rate (any degree in 150% t | | | | me) | |
|  | Initial N | Graduated N | Graduated % |  |  |
| Fall 2015 cohort | 645 | 241 | 37% |  |  |
| Fall 2014 cohort | 726 | 297 | 41% |  |  |
| Fall 2013 cohort | 770 | 359 | 47% |  |  |
| Fall 2012 cohort | 986 | 391 | 40% |  |  |
| Fall 2011 cohort | 943 | 341 | 36% |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| First-time, full-time freshmen completion rate (any degree in 6 years) | | | | |  |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Initial N | Graduated N | Graduated % |  |  |
| Fall 2015 cohort | 645 | 270 | 42% |  |  |
| Fall 2014 cohort | 726 | 333 | 46% |  |  |
| Fall 2013 cohort | 770 | 396 | 51% |  |  |
| Fall 2012 cohort | 986 | 435 | 44% |  |  |
| Fall 2011 cohort | 943 | 385 | 41% |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| First-time, full-time fall to fall retention rate. | | | |  |  |
|  | Initial N | Retained N | Retained % |  |  |
| Fall 2019 | 705 | 452 | 64% |  |  |
| Fall 2018 | 723 | 466 | 64% |  |  |
| Fall 2017 | 690 | 469 | 68% |  |  |
| Fall 2016 | 694 | 485 | 70% |  |  |
| Fall 2015 | 645 | 428 | 66% |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| All full-time fall to fall persistence rate. | | |  |  |  |
|  | Initial N | Persisted N | Persisted % |  |  |
| Fall 2019 | 2783 | 2198 | 79% |  |  |
| Fall 2018 | 2743 | 2163 | 79% |  |  |
| Fall 2017 | 2657 | 2075 | 78% |  |  |
| Fall 2016 | 2676 | 2103 | 79% |  |  |
| Fall 2015 | 2640 | 2097 | 79% |  |  |

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**Steps to Prepare for the Self-Study:**

Anticipated Directions Based on Planning & Assessment:

As the College moves into the future, seven key goals are critical to educating students and assuring that the institution thrives. Each of these goals has multiple underlying objectives, supporting initiatives, and action items that chart the course for the future and provide aspirational concepts. These seven goals are tied to our academic and non-academic assessment work and therefore infused in our daily work, as well as long-range planning and allocation of budgetary resources. In addition, they will provide the backbone of our self-study process. These goals create the foundation for the strategic plan for the institution. Based on a continuous improvement model, this plan is designed to keep pace with the rapidly evolving landscape of higher education, especially within the technologies. This plan encourages participation and involvement at all levels and provides a transparent method for allocating resources and designing initiatives.

1. Promote Academic Excellence
2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Enhance Diversity and Welcome
5. Focus on Sustainability
6. Create a Robust and Enriching Campus Life
7. Build a Greater Awareness of SUNY Canton

Our campus embraces a culture of assessment, as demonstrated through our formalization of roles and committees dedicated to providing support, training, guidance, and communication regarding assessment. This established culture maintains our preparation for self-study and ongoing accreditation. In 2017, a working group was formed to provide an initial review of the seven standards and provide a collection of examples related to the evidence required to demonstrate compliance with the standards of Middle States. This small group offered representation across the campus and included:

* Director of Assessment, Chair of the Academic Assessment Committee, Chair of the English Department, and faculty member for SBLA
* Chair of the Non-Academic Assessment Committee and Director in the Division of Academic Support Services & Instructional Technology
* One faculty member each from the schools of CSOET and SHCJ (the school of SBLA is represented by the Director of Assessment)
* Director of Human Resources (Administrative Division)
* Director of Student Conduct (Student Affairs Division)
* Director of Institutional Research (Academic Affairs Division)

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This group developed a preliminary review that resulted in an inventory meant to serve as an example for the official review process. This group concluded their work with a comprehensive seven standard list in 2019. In 2020, the self-study review team was selected by the College administration. Under the guidance of the Provost, the Director of Assessment, and Chair of the Non-Academic Assessment Committee serve as the co-chairs of the self-study process. In the fall of 2020, the Provost, co-chairs, and a small number of faculty and staff from across all four divisions of the College attended the Middle States Self-Study Institute. Following the completion of the institute, the process for selecting the steering committee began, along with identifying working group membership. A timeline, communication document, and working group charges were also developed, all of which will guide the self-study process.

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

To ensure an inclusive process for the campus community, the self-study co-chairs, in coordination with the administration and the Office of Institutional Research, began to review the seven significant goals cited above that are integral to our strategic plan. A survey was offered to the campus community encouraging faculty and staff to review the goals in the context of priorities and rank them. This survey was opened on 12/10/20, and results were collated on 1/4/21. The survey findings suggested that most of the campus prioritized the goals within the context of COVID-19 and its impact on the College. On 1/26/21, the self-study co-chairs hosted an open forum for people to ask questions and think critically about how these selections would shape the direction of our self-study. The results of this initial campus review resulted in the following prioritization of 3 of our seven institutional goals:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Promote Academic Excellence** |  | **Improve Operational** |  | **Optimize Enrollment** | **Enhance Diversity and Welcome** | |
|  |  |  | **Effectiveness** |  |  |  | |
| ■ | Enhance instruction and |  |  | ■ | Adapt to changing | ■ | Implement Faculty Diversity |
|  | assessment; support professional  development; advisory boards for | ■ | Identify and implement  procedures to increase |  | enrollment landscape and changing demographics |  | Plan; participate in SUNY PRODiG program |
| ■ | all academic programs.  Improve  facilities/infrastructure/equipment |  | revenues, promote efficiency, and reduce costs where appropriate. | ■ | Refine & support  comprehensive marketing plan and branding | ■ | Enhance support,  mentorship, and community among under-represented |
|  | to meet student needs | ■ | Align budget with | ■ | Enhance retention efforts |  | faculty and staff |
| ■ | Enhance opportunities for applied |  | strategic initiatives |  | across the campus | ■ | Recruit and retain diverse |
|  | learning (e.g., research, civic | ■ | Prioritize customer service | ■ | Increase scholarships and |  | students |
|  | engagement, service-learning, internships, international | ■ | Streamline workflow processes |  | facilitate timely  graduation | ■ | Enhance visibility of cultural diversity |
|  | programs, etc.) | ■ | Increase communication | ■ | Support enrollment | ■ | Promote the use of Center for |
| ■ | Lower costs to students: open |  | & collaboration across the |  | activities (e.g., Open |  | Diversities and Inclusion |
|  | educational resources, low cost, textbook free, improved scheduling | ■ | campus  Capture external funding  opportunities |  | House, Admitted Student Days, etc.) | ■ | Meet needs of the diverse campus community (e.g., neurodiversity) |

An additional outcome of the forum was the prioritization of our goal of *enhancing diversity and welcome.* While it did not make it into the top three on the survey, many voiced support for its inclusion and made it a key priority during the forum. The faculty and staff see this goal as one

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that should be considered and infused in all planning areas. Therefore, it will be an infused element woven throughout our self-study as we document its importance in assessment on multiple levels and in all the work that we do.

As demonstrated earlier in this document, our institutional goals belong to our strategic plan for continuous improvement through assessment-based work and long-range planning for the institution. These goals, derived from the vision and mission of the College, their inclusion in the strategic plan, and their tie to our assessment work, assist us in bringing our mission and vision to life in every facet of the College.

Mission & Institutional Priority Alignment with Middle States Standards Crosswalk:

|  |  |  |  |
| --- | --- | --- | --- |
| **Selected elements of the Mission Statement** *(SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally)* | **Priority 1:** *Promote Academic Excellence*  Standards: I, II, III, IV, V, VI | **Priority 2:** *Optimize Enrollment*  Standards: II, III, IV | **Priority 3:** *Improve Operational Effectiveness*  Standards: I, II, III, IV, V, VI, VII |
| Progressive programs | X | X |  |
| Accessible programs | X | X | X |
| Affordable programs |  | X | X |
| Applied programs | X | X |  |
| Achieve potential | X | X | X |
| High quality | X | X |  |

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

To start, we plan to focus our self-study on the three required outcomes from MSCHE:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community to discover our strengths and opportunities for change and growth.

Additionally, we provide these additional outcomes to help focus our self-study:

1. Examine how data is collected, presented, and used across various divisions on campus.
2. Understand similarities and disparities between accredited and non-accredited academic program assessment for the purpose of streamlining and systematizing assessment processes to suit the needs of both academic program types.

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**IV. Self-Study Approach**

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

I Standards-Based Approach

0 Priorities-Based Approach

Rationale: The standards-based approach provides an intuitive organization of both the self-study and the established working groups. Additionally, the standards-based approach provides a robust foundation from which to work on our self-study. With the standards-based approach, we ensure that every criterion outlined in the MSCHE standards will be reviewed, providing us with an opportunity to complete an internal assessment of the alignment with these standards. In addition, we believe the standards-based approach is more conducive to the self-study process as a mechanism for highlighting our strengths and discovering opportunities for growth and improvement. Finally, the standards-based approach allows each self-study committee more autonomy in determining where and how alignment to the institutional priorities occurs. Our Institutional Priorities will be woven into our reports as organized in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards of Accreditation** | **Institutional Priorities** | | |
|  | **Promote Academic Excellence** | **Optimize Enrollment** | **Improve Operational Effectiveness** |
| 1. Mission and Goals | 3 |  | la-g, 2, 4 |
| 1. Ethics and Integrity | 1, 2, 5 | 7a, b | 3, 4, 5, 6, 9 |
| 1. Design and Delivery of the Student Learning Experience | 2a-e, 4, 5a-c, 6, | 3 | 7, 8 |
| 1. Support of the Student Experience |  | la-d, 2 | 3, 4, 5, 6 |
| 1. Educational Effectiveness Assessment | 1, 2a-c, 3a-h, |  | 4, 5 |

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|  |  |  |  |
| --- | --- | --- | --- |
| 1. Planning, Resources, and Institutional Improvement | 1 |  | 2, 3, 4, 5, 6, 7, 8, 9 |
| 1. Governance, Leadership, and  Administration |  |  | 1, 2a-I, 3a-d, 4a-f, 5 |

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

The organization structuring process began with the Provost's designation of the self-study co-chairs: The Director of Assessment (who is also the Chair of the Academic Assessment Committee, ALO, Chair of the English Department, and a faculty member in SBLA) and the Chair of the Non-Academic Assessment Committee (who is also the Executive Director for the Learning Commons). These designations were made based on experience and proximity in working on and with assessment on our campus. These individuals represent both the academic and non-academic sides of assessment. They are both tenured with 15 and 11 years of service to the institution, respectively.

The steering committee consists of the chairs from each of the standards working groups coordinated by the self-study co-chairs. Throughout the self-study process, the steering committee will discuss milestones as listed in our timeline. Steering Committee members then have time to ask any questions they may have before sharing information with the members of their working group. When possible and requested, self-study co-chairs can attend the meetings for individual working groups to clarify any issues each working group member may have.

**Steering Committee Membership**

**Ex-Officio:** Dr. Peggy A. De Cooke, Provost & Vice President for Academic Affairs

**Co-Chair:** Dr. Kirk Jones, ALO, Director of Assessment, Chair of the Academic Assessment Committee

**Co-Chair:** Johanna Lee, Executive Director for the Learning Commons, Chair of the Non-Academic Assessment Committee

**Evidence Inventory Working Group** Chair: Sarah Todd, Director of Institutional Research

**Standard I (Mission & Goals)** Chair: Melissa Evans, Executive Director of Enrollment

**Standard II (Ethics & Integrity)** Chair: Suzan McDermott, Director of Human Resources, Campus Ethics Officer

**Standard III (Design & Delivery of the Student Learning Experience)** Chair: Dr. Lucas Craig, Associate Professor, Chair of Mechanical Engineering

Technology (CSOET)

**Standard IV (Support of the Student Experience)** Chair: Kristen Roberts, Director of Student Conduct (Student Affairs division)

**Standard V (Educational Effectiveness Assessment)** Chair: Dr. Wil Rivers, Associate Professor of Biology (SHCJ)

**Standard VI (Planning, Resources & Institutional Improvement)** Chair: Dr. Adrienne Rygel, Associate Professor of Engineering, Chair of Civil &

Environmental Engineering Technology (CSOET)

**Standard VII (Governance, Leadership & Administration)** Chair: Dr. Michelle Currier, Dean of the School of Science, Health, and Criminal Justice

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**Working Group Membership**

**Data Documentation and Evidence Inventory Support**

Sarah Todd, Director of Institutional Research   
Travis Smith, Director of Public Relations   
Jessica Spooner, Librarian

**Standard I (Mission & Goals)**

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

**Aligned Institutional Priority:** Improve Operational Effectiveness, Optimize Enrollment, and Promote Academic Excellence

Chair: Melissa Evans, Executive Director of Enrollment

Faculty member: Alainya Kavaloski, Associate Professor of English and Humanities (SBLA)

Academic Support or non-academic members: Mike McCormick, Executive Director of Facilities; Randy Sieminski, Director of Athletics; Melissa Tulip, Budget Officer

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

**Standard II (Ethics & Integrity)**

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

**Aligned Institutional Priority:** Improve Operational Effectiveness, Optimize Enrollment, and Promote Academic Excellence

Chair: Suzan McDermott, Director of Human Resources & Campus Ethics Officer

Faculty member: VACANT

Academic Support or non-academic members: Julie Parkman, Director of Career Services; Walvi DeJesus, Director of EOP

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

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**Standard III (Design & Delivery of the Student Learning Experience)**

An institution provides students with learning experiences 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.

**Aligned Institutional Priority:** Promote Academic Excellence and Optimize Enrollment

Chair: Dr. Lucas Craig, Associate Professor, Chair of Mechanical Engineering and Energy Systems (CSOET)

Faculty member: Deb Molnar, Associate Professor of Physical Therapy (on-campus) (SHCJ); Dr. Marela Fiacco, Associate Professor of Health Care Management (online) (SBLA)

Academic Support or non-academic members: Tonka Jokelova, Director for the Center for Learning Design, Innovation, and Online Learning; Cori Wilhelm, Library Director

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

**Standard IV (Support of the Student Experience)**

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

**Aligned Institutional Priority:** Promote Academic Excellence, Optimize Enrollment, and Improve Operational Effectiveness

Chair: Kristen Roberts, Director of Student Conduct

Faculty member: Dr. Emily Hamilton-Honey, Co-Chief Diversity Officer (SBLA)

Academic Support or non-academic members: Sharon Tavernier, Director of Advising & First-Year Programs; Ben Matott, Help Desk Manager; Amanda Crump, Interim Director of One Hop Shop & College Accountant

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

**Standard V (Educational Effectiveness Assessment)**

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

**Aligned Institutional Priority:** Promote Academic Excellence   
Chair: Dr. Wil Rivers, Associate Professor of Biology (SHCJ)

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

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Faculty member: Dr. Koya Tatsuhito, Associate Professor of Computer Information Services and Information Technology (CSOET)

Academic Support or non-academic members: Louisa Lewis, Assistant Director of Residence Life; Sean Conklin, Retail & Catering Manager **Standard VI (Planning, Resources & Institutional Improvement)**

The institution's planning processes, resources, and structures are aligned with each other. They 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.

**Aligned Institutional Priority:** Improve Operational Effectiveness and Optimize Enrollments

Chair: Dr. Adrienne Rygel, Associate Professor of Engineering (CSOET)

Faculty Member: Dr. Elizabeth Brown, Associate Professor & Director of Criminal Justice (SHCJ)

Academic Support or non-academic members: Patrick Massaro, Director of CREST & Veterans Coordinator; Beth Gravlin, Director of Annual Giving & Advancement Services

Research Questions/Lines of Inquiry: ????

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

**Standard VII (Governance, Leadership & Administration)**

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

**Aligned Institutional Priority:** Improve Operational Effectiveness and Promote Academic Excellence

Chair: Dr. Michelle Currier, Dean of School of Science, Health, and Criminal Justice

Faculty member: Dr. Barat Wolfe, Associate Professor of Psychology (SBLA)

Academic Support or non-academic members: Farren Davis, Director of Wellness Promotions; Lenore VanderZee, Executive Director of University Relations

Evidence (or, see “Evidence Inventory”)

Assessment information:

Potential interactions with other working groups:

Research Questions/Lines of Inquiry: ????

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Matrix for Steering Committee Selection

Working group membership represents faculty and staff from all sectors of the College with varied years of experience.

|  |  |
| --- | --- |
| **Division/Area** | **Representation** |
| Academic Affairs/SBLA | Kirk Jones, Self-study Co-Chair |
| SBLA | Emily Hamilton-Honey, Diversity Co-Chair |
| SBLA | Marela Fiacco |
| SBLA | Alainya Kvaloski |
| SBLA | Barat Wolfe |
| SHCJ | Elizabeth Brown |
| SHCJ | Deb Molnar |
| SHCJ | Wil Rivers |
| SHCJ | Michelle Currier, Steering Committee Member |
| CSOET | Lucas Craig, Steering Committee Member |
| CSOET | Koya Tatsuhito |
| CSOET | Adrienne Ryget, Steering Committee Member |
| Institutional Research | Sarah Todd, Steering Committee Member |
| Total: 13 members |  |
| Academic Support Services & Instructional Tech. | Johanna Lee, Self-study Co-Chair |
| Academic Support Services & Instructional Tech. | Melissa Evans, Steering Committee Member |
| Academic Support Services & Instructional Tech. | Walvi DeJesus |
| Academic Support Services & Instructional Tech. | Julie Parkman |
| Academic Support Services & Instructional Tech. | Cori Wilhelm |
| Academic Support Services & Instructional Tech. | Tonka Jokelova |
| Academic Support Services & Instructional Tech. | Sharon Tavernier |
| Academic Support Services & Instructional Tech. | Jessica Spooner |
| Academic Support Services & Instructional Tech. | Patrick Massaro |
| Total: 8 Members |  |
| Student Affairs | Kristen Roberts, Steering Committee Member |
| Student Affairs | Priscilla Leggette |
| Student Affairs | Randy Sieminski |
| Student Affairs | Farren Lobdell |
| Total: 4 Members |  |

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|  |  |
| --- | --- |
| Administrative & CA | Mike McCormick |
| Administrative & CA | Suzan McDermott, Steering Committee Member |
| Administrative & CA | Amanda Crump |
| Administrative & CA | Ben Matott |
| Administrative & CA | Sean Conklin |
| Administrative & CA | Melissa Tulip |
| Total: 6 |  |
| Advancement & CFC | Beth Gravlin |
| Total: 1 |  |
| University Relations | Travis Smith |
| University Relations | Lenore VanderZee |
| Total: 2 |  |

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**Working Group Charge and Phases:**

SUNY Canton Self-Study 2022-2023   
Working Group Charge

The overarching goal of our reaffirmation process is to engage in a campus-wide self-study that is planned and implemented in a thoughtful, inclusive, and transparent nature and an efficient manner of engaging accreditation. The self-study workgroups are, above all, a shared learning experience through which evidence is gathered, and conclusions are constructed.

Charge: Adhering to the overarching goal, the charge of the workgroups specifically is to:

1. Be familiar with the assigned Standard, its relevance to the self-study, linked priorities, and associated criterion.

2. Conduct regular meetings to assign and review work, and maintain a shared and accessible repository to:

1. Identify, collect, and analyze all relevant evidence associated with the group's assigned Standard and determine to what extent the College meets the Standard.
2. Assure that all critical components for the assigned Standard and its criterion are examined and associated evidence collected, including documents, processes, and procedures
3. Identify gaps in existing evidence and make recommendations for strategies to address these gaps to the Steering Committee.
4. Identify areas representing non-compliance or near non-compliance with the assigned Standard and make recommendations for correcting these areas to the Steering Committee.

3. Regularly review and analyze the evidence collected to assess institutional strengths and weaknesses with the assigned Standard.

1. Provide recommendations for improvement and/or implemented best practices to the Steering Committee
2. Link evidence to the established priorities for the self-study according to the assigned Standard
3. Identify areas in need of reflection related to the execution of the College's Strategic Plan.

4. Provide draft reports to the Steering Committee following timetables established in the communication plan

5. Encourage a culture of assessment and planning by engaging, collaborating, and communicating with areas and individuals

across the campus to share and broaden the knowledge relating to Middle States accreditation and to contribute sustainable best practices.

An introductory meeting was facilitated by the Provost and the self-study co-chairs for the Steering Committee to become acquainted with the charge, timeline, and different expectations for the working groups. Members of the Steering Committee were encouraged to meet with their working groups and establish protocols and methodologies for completing their review. They were asked to include either of the self-study co-chairs in the communications, meeting invites as needed, and problem-solving issues as they arose in their groups.

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All working groups have met and established communication and methods for completing their work according to the timeline.

Solutions to more significant issues applicable to all working groups will be disseminated via e-mail, with relevant files shared in our workspace on Microsoft Teams. As an example, one working group developed an excel spreadsheet to organize evidence effectively. After the working group created the file for its own needs, the Steering Committee shared the template and then distributed it to all working groups. This organization has proven effective to this point.

Currently, the self-study co-chairs, who have a robust understanding of the standards and a bird's eye view of the process, serve as the primary conduits through which the working groups communicate. Communication is essential to ensuring that working groups receive appropriate support for evaluating and assessing commission standards (explained in more detail below). However, members of the steering committee have developed a strong rapport over their careers. They have helped one another in multiple capacities depending on several variables such as proximity, the similarity of occupational roles, and so on. The organic development of these dynamics will be encouraged as we proceed. Synthesized and more structured dynamic development will begin in the fall of 2021, as stipulated below:

During the evidence collection process, each working group will update its group repository on Microsoft Teams. During our virtual meetings in the fall of 2021, Steering Committee members will begin to interact with one another. We expect to address issues and concerns surrounding the evidence inventory, and this forum will be used to vet questions concerning the identification and cataloging of appropriate evidence.

We have organized our evidence inventory collection and curation process into four stages:

1. Preliminary Review: As described earlier, an initial review was completed several years ago when the new Middle States standards were introduced. During this preliminary review, the committee gathered evidence, determined where evidence may be lacking, and examined potential action items to ease the collection process when the self-study process began.
2. Working Group Review: Once the working group compositions were developed and the steering committee was designated, the self-study co-chairs distributed the preliminary review findings to guide the working groups by identifying point people and evidence that would help them proceed. Additionally, instances, when evidence might inform multiple standards were discussed. We did our best in the preliminary review to identify some critical areas and avoid duplication of work. Finally, we notified the working groups of which standards were closely aligned and which working groups would be most compatible during the process.

The working groups have begun collecting and analyzing evidence using a coding system in which files are named with the associated standard listed first, the criterion listed second, subsections third, numerical placement of evidence fourth, title of evidence next, and the quality of evidence (sufficient, insufficient, action item required) listed last. The file titles appear as follows: 5\_2c\_1\_Graduate\_Survey\_2020\_I nsufficient

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The preliminary analysis of the data starts with classification:

* Where is the data best housed?
* Does the data have multiple applications within the standard?
* Does the data have multiple applications outside of the scope of the standard?
* Does the data sufficiently demonstrate our adherence to the MSCHE criterion? (Classification: data sufficient)
* Are parts of the data or assessment process missing? (Classification: data insufficient)
* Does the data show that a deficit exists at our institution relating to one or more of the MSCHE criteria (classification: action item required)?

Because the coding system is elaborate, working groups do not need to indicate how evidence corresponds with institutional priorities and mission. The association of criteria/subsections with the mission and institutional priorities will be provided during the narrative. The more detailed analysis work related to alignment between evidence and the mission and institutional priorities will happen during and immediately after the curation process, detailed below:

1. Curation: Once the working groups complete evidence collection, our evidence inventory group, in coordination with the self-study co-chairs, will begin the curation process. Collected data will be reviewed to determine if it sufficiently addresses action items and determinations made about which pieces of evidence should be included on the MSCHE portal. Information not included in the portal will be housed in an internal repository that will be available as additional evidence for the review team during their visit.
2. Populating the MSCHE Portal and internal evidence inventory: The MSCHE Portal and a more comprehensive evidence inventory   
   on our website will house data based upon relevance. The review group will discuss and analyze the link between evidence gathered and the mission statement and institutional priorities.

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**VI. Guidelines for Reporting**

It is anticipated that the phases of the review process will determine meeting frequency. The stages are listed below, with the relevant products to be completed by working groups in each step:

1. Phase one: data collection — working groups will collect evidence and use Microsoft Teams to store data, organizing it

as a stipulation in sections II and XI.   
a. Required Products:

* Evidence to support the MSCHE criteria for relevant standard (deadline: October 15, 2021)
* List of action items to address deficiencies for relevant standards and criteria (deadline: October 15, 2021)

2. Phase two: data curation —the evidence inventory team will work with the self-study co-chairs to reexamine data   
classifications (sufficient, insufficient, action items required) and communicate working groups about changes made. a. Required Products:

* General evidence inventory constructed by evidence inventory working group and self-study co-chairs (January 2022)
* MSCHE portal evidence inventory constructed by evidence inventory working group and self-study co-chairs (January 2022)

3. Phase three: data analysis and linkage to institutional priorities —during and after phase two, from October 16, 2021,   
until February 2022. Examination of how the data gathered informs the MSCHE criteria. Specifically, data will be reviewed against claims that we make as an institution regarding our mission, student experience, and outcomes. The connection between data and our institutional prerogatives will provide the foundation of the self-study narrative. The link between data and claims will give context to outcomes identified in our self-study.

a. Required Products:

* Narrative links between MSCHE criteria and evidence, i.e., a preliminary draft of narrative reports (February 2022)

4. Phase four: narrative construction —   
a. Required Products:

* The second draft of working group narrative reports (February 2022)

5. Phase five: narrative cohesion — during this phase, the reports are woven together, with evidence corresponding and

reviewed by the steering committee

a. Required Products:

* Final report construction (Deadline: August 2022)

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Working groups will meet regularly to discuss their progress. The Steering Committee will provide the self-study co-chairs with regular updates.

During the initial meetings, most of the steering committee members met with one of the self-study co-chairs independently both before and after their working group meetings. This availability remains part of the meeting structure but is less required as working groups become more accustomed to their charges.

The steering committee currently meets bi-weekly to monthly. In the fall, we will increase meeting frequency as we finish work on the evidence inventory and begin the next phase of work relating to the actual writing of the report.

Each time a new phase in our five-phase process begins, the frequency of meetings will increase. As a result, the involvement of the self-study co-chairs will also increase.

Template for the Preparation of Working Group Reports:

Once the evidence is gathered, each working group will prepare a ten to fifteen-page summary and analysis of their findings. In this summary and analysis, the working groups will include a narrative, reference the evidence inventory, and provide examples demonstrating how the College aligns with each standard, its requisite criteria, and compliance requirements. The basic structure will follow the template below:

1. Standard of Accreditation
2. Summary of how College meets the relevant standard and the relationship to institutional priorities
3. A table (see sample below) that includes the standard criteria and relevant evidence inventory documents
4. , a narrative highlighting institutional compliance with standard and relevant criteria, following the organization of the MSCHE standard. This consists of any ways that institutional practices advance progress on the Institutional Priorities.
5. Recommendations as to how the institution can improve practices, including processes, data collection, data presentation, to enhance our goal of continuous improvement

Table with Standard Criteria and Evidence Inventory Documents:

Below is a sample of the table we are using to collect evidence and will also use to document and organize the data in our working group reports:

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**Sample: Standard V: Educational Effectiveness Assessment**

Directions: Please review the criteria and identify existing evidence and the location of evidence that could be included in our self-study as a demonstration of those attributes or activities. Enter the evidence in column two.

Is the evidence sufficient? If additional evidence is necessary, indicate that in the last column.

|  |  |  |
| --- | --- | --- |
| Standard V: Educational Effectiveness Assessment  Definition: 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 higher education institutions. | | |
| **Criteria: An accredited institution possesses and demonstrates the following attributes or activities:** | **Evidence  Currently in  Place** | **Evidence Needed (suggestions for improvement)** |
| 1. Clearly stated educational goals at the institution and degree/program levels, which interrelate with one another, with relevant academic experiences, and with the institution's mission; |  |  |
| 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: |  |  |
| a. Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; |  |  |
| 1. Articulate how they prepare students to be 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; |  |  |
| 1. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders; |  |  |
| 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: |  |  |

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|  |  |  |
| --- | --- | --- |
|  |  |  |
| 1. Assisting students in improving their learning; |  |  |
| 1. Improving pedagogy and curriculum; |  |  |
| 1. Reviewing and revising academic programs and support services; |  |  |
| 1. Planning, conducting, and supporting a range of professional development activities; |  |  |
| 1. Planning and budgeting for the provision of academic programs and services; |  |  |
| 1. Informing appropriate constituents about the institution and its programs; |  |  |
| 1. Improving fundamental indicators of student success, such as retention, graduation, transfer, and placement rates; |  |  |
| 1. Implementing other processes and procedures designed to improve educational programs and services; |  |  |
| 1. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and |  |  |
| 1. Periodic assessment of the effectiveness of assessment processes utilized by the institution to improve educational effectiveness. |  |  |
| Criteria Deficiencies from the last report: | | |

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**VII. Organization of the Final Self-Study Report**

1. **Table of Contents**
2. **Executive Summary**
3. **Institutional Overview**
4. **Standard I Mission and Goals**
5. **Standard II Ethics and Integrity**
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**

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**VIII. Verification of Compliance Strategy**

**The self-study co-chairs, listed below, have been selected to complete the Verification of Compliance with Accreditation-Relevant Federal Regulations:**

**Kirk Jones — Director of Assessment and Chair of English & Humanities   
Johanna Lee — Executive Director for the Learning Commons**

**During the process, we will be reaching out to a variety of offices, including but not limited to: Registrar, Human Resources, Provost Office, Student Affairs, Public Relations, Institutional Research, and Information Services**

**After consultation with the President and Provost, the Steering Committee will validate the Verification of Compliance with Accreditation-Relevant Federal Regulations to ensure that all necessary evidence that the College meets the guidelines is present and sufficient. After verification, our self-study co-chairs will consolidate the information in a bookmarked PDF and upload it to the relevant area in the MSCHE Portal.**

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**IX. Self-Study Timetable & Communication Plan**

**Communication Plan for Campus & Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Milestone** | **Purposf** | **Audience(s)** | **Methods** | **Timing** | **Person Responsible** |
| Self-Study Institute | Report on  Progress | Campus-wide | Faculty Assembly (via Teams) | September — November 2020 | Provost |
| Campus Survey on Institutional Priorities | Gather input | Campus-wide | E-mail | Survey Distributed  12/10/2020 | Self-study Co-chairs /Institutional Research |
| Forum on Institutional Priorities | Request  Feedback | Campus-wide | Forum hosted via Teams | 1/26/2021 | Self-study Co-Chairs |
| Update on Standards Committee & Phone call w VP Liaison | Report Progress | Campus-wide  (via Teams) | Faculty Assembly | 2/11/2021 | Self-study Co-Chairs |
| Committee Composition, Timeline, Evidence Inventory update | Report on  Progress | Campus-wide | Faculty Assembly (via Teams) | April 13, 2021 | Self-study Co-Chairs |
| Self-Study Design Document Complete | Report on  Progress | Campus-wide | Faculty Assembly (via Teams) | May-21 | Self-study Co-Chairs |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Self-Study Design Document General Review | Gather Input | Campus-wide | E-mail (perhaps a targeted survey to limit response?) | May-June 2021 | Self-study Co-Chairs |
| Self-Study Preparation Visit by VP Liaison | Report on  Progress | Campus-wide | Faculty Assembly | Early Fall 2021 | Self-study Co-Chairs |
| Complete Evidence Inventory & Data Repository | Report on  Progress | Campus-wide | Faculty Assembly | Oct-21 | Director of Institutional Research |
| Middle States campus-wide survey? |  |  |  | Nov-21 |  |
| Middle States Review Committee Team Chair Selection begins | Report on  Progress | Campus-wide | Faculty Assembly | Jan-22 | Self-study Co-Chairs |
| Work Groups revise material and resubmit | Report on  Progress | Campus-wide | Faculty Assembly (Teams) | Jan-22 | Self-study Co-Chairs |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standards Group Reports Submitted | Report on  Progress | Campus-wide | Faculty Assembly | Feb-22 | Self-study Co-Chairs |
| First Draft of Self-Study complete | Report on  Progress | Campus-wide | Faculty Assembly | Aug-22 | Self-study Co-Chairs |
| Distribute Self-Study to campus | Report on  Progress | Campus-wide | Faculty Assembly | Oct-22 | Self-study Co-Chairs |
| Self-Study Forum | Seek Feedback | Campus-wide | Forum hosted via Teams | Oct-22 | Self-study Co-Chairs |
| Chair's Preliminary Visit | Report on  Progress | Campus-wide | Faculty Assembly | Fall 2022 | Self-study Co-Chairs |
| Preparation for On-Site Evaluation | Report on  Progress/Training | Campus-wide | Teams and E-mail | Fall 2022 | Self-study Co-Chairs |
| Submit Self-Study and Evidence | Report on  Progress | Campus-wide | Faculty Assembly (Teams) and E-mail' | Six weeks before  on-site evaluation  (November 2022) | Self-study Co-Chairs |

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| Training for On-Site Evaluation | Training | For Faculty:  Chairs/Directors  GER  Coordinators  For Staff:  Directors | Small Teams meetings | Dec-22 | Self-study Co-Chairs |
| Pre-self-study Discussion with VPs, Deans, and President | Seek Feedback | Small group  (Teams)  meeting | Small Teams | Jan-23 | Self-study Co-Chairs, |
| Schedule for an on-site evaluation visit | Report on  Progress | Campus-wide | Special Meeting  (Teams) and e-mail | Spring 2023 | Self-study Co-Chairs |
| Commission action | Report on  Progress | Campus-wide | Special Meeting (Teams) | June or Nov 2023 | Self-study Co-Chairs |

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**Communication Plan between Self-study Co-Chairs, Evidence Inventory Team, Steering Committee, and Standards Committees**

General Protocol: All correspondence about the 2022-2023 self-study should be documented and in print.   
Self-study Co-chairs will be copied on all correspondence about each milestone listed below.

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| **Milestone** | **Parties**  **Responsible** | **Parties  Contacted** | **Method** | **Context (if necessary)** | **Timeline** |
| Steering Committee Meeting One | Self-study Co-Chairs | Steering Committee | Teams | To discuss the charge, timeline, communication plan, group composition. | 8-Apr-21 |
| Steering Committee Meeting Two | Self-study Co-Chairs | Steering Committee | Teams | To discuss the self-study design and the evidence inventory | Late April/Early May 2021 |
| Self-Study Design Complete | Self-study Co-chairs | Steering Committee | Via Teams and E-mail |  | 1-Jul |
| Feedback on Self-Study Design Complete | VP Liaison for MSCHE Sean McKitrick | Self-study Co-Chairs | Via E-mail |  | mid-August |
| Review Self-Study  Design | Steering Committee |  | Teams | Our VP Liaison has suggested that self-study designs are returned for edits following the first review. We will | Early September |

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|  |  |  |  | inevitably have to revise and resubmit. |  |
| Evidence Collection Complete | Standards Committees 1-7 | Evidence Inventory Team Lead: Sarah Todd (CC Self-study Co-chairs) | Via Share Drive |  | Early October 2021 |
| Status Report: Evidence Sufficient | Evidence Inventory Team | Evidence Housed in General Evidence Inventory (CC Self-study Co-chairs) | Via Share Drive |  | Nov-21 |
| Status Report: Evidence Insufficient | Evidence Inventory Team | Status Reported to Standards Committee (CC Self-study Co-chairs) | Via e-mail |  | Nov-21 |
| Status Report: Requirement is not met/Action Item | Evidence Inventory Team | Status Reported to Self- study Co-Chairs | Via e-mail |  | Nov-21 |
| Action Items | Self-study Co-Chairs | Relevant Division contacted regarding action items necessary to meet MSCHE Standards. | Via e-mail |  | Nov-21 |
| Status Report: Evidence needs to be moved | Evidence Inventory Team | Status Reported to Self- study Co-Chairs | Via e-mail | sometimes evidence may have to be re­housed in a different format and/or moved to a new area on our institution's website. | Nov-21 |

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| Status Report Master Key Generated | Evidence Inventory Team and Self-study Co-Chairs |  |  | Self-study Co-Chairs will be responsible for following up with action items. EIT will be responsible for the movement of data or acquirement of data the standards committees might not find. | Dec-21 |
| General Evidence Inventory Complete | Evidence Inventory Team | Standards Committees and Self-study Co- Chairs | Via e-mail | The general evidence inventory is a broader evidence inventory from which we will make our final selections. It will also serve as a place to house information when the visiting team asks for additional information. They will ideally be referred here. | Jan-22 |
| General Evidence Inventory Review | Steering Committee | All parties involved | Via Teams |  | Jan-22 |
| Standards Group  Reports Submitted | Standards Committees 1-7 | Self-study Co-Chairs | Via OneDrive |  | Feb-22 |
| Group Reports  Reviewed and returned with comments | Self-study Co-Chairs, Evidence Inventory Team Lead | Standards Committees 1-7 | Via OneDrive and E- mail. |  | Mar-22 |

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| Deadline for Action Items | Self-study Co-Chairs | Parties Involved |  |  | Apr-22 |
| Evidence Selected for Inclusion in MSCHE Portal Evidence Inventory | Self-study Co-Chairs and Evidence Inventory Team |  | Via Teams |  | Apr-22 |
| Work Group Revisions | Standards Committees 1-7 | Self-study Co-Chairs and Evidence Inventory Team Lead | OneDrive and e-mail |  | May-22 |
| Reports 1-7 woven together,  corresponding ties to final evidence inventory completed. |  |  |  |  | May to August  2022 |
| A full report is shared with the steering committee. | Self-study Co-Chairs and Evidence Inventory Team | Steering Committee |  |  | Sep-22 |
| Distribute Self-Study to Campus | Self-study Co-Chairs | Campus-wide | Via e-mail |  | Oct-22 |
| Self-study Discussion forum | Self-study Co-Chairs | Campus-wide | Via Teams |  | Oct-22 |

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| Submit Self-Study to MSCHE | Self-study Co-Chairs |  |  | Self-study must be submitted six weeks before the visit. We're estimating this will occur at the end of January or early February. | Late November 2022 |
| Pre-self-study visit Discussion with VPs, Deans, and President | Self-study Co-Chairs | Division VPs, Deans, and President | Via Teams |  | Jan-23 |
| Pre-self-study visit  discussion with  chairs/program  directors | Self-study Co-Chairs | Chairs/Program  Directors, relevant  supervisors | Via Teams |  | Jan-23 |
| Self-Study Team Visit | | | |  | Spring 2023 (January) |

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**X. Evaluation Team Profile**

After considering variables that might lend themselves to a robust and successful team visit, we present the following recommendations, with a complete understanding that final team selection occurs at the discretion of our colleagues in the Middle States Commission of Higher Education:

**Team Chair & Team Member Considerations**

As an institution that belongs to a comprehensive university system (SUNY), SUNY Canton's vision, mission, and future priorities are balanced and often enhanced by those of SUNY. Within the SUNY system, SUNY Canton holds a designation as one of seven SUNY Colleges of Technology. Known for cutting-edge, hands-on training for in-demand careers, colleges with this designation offer state-of-the-art facilities complemented by instruction and support services. This hands-on training provides students with much of the hands-on experience that potential employers desire. Many of our programs are separately accredited by specialized agencies. We serve a diverse student population via face-to-face, virtual, and hybrid methodologies. Priorities in assessment have changed over the past decade to expand the consideration given to qualitative data. At SUNY Canton, we believe that qualitative and quantitative data are valuable when used appropriately and can complement and provide context. As such, team members and chairs with the following experience and credentials would be mutually advantageous to the review process:

* Experience with a tech sector college with similar program offerings
* Commensurate regard for the value of complementary use of qualitative and quantitative data
* An understanding of the value of online learning and the special considerations necessary for the success of this cohort
* Knowledge of comprehensive university systems
* Familiarity with the methodology used to assess non-academic learning outcomes and benchmarks of success

**Comparable Institutions**

Vermont Technical College, VT

Penn State Erie, The Behrend College, PA

Penn State Berks, PA

Lebanon Valley College, PA

Coppin State University, MD

**Conflicts of Interest**

Per MSCHE Conflict of Interest Accreditation Policy, SUNY Canton's peer evaluators should not be recruited from other SUNY campuses.

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**Listing of Top Programs by Enrollment**

Health Care Management

Nursing Dual Degree

Game Design and Development

Veterinary Technology

Applied Psychology

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**Xl. Evidence Inventory**

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| **Preliminary Review:** | **Initial Review: Completed by** | **Review & Refinement:** | **Ongoing Use & Refinement: As** |
| **Completed by a small section** | **working groups based on the** | **Completed by the self-study** | **the work of the self-study** |
| **of the current committee** | **outcomes of the previous** | **co-chairs and evidence** | **progresses, the data will** |
| **membership**   * **Reviewed new Middle** | **committee, which completed the preliminary review** | **inventory team**   * **Address action items &** | **continue to be reviewed, updated, and used to create** |
| **States standards** | * **Collect and analyze** | **deficiencies** | **actions for the institution** |
| * **Developed preliminary** | **evidence** | * **Further classify** | * **Discuss and analyze the** |
| **evidence collection** | * **Classify evidence using** | **evidence to be housed** | **link between the** |
| **document** | **a uniform coding** | **on the MSCHE portal** | **evidence collected and** |
| * **Collected examples of** | **system** | **and the internal** | **our mission statement** |
| **evidence** | * **Identify areas of** | **repository.** | **and institutional goals** |
| * **Examined potential** | **opportunity to** |  | * **Align the priorities of** |
| **action items** | **enhance our work and proficiency** |  | **the institution with the claims that we make about outcomes and experiences for students and potential students** |

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