Honoring Our Past While Preparing for Our Future

SUNY INSTITUTE OF TECHNOLOGY
SELF-STUDY DESIGN

Presented to the
Middle States Commission on Higher Education

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President

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TABLE OF CONTENTS

Overview of SUNY Institute of Technology	3
Past History	3
The Present	3
The Future	4
Vision, Mission, Core Values	5
Strategic Goals	6-9
Appendix A	33-36
Student and Faculty Composition	10
Goals of Self-Study	10
Organization and Structure of Self-Study	11-14
Accreditation Standards and Research Questions	15-26
Appendix D	41-55
Support for Working Groups	26
Appendix B	37-39
Appendix C	40
Brief Timeline for Self-Study	27-28
Template for Research Group Report	29
Educating and Engaging the Stakeholders	29
Suggested Profile of Visiting Reviewers	30
Peers in the Middle States Region	30
Peers Outside of the Middle States Region	30
Aspirational Institutions	30
Editorial Style and Format	31
Organization of Self-Study Report	32

Overview of SUNY Institute of Technology

Past History:

Following years of advocacy by local civic leaders and elected officials, in 1966 the State University of New York Board of Trustees approved the establishment of a baccalaureate-granting college in the Mohawk Valley, the Upper Division College at Herkimer/Rome/Utica. After operating for more than a decade in West Utica, Rome, and other locations, the college moved onto the newly constructed Marcy campus in 1985, and enrollment was reduced to planned levels focusing on technology. Having changed its name to "SUNY College of Technology at Utica/Rome" in 1977, the college responded, in 1988, to the adoption of the name "College of Technology" by the six agriculture and technology campuses, and thus the name SUNY Institute of Technology at Utica/Rome, or SUNYIT, was born.

In 2001, the Governor and the Chancellor announced their support for the fulfillment of three mission-related initiatives advanced by the college. These were for SUNYIT to evolve into a full Institute of Technology, to add selected lower-division components to its upper-division programs, and to add a technology management MBA degree program. The reasoning was predicated on providing a four-year college opportunity to students from the Mohawk Valley who, in disproportionate numbers, left the region to pursue their degrees. This was also meant to attract new students to the Mohawk Valley, particularly from the Albany and Syracuse metropolitan areas, and to enable recruitment of top-quality freshman while increasing selectivity of transfer admissions. These initiatives were designed to enhance overall academic quality and maintain SUNYIT's unique and specialized mission within the New York state university system.

As a result of the implementation of these initiatives, the institution has had to reconsider course scheduling, establish new co-curricular programs, and develop new recruitment strategies. Admissions criteria have been raised and admission is now focused on Tier 1 and Tier 2 applicants, which has increased demand for financial aid and alumni philanthropy. SUNYIT has constructed new dormitories, a Student Center building, and a Field House along with new athletic facilities to support the increased residential student body.

Present:

SUNYIT has the Carnegie Classification of "Regional University", but cannot be easily grouped with other institutions in that classification. It shares many features with smaller private technological universities, yet must still meet "systemness" characteristics of SUNY colleges, resulting in difficulties with fully comparing SUNYIT to either group.

When compared to its best fit peer institutions, SUNYIT is one of the smallest with a total headcount of 2,820. There are three institutions that are smaller (Milwaukee School of Engineering, Kettering University and Virginia Military Institute), and two that are slightly larger, but in close proximity (Clarkson University and Norwich University (as of fall 2010).

During the past four years the college's focus has sharpened. Enrollment targets have been increased, some academic programs have been consolidated, and some academic programs have been eliminated. A program in electrical and computer engineering has begun, a program in community and behavioral health has been launched, and a program in civil engineering began in the fall of 2012. A biology program, the first natural sciences degree at SUNYT in more than twenty years, enrolled its first class in the fall of 2012. Existing undergraduate and graduate programs in telecommunications evolved into programs in cybersecurity. A partnership for program development was forged with the College of Nanoscale Science and Engineering at SUNY Albany. The graduate MBA program specializing in Technology Management and the graduate Accountancy program have both been accredited by AACSB. Nursing programs, both undergraduate and graduate, are strong, unique, and are using online and other technologies to reach out to students who are place-bound in areas far from campus. Programs in mechanical engineering, materials science and engineering, and systems engineering are under development. Currently, SUNYIT offers twenty-one undergraduate degrees, eight master's degrees, and two post-master's advanced study certificates. Several other degrees are in the planning stages, all designed towards the goals laid out in the strategic plan that was adopted in the fall of 2012.

The academic administration has recently been reorganized such that programs have been grouped into seven departments. Each department has a chair who reports directly to the Provost. To some extent, the academic administration is still settling into this new operational protocol. Simultaneously with the administrative changes, expectations for tenure and promotion are being clarified, with explicit expectations for teaching excellence, scholarly accomplishment, and service. The college has a strong commitment to shared governance, with separate representative bodies for faculty, staff, and students.

The Future

SUNYIT is committed to bringing innovation in science and technology to New York State and the Mohawk Valley and serves as an academic leader in innovation with its technology-focused academic programs. With a forthcoming Marcy Nanocenter located at our campus, SUNYIT will be able to combine partnerships with high-tech industries with its professional academic programs to create new jobs for the region. The jobs with the highest local impact for SUNYIT graduates are accountants, auditors, computer programmers, registered nurses, and medical and health services providers. It is worth noting that research, biomedical, and telecommunications are also significant local high-tech employers.

In November 2011, the Mohawk Valley Regional Economic Development Council issued a strategic plan calling for investments in enhanced regional concentrations, adjustment of the region's workforce and educational systems, enhancement of innovation-enabling infrastructure, increase in the region's spatial efficiency, and government and civic effectiveness. SUNYIT is well positioned to contribute to these areas.

VISION, MISSION, CORE VALUES

The current strategic planning initiative began with a retreat in 2010 that included representatives of many campus constituencies. This was followed with a study by the campus Planning and Budgeting Committee that drafted the mission statement and presented it for review and approval by multiple campus constituencies. During the Fall 2011 and Spring 2012, a strategic planning committee, composed of faculty, administration, staff and students was formed. The committee was tasked with the responsibility for developing a strategic plan. The draft of the strategic plan was vetted to all of the major stakeholders. The final version of the strategic plan was endorsed and adopted in December of 2012 and is presented below.

Vision

SUNYIT is a vibrant community engaged in the pursuit of scholarship, public service, and intellectual and creative endeavors. We will become a premier public institute of technology dedicated to improving society by advancing knowledge and technology.

Mission

The State University of New York Institute of Technology at Utica/Rome (SUNYIT) provides an intellectually stimulating learning environment and prepares students to fully engage in the challenges, complexities, and opportunities of living in a modern technological society. Our mission is to:

- Provide a comprehensive range of high quality undergraduate and graduate programs
- Prepare students to live in a dynamic and diverse world by demonstrating the interconnectedness of knowledge, peoples, and cultures and emphasizing the importance of continuous learning
- Engage in the development and dissemination of new knowledge by nurturing research and creative endeavors
- Foster economic development and create educational opportunities within our region, the nation, and beyond
- Promote civic responsibility and commitment to public service

Core Values

- Academic excellence through intellectual achievement, collaboration, accomplishment in teaching, research, discovery, and scholarship, and innovative pedagogy

- Inclusiveness and diversity through respect, accessibility, and actions to embrace difference, experience and thought
- Transformational experience through student-centered curriculum, strong co-curricular environment, and support of personal and professional growth
- Integrity by celebrating academic freedom, sustaining academic responsibility, and developing an ethical citizenry
- Civic responsibility
- Student success
- Faculty/Staff/Student lifelong relationships

STRATEGIC GOALS

I. Achieve Financial Stability

In addition to the challenges resulting from State budget limitations, two other factors combine to threaten the achievement of financial stability:

- *The academic programs offered at SUNYIT are inherently more expensive than comprehensive or agriculture/technological programs offered by other non-PhD programs within the SUNY System. The result is a chronic underfunding for SUNYIT in light of programs offered consistent with its mission.*
- *Because SUNYIT is a relatively small institution, its administrative costs tend to be a higher percentage of operating budgets than is the case for larger institutions.*

Controlling costs and increasing revenues must be a priority for SUNYIT if its Strategic Goals and inherent potential are to be realized.

Objective 1: Increase Sponsored Program Support

Objective 2: Increase Alumni Support

Objective 3: Increase Philanthropic Support

Objective 4: Increase Enrollment to 2500 FTE such that Fixed Costs are Distributed

Objective 5: Reduce non-Instructional Costs

Objective 6: Implement Shared Services When Appropriate

Objective 7: Increase State Support in Accordance with Special Mission

Objective 8: Ensure Residence Hall and Dining Services are Fully Subscribed

II. Strengthen Undergraduate Programs

To meet its technological mission, support the SUNY Strategic Plan (Power of SUNY), and meet the workforce needs necessary for a vibrant New York economy, SUNYIT will pursue the following objectives:

Objective 1: Establish new Degree Programs that Advance the Development, Application, and Understanding of Science and Technology such as Engineering and Mathematics

Objective 2: Ensure Quality Academic Programs through Disciplinary Accreditation (whenever possible) or Program Review. Increase freshman/sophomore retention to 80%

Objective 3: Foster Technological and Cultural Literacy as Essential Elements of a SUNYIT Education

Objective 4: Improve Academic Profile of Undergraduate Student Body such that 65% are Tier I and Tier II

Objective 5: Develop Undergraduate Research Programs

Objective 6: Increase Undergraduate Enrollment through Domestic and International Recruitment and Additional Scholarship Support

III. Promote the Transformative Experience for SUNYIT Students

To ensure the social and intellectual growth of students it will be necessary to provide continuous support both within academic programs and in extracurricular/cocurricular activities as outlined in the following objectives:

Objective 1: Promote Student Engagement

Objective 2: Integrate Student Services to Provide Seamless Experience

Objective 3: Enhance Extracurricular/Cocurricular Activities especially Clubs, Professional Societies, Intramural and Intercollegiate Sports, and Cultural Programming

Objective 4: Increase Support for Transfer and Non-Traditional Students such as Increasing Hours of Operation, Implementing Online Orientation, and Hosting Periodic Social Gatherings

Objective 5: Improve Advising Process and Effectiveness

IV. Strengthen Graduate Recruitment, Education, and Research

To achieve advanced degree workforce needs and provide opportunity for faculty development, the following objectives will be pursued:

Objective 1: Establish New Graduate Degree Programs in Critically Important Areas

Objective 2: Increase Graduate Enrollment through Domestic and International Recruiting to 500 FTE

Objective 3: Increase Sponsored Research Funding

Objective 4: Build on Strengths and Opportunities such as Nanotechnology, Cybersecurity, and Biomedical Devices

V. Promote Excellence in Teaching and Research

In order to achieve continuous improvement, implement latest findings of pedagogical research, and advance the frontiers of knowledge, the following objectives will be pursued:

Objective 1: Encourage Innovative Pedagogies

Objective 2: Ensure Diversity of Perspective in Learning, Problem Solving, and Scholarly, and Creative Work

Objective 3: Pursue Entrepreneurship and Technology Transfer

Objective 4: Promote Project-Based Learning, Service-Based Learning, and Experiential Learning

VI. Strengthen Faculty and Staff Recruitment and Development

A capable, dedicated, and productive faculty and staff are essential to the delivery of high-quality academic programs and the achievement of a high reputation.

Objective 1: Recruit Outstanding Faculty and Staff

Objective 2: Provide Opportunities for Professional Growth

Objective 3: Provide Orientation and Mentoring

Objective 4: Recruit Visiting Faculty and Scholars in Residence

Objective 5: Establish Chaired Professorships

Objective 6: Celebrate and Reward Accomplishments

VII. Develop Facilities and Strengthen Instructional Resources

In order to provide appropriate campus facilities, the following objectives will be pursued:

Objective 1: Define and Create an IT Infrastructure to Meet Current and Future Needs of SUNYIT. Maximize Use of SUNY System IT Initiatives such as ITEC.

Objective 2: Implement the Facilities Master Plan

Objective 3: Create Collaboration and Work Spaces for Students

Objective 4: Maximize Utilization of Campus Facilities to Support a Vibrant Community

Objective 5: Enhance Residential Character of Campus

Objective 6: Integrate Distance Learning Services

VIII. Engage Civic, Cultural, and Global Responsibilities

Civic Engagement, Cultural Awareness, and a Global Perspective are opportunities important to students' education as addressed in the following objectives:

Objective 1: Prepare Students to be Responsible, Ethical Citizens of our Global Community.

Objective 2: Strengthen the Campus Community

Objective 3: Increase Transparency in College Operations

Objective 4: Expand Alumni Engagement and Giving

Objective 5: Expand Experiential Learning Opportunities

Objective 6: Strengthen Community Engagement Opportunities

(See Appendix A)

Student and Faculty Composition

In the fall of 2012, 2,371 students, or 1,804 FTE, were enrolled at SUNYIT. Undergraduates were 71% of the student population and 29% were graduate students; the number of graduate students has increased slightly over the past ten years. About 56% of SUNYIT students were 20-29 years old; 13% were under 20 years. Most students were residents of New York State; 1.9% were from out-of-state; and 3.5% were international. The number of international students has declined over the past nine years, from 6.1% in 2003 to 3.5% in 2012. Student ethnicity is predominantly White, 72.6%, with 6.5% African American, 4.4% Hispanic, and 2.7% Asian/Pacific Islander.

In the fall of 2011, full-time faculty numbered 76. Part-time faculty numbered 111 for a total of 187 and a full-time faculty equivalent effort of 110. The resulting student/faculty ratio was approximately 18:1. (Data for several years is available in Appendix I). Since 2005 the number of full-time faculty has decreased, the number of part-time faculty has increased, and the full-time equivalent faculty figure has remained essentially constant. In 2005 approximately 22% of courses were taught by part-time faculty. This percentage has grown to about 38%. During the same time frame, the number of full-time staff has fallen from 183 to 178 and part-time staff has remained approximately constant.

Goals of Self-Study

1. Emphasize a common vision of SUNYIT as a premier polytechnic institute.

2. Assess SUNYIT's progress towards achievement of its mission and vision.

3. Benchmark SUNYIT's metrics and practices for institutional effectiveness and student learning outcomes to those of peer institutions.

4. Provide SUNYIT with guidance for institutional planning, change, and growth.

5. Show that SUNYIT is in compliance with each of the fourteen standards.

Organization and Structure of Self-Study

In September 2012, Provost William Durgin asked Dr. Joanne Joseph, Director of Assessment, and Dr. Carlie Phipps, Chair of the Faculty Assembly, to co-chair the Middle States self-study team. A steering team was assembled in consultation with the Provost. Members were chosen on the basis of their position at SUNYIT as well as their experience with the Middle States accreditation process. The Steering Committee members are:

Dr. Joanne Joseph, Co-Chair
Director of Assessment
Associate Professor of Psychology

Dr. Carlie Phipps, Co-Chair
Chair of the Faculty Assembly
Associate Professor of Biology

Dr. Ronald Sarner
Distinguished Service Professor of
Computer Science

Ms. Susan Head, CPA
Bursar

Ms. Marybeth Lyons
Associate Provost for
Student Affairs

Ms. Valerie Fusco
Assistant Vice President for
Institutional Research

Dr. William Durgin
Provost

Mr. John Swann
Director of Public Affairs & Chief of Staff

The newly constituted Steering Committee met in November and December of 2012 to discuss possible self-study models. A consensus was reached, and the group decided to adopt the comprehensive model emphasizing all fourteen standards structured to highlight the various functions of SUNYIT. Figure 10 in the 2012 MSCHE Publication, *Self-Study:Creating a Useful Process and Report* provides one possible template for how to organize the discussion of the standards. A slightly modified version of the model was chosen and is presented below.

Topic	**Standard**
Mission, Goals and Integrity	1 - Mission and Goals; 6 - Integrity
Planning, Resources and Institutional Renewal	2 - Planning, Resource Allocation and Institutional Renewal
	3 - Institutional Resources
Leadership, Governance and Administration	4 - Leadership and Governance
	5 - Administration
Student Admissions and Support Services	8 - Student Admissions and Retention
	9 - Student Support Services
Faculty	10 - Faculty
Educational Offerings, General Education and Related Educational Activities	11 - Educational Offerings
	12 - General Education
	13- Related Educational Activities
Institutional Assessment	7 - Institutional Assessment
Assessment of Student Learning Outcomes	14 - Assessment of Student Learning

Once the model was adopted, members of the Steering Committee directed their attention to the construction of the research questions for each of the standards and the composition of the working groups. Since SUNYIT is a small institution with a limited number of staff and faculty, a decision was made to use existing committees whenever possible as working groups for particular standards; as a result, some individuals serve several roles across multiple standards. Table 1 provides an organizational chart identifying the designated Steering Committee member(s) charged with the oversight of specific standards, the standards and their linkage to relevant working groups and the existing committees they comprise, and the working group chairs.

Topic	**Mission, Goals and Integrity**	**Planning, Resources and Institutional Renewal**	**Leadership, Governance and Administration**	**Student Admissions and Support Services**
Standards	1:Mission and Goals 6:Integrity	Standard 2: Planning, Resource Allocation and Institutional Renewal Standard 3: Institutional Resources	Standard 4: Leadership and Governance Standard 5: Administration	Standard 8: Student Admissions and Retention Standard 9: Student Support Services
Steering committee liasions	William Durgin	Ron Sarner and Susan Head	Carlie Phipps	Marybeth Lyons
Working group chairs	Steve Perta	Roger Cavallo	Zora Thomova	Josephine Ruffrage
Working groups	Faculty Assembly Academic Affairs Committee, Staff Assembly Commitee, Collegewide Planning and Budgeting Committee	Collegewide Planning and Budgeting Committee	Facuty Assembly Executive Committee, Staff Assembly Executive Committee, Faculty Assembly Evaulation of Academic Administrators Committee, Student Assembly President and Vice President	Student Services Committee, Enrollment Management Committee

Topic	**Faculty**	**Educational Offerings, General Education and Related Educational Activities**	**Institutional Assessment**	**Assessment of Student Learning Outcomes**
Standards	Standard 10: Faculty	Standard 11: Educational Offerings Standard 12: General Education Standard 13: Related Educational Activities	Standard 7: Institutional Assessment	Standard 14: Assessment of Student Learning
Steering committee liasions	William Durgin	Joanne Joseph	Joanne Joseph	Joanne Joseph
Working group chairs	Ron Foster	Mary Perrone	Deb Tyksinski	Veronica Tichenor
Working groups	Faculty Assembly Personnel Committee	Institutional Assessment Committee, Academic Quality Committee, Curriculum Committee & Graduate Council Committee, Technology Committee, Gen ed working group	Institutional Assessment Committee, Academic Quality Committee	Faculty Assembly Academic Quality Committee, Faculty Assembly Curriculum Committee, Faculty Assembly Graduate Council, Faculty Assembly Technology Committee

Steering Committee member Valerie Fusco will provide support for all of the standards.

Accreditation Standards and Research Questions

Each member of the Steering Committee took responsibility for certain standards and generated relevant research questions. The questions were then reviewed by the Steering Committee and members of the working groups. In formulating the questions, committee members considered the fundamental elements associated with each of the standards, SUNYIT's Strategic Plan and areas of special interest and concern for SUNYIT.

The questions for each of the MSCHE standards are presented below. The Appendix provides a listing of the fundamental elements and the corresponding questions (see Appendix D).

Standard 1: Mission and Goals

"The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. To what extent are the activities of SUNYIT in support of its mission?

2. What evidence indicates that SUNYIT is focusing on the achievement of its goals?

3. In what ways does the strategic plan support the mission of the institution?

Chair: Steve Perta, associate for instructional resources
Working Group: College-Wide Planning & Budgeting Committee
Zora Thomova, professor of mathematics; Francia Reed, clinical assistant professor of nursing; Jayne Baran, associate professor of civil engineering technology; Joanne Joseph, professor of psychology; Rosemary Mullick, professor of computer science; Laura Francis-Gladney, associate professor of business; Daryl Lee, associate professor of humanities; Wendy Cranmer, human resources director; James Lloyd, VP for administration; Kevin Grimmer, athletics director; Deborah Tyksinski, associate provost; Valerie Fusco, assistant VP for institutional research; William Durgin, provost; and a student representative

Standard 2: Planning, Resource Allocation, and Institutional Renewal
"An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for

institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality."
(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. To what extent do strategic plans exist at the institution and subordinate levels?

2. To what extent are resources allocated on the basis of these plans?

3. To what extent are the planning activities continuous and systematic?

4. How are assessment results used for planning, resource allocation, and institutional renewal?

Chair: Roger Cavallo, professor of computer science
Working Group: College-Wide Planning & Budgeting Committee
Zora Thomova, professor of mathematics; Francia Reed, clinical assistant professor of nursing; Jayne Baran, associate professor of civil engineering technology; Joanne Joseph, professor of psychology; Rosemary Mullick, professor of computer science; Laura Francis-Gladney, associate professor of business; Daryl Lee, associate professor of humanities; Wendy Cranmer, human resources director; James Lloyd, VP for administration; Kevin Grimmer, athletics director; Deborah Tyksinski, associate provost; Valerie Fusco, assistant VP for institutional research; William Durgin, provost; and a student representative

Standard 3: Institutional Resources
"The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. To what extent are there practices in place to distribute assets and resources, and to what extent are these policies rational, consistent, and transparent?

2. To what extent is the facilities master plan up-to-date in articulating and prioritizing the requirements for new and renewed physical assets, and to what extent has it been followed?

3. How and to what extent have changes in instructional technology and pedagogy been reflected in the campus infrastructure? How have the changes been assessed? How do they relate to student learning outcomes?

Chair: Roger Cavallo, professor of computer science
Working Group: College-Wide Planning & Budgeting Committee
Zora Thomova, associate professor of mathematics; Francia Reed, clinical assistant professor of nursing; Jayne Baran, associate professor of civil engineering technology; Joanne Joseph, professor of psychology; Rosemary Mullick, professor of computer science; Laura Francis-Gladney, associate professor of business; Daryl Lee, associate professor of humanities; Wendy Cranmer, human resources director; James Lloyd, VP for administration; Kevin Grimmer, athletics director; Deborah Tyksinski, associate provost; Valerie Fusco, assistant VP for institutional research; William Durgin, provost; William Thistleton, associate professor of mathematics; Kristina Boylan, associate professor of history; and a student representative

Standard 4: Leadership and Governance
"The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. To what extent are the recommendations of the governance bodies utilized in the decision-making process?

2. To what extent are faculty and staff involved in larger governance issues outside their own programs/offices?

3. What have the governance bodies done to assess their effectiveness and structure?

4. Are committees, standing, governing and ad hoc, appropriately representative and inclusive?

5. To what extent are the policies covering administration committees and governance bodies useful and comprehensive?

6. How comprehensive are the orientation procedures for new faculty and staff? How comprehensive and effective are the processes for updating faculty and staff on institutional changes?

Chair: Zora Thomova, professor of mathematics
Working Group: Faculty Assembly Executive Committee
Zora Thomova, professor of mathematics; Roger Cavallo, professor of computer science; Daryl Lee, associate professor of humanities; Ronald Foster, associate librarian; Veronica Tichenor, associate professor of sociology; Christopher Urban, lecturer of computer science; Russell Kahn, associate professor of communication & information design; William Thistleton, associate professor of mathematics; Kristina Boylan, associate professor of history; Staff Assembly Executive Committee, Staff Assembly Vice-President

Standard 5: Administration
"The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. In what ways does the administration foster transparency to the college community with regard to how policies and decisions are made?

2. How have administrative actions advanced the mission, vision, and strategic plan of SUNYIT?

3. In what ways does the administrative structure facilitate input by appropriate constituent groups with regard to policy and planning? Are recommendations from the primary stakeholders respected?

4. How is the effectiveness of the administrative structure assessed, and how well are those results incorporated in decision-making about structure, policies, and practices? Is the current administrative structure effective in achieving the strategic goals? Has the change in administrative structure fostered collaboration across disciplines?

5. Are administrative and staff positions clearly defined in terms of their authority, responsibilities, and workload?

Chair: Zora Thomova, professor of mathematics
Working Group: Faculty Assembly Executive Committee
Evaluation of Academic Administrators Committee; Kristina Boylan, associate professor of history; Laura Weiser-Erlandson, associate professor of biology; Peter Karl, professor of business; Donna Silsbee, associate professor of health information management; Staff Assembly Executive Committee, Student Association president

Standard 6: Integrity

"In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. To what extent are catalogs, program of studies, and other materials for students reviewed periodically to ensure accuracy and accessibility?

2. Are courses being continually improved, based on current content updates and pedagogical innovations?

3. To what extent do policies for student, faculty, and staff and academic conduct protect the rights of involved parties and ensure fair treatment in and evaluation of disputes? How closely are these policies followed?

4. Are renewal, promotion, and tenure processes clearly communicated, consistent across disciplines/departments, and are policies clear and fair to candidates?

5. How effective is the college at ensuring that all contracts are legal and ethical?

6. To what extent do the policies and practices of SUNYIT protect all aspects of academic freedom?

Chair: Steve Perta, associate for instructional resources
Working Group: Faculty Assembly Academic Affairs
Patricia Murphy, assistant professor of humanities; Andrea Dziubek, assistant professor of mathematics; Daniel Jones, associate professor of engineering technology; Kenneth Mazlen, associate professor of sociology; Roger Cavallo, professor of computer science; Rafael Romero, associate professor of business; Barbara Grimes, associate librarian; Donna Silsbee, associate professor of health information management; John Swann, director of public affairs; James Lloyd, VP for administration

Standard 7: Institutional Assessment

"The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 59)

1. How well does SUNYIT's institutional assessment model facilitate campus-wide assessment, coordinate college-wide assessment activities, and communicate campus assessment expectations and results?

2. To what extent are the human and financial resources allocated for institutional assessment activity adequate?

3. To what extent is the campus community engaged in assessment activities and how are assessment activities evaluated? What evidence is there that the assessment activity is providing an accurate and comprehensive evaluation of SUNYIT programs, policies, and procedures?

4. To what extent does the assessment of institutional effectiveness reflect student learning outcomes including student experiences? To what extent does the institution's assessment procedures and evaluation results create change and improvement across campus entities?

5. To what extent are assessment activities sustainable and systematic?

6. To what extent are SUNYIT practices, policies, and procedures consistent with the fundamental principles for all accreditations sought by the institution?

Chair: Deborah Tyksinski, associate provost
Working Group: Institutional Assessment Committee
Jennifer Phelan Ninh, director of admissions; Josephine Ruffrage, director of health and wellness; Veronica Tichenor, associate professor of sociology; Valerie Fusco, assistant VP for institutional research; Joanne Joseph, professor of psychology

Standard 8: Student Admissions and Retention
"The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. To what degree is SUNYIT recruiting and attracting students with qualities and abilities consistent with its mission, goals, and strategic plan?

2. Are enrollment projections achievable and sufficient to support SUNYIT's financial needs?

3. What measures have been taken to retain students and how effective have they been? How do retention rates compare to those of peer institutions?

4. Is student financial assistance sufficient to support student success and persistence? How is it measured?

5. In what ways are students informed of their total financial obligation for their degree and the ways in which they may meet that obligation?

Chair: Josephine Ruffrage, director of health and wellness
Working Group: Enrollment Steering Team
Frederick (Andy) Wolfe, associate professor of engineering; Jennifer Phelan Ninh, director of admissions; John Swann, director of public affairs; Marybeth Lyons, associate provost for student affairs; Maryrose Raab, coordinator of the graduate center; Peter Perkins, director of development; Richard Fuller, interim vice president of enrollment management; Russell Kahn, associate professor of communication & information design; Valerie Fusco, assistant VP for institutional research; William Durgin, provost

Standard 9: Student Support Services
"The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. How does SUNYIT support freshmen and special populations to ensure success? How effective are these efforts?

2. What has the college done to enhance the campus culture? How is that being assessed?

3. Are there sufficient programming and services administered by qualified staff to support educational, personal, and social development? What mechanisms are being deployed to assess effectiveness?

4. What services should be improved, expanded or eliminated in support of student persistence?

Chair: Josephine Ruffrage, director of health and wellness
Working Group: Student Services Committee
John Borner, director of campus life; Stacey Genther, staff assistant of health and wellness; Jennifer George, student activities assistant; David Garrett, senior staff associate; Jennifer Adams, director of college housing; Kelly Colbert, staff assistant of athletics; Douglas Eich, director of Learning Center; Suzanne Sprague, coordinator of disability services

Standard 10: Faculty

"The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. To what extent do reappointment, promotion, and tenure criteria support the teacher/scholar model?

2. What resources are available to support faculty development, and how adequate are those resources to ensure development opportunities for all faculty?

3. In what ways is SUNYIT ensuring effective recruitment of faculty who embrace the teacher/scholar concept?

4. How is faculty job satisfaction measured, and what resources are in place to address issues identified in this assessment?

5. To what extent are faculty involved in activities to improve their teaching and scholarship?

Chair: Ronald Foster, associate librarian
Working Group: Faculty Assembly Personnel Committee
Steven Schneider, professor of political science; Michael Medley, associate professor of computer science & engineering; Lorraine Kane, associate professor of health information management; Digen Das, professor of engineering technology; Linda Weber, associate professor of sociology; Michael Pittarelli, professor of computer science; William Langdon, professor of business

Standard 11: Educational Offerings

"The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. How well articulated are the program descriptions in the college catalogs and the student learning outcomes in course syllabi?

2. How does SUNYIT foster periodic review of content and rigor at the Bachelor's, Master's, distance learning and certification levels of instruction?

3. To what extent does SUNYIT provide students with experiential (service-based, practicum, internship, and project-based) learning opportunities? How do those experiential learning opportunities relate to specific student learning outcomes?

4. Are the educational offerings at SUNYIT consistent with the goals of the programs, the institutional mission, and the needs of adult learners?

5. Are the educational outcomes provided by adjunct faculty comparable to those offered by full-time faculty?

6. To what extent do the policies and procedures regarding transfer credit reflect SUNYIT's expected learning outcomes for equivalent courses? What processes are in place to ensure that the evaluation of transfer credit is fair and consistently applied?

7. How do processes on program oversight ensure the quality and timeliness of programs?

Chair: Mary Perrone, general education coordinator and associate professor of humanities
Working Group: Faculty Assembly Curriculum Committee
Christopher Urban, lecturer of computer science; Maarten Heyboer, associate professor of history; Mason Somerville, professor of engineering;, instructor of health information management; Mohammed Abdallah, assistant professor of engineering technology; Veronica Tichenor, associate professor of sociology; Scott Spetka, professor of computer science; Lisa Berardino, associate professor of business
Working Group: Faculty Assembly Graduate Council
William Thistleton, associate professor of mathematics; George Markwardt, assistant professor of nursing; Ibrahim Yucel, assistant professor of computer & information design; Timothy Busch, assistant professor of engineering; Louise Dean-Kelly, associate professor of nursing; William Confer, assistant professor of computer science; Lisa Berardino, associate professor of business; Laura Francis-Gladney, associate professor of business; Edmond Rusjan, associate professor of mathematics

Standard 12: General Education
"The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. What evidence exists that SUNYIT's graduates meet expected levels of competencies in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical thinking?

2. What evidence is there that students have achieved competencies in the general education areas they have chosen within their program of study?

3. To what extent and in what particular ways has SUNYIT used assessment results to modify educational programs and services?

4. How does SUNYIT's planning in resource allocation and assessment processes reflect institutional commitment to general education?

5. How have the General Education courses incorporated the concepts of diversity and ethical citizenship?

Chair: Mary Perrone, general education coordinator and associate professor of humanities
Working Group: To be formed fall 2013 and to include: one member from academic affairs, one from curriculum, two from humanities, one from math, one from science, one from social science, and two at large

Standard 13: Related Educational Activities
"The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. What processes, policies and procedures does SUNYIT employ to ensure that students registered for an online course are the same for students completing course assignments and tests?

2. What evidence exists that students in an online course achieve learning outcome goals comparable to students in face-to-face courses?

3. How effectively does SUNYIT assess credit given for experiential learning (service-based learning, practicum, internship, and project-based courses)? Do these learning experiences provide students with the opportunity to develop their skills and prepare for their careers?

4. How does the institution assure that courses offered at additional locations are comparable in quality, rigor, and effectiveness to those offered on the main campus?

Chair: Mary Perrone, general education coordinator and associate professor of humanities
Working Group: Academic Quality
Veronica Tichenor, associate professor of sociology; Mary Perrone, associate professor of humanities; Kazuko Behrens, assistant professor of psychology; Mohamed Rezk, associate professor of engineering technology; Ronald Sarner, professor of computer science; Rafael Romero, associate professor of business; Narayan Sharma, assistant professor of chemistry; Ildiko Monahan, instructor of nursing; Douglas Eich, director of learning center; Suzanne Sprague, coordinator disability services
Working Group: Technology Committee
Russell Kahn, associate professor of communication & information design; Ibrahim Yucel, assistant professor of communication & information design; Xinchao (Steven) Wei, assistant professor of engineering technology; Jennifer Klimek-Yingling, instructor of nursing; Lawrence Dunn, associate professor of engineering technology; Paul Schulman, associate professor of psychology; Bruno Andriamanalimanana, associate professor of computer science; Naren Peddibhotla, assistant professor of business

Standard 14: Assessment of Student Learning
"Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals."

(2012 Middle States Commission on Higher Education Publication: Self Study Creating a Useful Process and Report, page 60)

1. What evidence exists that students and SUNYIT programs are meeting designated student-learning outcomes?

2. Are the assessments of student learning of adequate quality? Do they produce results that can be used to inform teaching and planning? Are the assessments systematic and sustainable across all programs and majors?

3. To what extent are assessment results used to make decisions about teaching, planning, and budget resource allocations?

4. How adequately does SUNYIT encourage, recognize, and value faculty efforts to assess learning and to improve teaching?

5. In what ways does SUNYIT assess student learning outcomes utilizing best practices?

Chair: Veronica Tichenor, associate professor of sociology
Working Group: Academic Quality
Veronica Tichenor, associate professor of sociology; Mary Perrone, associate professor of humanities; Kazuko Behrens, assistant professor of psychology; Mohamed Rezk, associate professor of engineering technology; Ronald Sarner, professor of computer science; Rafael Romero, associate professor of business; Narayan Sharma, assistant professor of nursing; Ildiko Monahan, instructor of nursing; Suzanne Sprague, coordinator of disability services; Douglas Eich, director of learning center; Valerie Fusco, assistant vice president of institutional research
Working Group: Technology Committee
Russell Kahn, associate professor of communication & information design; Ibrahim Yucel, assistant professor of communication & information design; Xinchao (Steven) Wei, assistant professor of engineering technology; Jennifer Klimek-Yingling, instructor of nursing; Lawrence Dunn, associate professor of engineering technology; Paul Schulman, associate professor of psychology; Bruno Andriamanalimanana, associate professor of engineering technology; Naren Peddibhotla, assistant professor of business

Support for Working Groups

Tables 2 and 3 provide a listing of the resources available to the working groups. Table 2 provides a listing of each research question and its corresponding supporting documents. Table 3 provides a list of resources and the standards they may support.

(See Appendix B & C)

Brief Timeline for Self-Study

Fall 2012

- Educate and engage stakeholders
- Steering Committee and chairs of working groups chosen
- Co-chairs of Steering Committee attend MSCHE orientation session
- Self-study model adopted

Spring 2013

- Working group composition completed
- Research questions drafted (2/25/2013)
- Draft of self-study design completed (3/9/2013)
- Draft circulated to stakeholders (3/9/2013)
- MSCHE liaison visits campus to meet with Steering Committee (3/26/2013)
- Changes made to self-study design as needed

Summer 2013

- Preparation of review material for working groups
- The collection of prior documentation for working groups
- Submission of final draft of self-study document

Fall 2013

- Steering Committee members oversees research of working groups
- Research questions and charge to conduct research given to working groups

Spring 2014

- Draft working group reports due by January 30, 2014
- Final reports to Steering Committee by April 1, 2014
- Chair of the visiting team provided with a copy of self-study

Summer/Fall 2014

- Steering Committee compiles draft of self-study report
- Steering Committee shares report with stakeholders
- Chair of visiting committee chosen
- Changes made to self-study as needed
- Self-study report submitted to chair of visiting team by January 15, 2015
- Preliminary visit from chair to review draft of self-study

Spring 2015

- Mock visit
- Team visit

Template for Research Group Report

The working group reports are due by April 1, 2014. An adapted version of the template provided in the MSCHE document entitled *Self Study: Creating a Useful Process and Report* will be adopted for working group reports. The template for the reports includes:

- A summary of the group's charge
- The questions addressed
- A discussion of the process and methods used to answer research questions
- Outcomes of the inquiry
- A critical discussion of the limitations encountered during the inquiry process
- A discussion of how the outcomes of the inquiry relate to the Commission's standards and to other work group findings and standards
- Discussion of any collaboration between groups that took place during the course of the inquiry
- Recommendations for improvement

Educating and Engaging the Stakeholders

Two of the primary purposes of the self-study are to advance institutional understanding and promote institutional improvement and growth. To advance these goals, the Provost charged the co-chairs with the responsibility of educating stakeholders. To that end, presentations were made to various constituent groups, including: the Academic Chairs Council, President's Cabinet, Faculty Assembly, Staff Assembly and College Council. These presentations were made during fall 2012 semester and included:

- Purpose and goals of self-study
- Overview of the peer review process
- Structure of the review
- Self-study models
- Time-table
- Proposed steering team members
- Working team members
- Commission standards

The stakeholders will be updated on the progress of the self-study, and their input will be solicited as well.

Suggested Profile of Visiting Reviewers

- A faculty member or administrator from a polytechnic institute.
- A faculty member or administrator from a state public institution, preferably one that is part of a unified state university system rather than an independent public institution.
- A faculty member or administrator from a school with similar enrollment, under 2,500.
- A senior administrator who is familiar with the financial concerns of a small college in a state system, experiencing significant economic constraints.
- A member who has a background in student affairs.
- A faculty member or administrator from a campus that has predominantly commuter and transfer students.

Peers in the Middle States Region

- Cheyney University of Pennsylvania
- Clarkson University
- Fairleigh Dickinson University Metropolitan Campus
- Lock Haven University of Pennsylvania
- New Jersey Institute of Technology
- New York Institute of Technology
- Stevens Institute of Technology
- The College of New Jersey
- The College of Staten Island of CUNY
- University of Maryland Eastern Shore
- Waynesburg University

Peers Outside of the Middle States Region

- California Polytechnic State University
- Florida Institute of Technology
- Illinois Institute of Technology
- Kettering University
- Michigan Technological University
- Milwaukee School of Engineering
- University of Massachusetts-Dartmouth
- University of Massachusetts-Lowell

Aspirational Institutions

- Massachusetts Institute of Technology
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology

Editorial Style and Format

(Adapted from Delaware State University Report)

Word Processing Program

Microsoft Word for text; Microsoft Excel or SPSS for spreadsheets and graphs but send as separate files.

Fonts

Times New Roman, 12 point

Margins

1 ½ inch left margin; all other margins will be 1 inch, left justified

Pages

Use page numbers, bottom right-hand side
No indentations for paragraph; put extra space between paragraphs

Spacing

Single spacing

Information Required in Report

Maximum number of pages for research group reports – 10-20 pages (self-study 100 pages excluding any graphs)
The Steering Committee reserves the right to edit for integrity, readability and page limitation.

Acronyms

Write out in full upon first usage, indicating the acronym in parentheses. Thereafter use the acronym.

Writing Tips

Write in active, narrative style, avoid passive voice.
Avoid abbreviations and contractions
Avoid beginning sentences with "there is/are"
Check that demonstrative pronouns have a complement. This shoe.

Documentation of Sources

Use APA Style citation in the text body (parenthetical by author and date of publication) with a section at the end entitled – List of References where the full reference is noted.

Editing Process

All reports will be combined to produce the self-study document which will be approximately 100 pages long. Therefore, there will be editing of content from the six individual research group reports to produce the self-study. A single writer/editor will be used to give the report one voice. As the final self-study document is being produced, there will be opportunity for input so that the editing process retains large conceptual themes and recommendations that are deemed important by the campus community.

Organization of Self-Study Report

I. Executive Summary and Eligibility Certificate Statement

II. Introduction

III. Mission, Goals and Integrity

IV. Planning, Resources and Institutional Renewal

V. Leadership, Governance and Administration

VI. Student Admission and Support Services

VII. Faculty

VIII. Educational Offerings, General Education and Related Educational Activities

IX. Institutional Assessment

X. Assessment of Student Learning

XI. Comprehensive Recommendations for Improvement and Renewal

XII. List of References

XIII. Appendices

TABLE 1 - IMPLEMENTATION

Assignments, Alignment, Metrics

Appendix A

Strategic Goals & Objectives	Primary Coordination Office	SUNY Six Big Ideas						Key Measures			
		Entrepreneurial Century	Seamless Education Pipeline	Healthier New York	Energy-Smart New York	Vibrant Community	The World	Measure 1	Measure 2	Measure 3	Measure 4
I. Achieve Financial Self-Sufficiency											
Obj. 1 Increase sponsored program support	Associate Provost CPE, Sponsored Research	E	E	E	E	E	E	Expenditures			
Obj. 2 Increase alumni support	Director of Development	E	E	E	E	E	E	Increase Participation Rates by 1% Annually	Increased Number of Dollars Raised		
Obj. 3 Increase philanthropic support	Director of Development	E	E	E	E	E	E	Increase Naming Opportunities by 1-2 Annually	Establish 1-2 New Scholarships Annually	Increase Academic Merit Awards by $25,000 Annually	
Obj. 4 Increase enrollment to 2500 FTE such that fixed costs are distributed	Director of Admissions					D		Increase Enrollment by 140 Students Annually			
Obj. 5 Reduce non-instructional costs	Assistant VP, Business Affairs	E	E	E	E	E	E	5% Cost Reduction over 3 Years			
Obj. 6 Implement shared services when appropriate	Vice President, Administration	E	E	E	E	E	E	Dollars Saved	Redirect Funds		
Obj. 7 Increase state support in accordance with special mission	President	E	E	E	E	E	E	Reclassified - Specialized College	Additional Funding		
Obj. 8 Ensure residence hall and dining services are fully subscribed	Associate Provost, Student Affairs	E	E	E	E	E	E	Increased Percentage			
II. Strengthen Undergraduate Programs											
Obj. 1 Establish new degree programs that advance development, application, and understanding of science & technology	Provost		D					Number of New Faculty	Number of New Programs		
Obj. 2 Ensure quality academic programs through disciplinary accreditation or program review	Director, Assessment	E	E	E	E		D	Student Learning Outcomes	IDEA Evaluation Results		
Obj. 3 Foster technological and cultural literacy as essential elements of a SUNYIT education through academic programs and co-curricular activities	Director, Assessment						D	Review of Program Goals			
Obj. 4 Improve academic profile of undergraduate study body and increase freshmen/sophomore retention	Director, Admissions		D					Freshman Tiers	Transfer GPA	Increase Retention to 80%	Tier I & II make up 65% of Student Body

Obj. 5	Develop undergraduate research programs	Associate Provost CPE, Sponsored Research	D	D	D	D	D		Number of URPs	Number of Students Involved		
Obj. 6	Increase undergraduate enrollment through domestic and international recruitment and additional scholarship support	Director, Admissions; Director of Development						D	FTE	Increase Academic Merit Awards by $25,000 Annually		
			SUNY Six Big Ideas						Key Measures			
Strategic Goals & Objectives		**Primary Coordination Office**	**Entrepreneurial Century**	**Seamless Education Pipeline**	**Healthier New York**	**Energy-Smart New York**	**Vibrant Community**	**The World**	**Measure 1**	**Measure 2**	**Measure 3**	**Measure 4**
III. Promote the Transformative Experience for SUNYIT Students												
Obj. 1	Promote student engagement	Director, Assessment		D			D		Freshman Feedback Survey	Number of Student Involved in Extra-curricular Activities	Student Opinion Survey	
Obj. 2	Integrate student services to provide seamless experience	Assoc Provost Student Affairs, Asst. VP Business Affairs		D					Student Opinion Survey			
Obj. 3	Increase and enhance extra-curricular/co-curricular activities especially clubs, professional societies, intramural and intercollegiate sports, cultural programming	Assoc Provost Student Affairs					D		Student Participation Rate	Satisfaction Survey	Impact Survey	
Obj. 4	Increase support for transfer and non-transfer students such as increasing hours of operation, implementing online orientation, hosting periodic social gatherings	Assoc Provost Student Affairs, Asst. VP Business Affairs		D					Student Opinion Survey			
Obj. 5	Improve advising process and effectiveness	Provost		D					Student Opinion Survey	Number of Degrees Awarded	Resolution of Incidents	
IV. Strengthen Graduate Recruitment, Education and Research												
Obj. 1	Establish new graduate degree programs in critically important areas	Provost	D	D	D	D	D	D	Number of Faculty Hires	Number of New Programs		
Obj. 2	Increase graduate enrollment through domestic and international recruiting	Coordinator, Graduate Ctr		D	D			D	Number of Students			
Obj. 3	Increase sponsored research funding	Associate Provost CPE, Sponsored Research	D	D	D	D	D	D	Dollar Amount per Faculty	Dollar Increase Per Year		
Obj. 4	Build on strengths and opportunities such as nanotechnology, cybersecurity, biomedical devices, health and allied health	President	D	D	D	D	D	D	Number of Initiatives Developed	Dollar Support		
V. Promote Excellence in Teaching and Research												
Obj. 1	Encourage innovative pedagogies	Provost	D	D					Number of Online Courses	Number of Experiential Courses	Number of Internships	Faculty Survey
Obj. 2	Ensure diversity of perspective in learning, problem solving, scholarly and creative work	Director of Human Resources, Director of Assessment		D					Faculty Survey	Exit Interviews		
Obj. 3	Pursue entrepreneurship and technology transfer	Chair, Business Mgmt; Assoc Provost CPE Sponsored Research	D						Number of Disclosures	Number of Start-ups	Number of Courses	

Obj. 4	Promote project-based learning, service-based learning, and experiential learning	Provost		D	D	D	D		Number of Projects	Student Learning Outcomes	IDEA Evaluations	Peer/Professional Review
Obj. 5	Increase and enhance online course offerings	Provost	E	D	E	E	D	D	Number of Courses	Student Learning Outcomes	IDEA Evaluations	Peer/Professional Review
			SUNY Six Big Ideas						Key Measures			
Strategic Goals & Objectives		**Primary Coordination Office**	**Entrepreneurial Century**	**Seamless Education Pipeline**	**Healthier New York**	**Energy-Smart New York**	**Vibrant Community**	**The World**	**Measure 1**	**Measure 2**	**Measure 3**	**Measure 4**
VI	**Strengthen Faculty and Staff Recruitment and Development**											
Obj. 1	Recruit outstanding faculty and staff	Provost	D	D	D	D	D	D	Number of Hires	Grant Proposals	Teaching Awards	IDEA Evaluations
Obj. 2	Provide opportunities for professional growth	Provost	D	D	D	D	D	D	UUP Awards	Pres Opp Fund Applications	Number of Conference/ Presentations	Professional Development Plans
Obj. 3	Provide orientation and mentoring	Provost, VP for Administration	D	D	D	D	D	D	Number of Participants	Number of Events		
Obj. 4	Recruit visiting faculty and scholars in residence	Associate Provost CPE, Sponsored Research	D	D	D	D	D	D	Number of Each			
Obj. 5	Establish chaired professorships	Director of Development	D	D	D	D	D	D	Number of Chaired Professorships			
Obj. 6	Celebrate and reward accomplishments	President, Chief of Staff	D	D	D	D	D	D	Newsletter Mentions	Newspapers, Trade Journals		
VII.	**Develop Facilities and Strengthen Instructional Resources**											
Obj. 1	Define and create an IT infrastructure to meet current and future needs of SUNYIT	Provost	E	E	E	E	E	E	Number of RT Tickets			
Obj. 2	Implement the facilities master plan	Vice President, Administration	E	E	E	E	E	E	Timeline Comparison			
Obj. 3	Create collaboration and work space for students	Vice President, Administration; Director of Library	E	E	E	E	E	E	Number of Collaborations/ Work Spaces	Student Survey	Faculty Survey	
Obj. 4	Maximize utilization of campus and facilities to support a vibrant community	Associate Provost CPE, Sponsored Research	E	E	E	E	E	E	Number of Events			
Obj. 5	Enhance residential character of campus	VP for Administration	E	E	E	E	E	E	Student Opinion Survey	Campus Enhancements		
Obj. 6	Integrate distance learning services	Provost; Asst VP Institutional Research		D					Number of Distance Learning Offerings			
VIII	**Engage Civic, Cultural, and Global Responsibilities**											
Obj. 1	Prepare students to be responsible, ethical citizens of our global community	Director, Assessment						D	Number of Participants in Study Abroad	First Destination Survey	Accreditation Results	
Obj. 2	Strengthen the campus community	President					D		Surveys			
Obj. 3	Increase transparency in college operations	Chief of Staff					D		Faculty/Staff Feedback	Type/Number of Publications		

Obj. 4 Expand alumni engagement and volunteerism	Director of Development					D	D	Number of Events	Number of Alumni in Attendance		
Obj. 5 Expand experiential learning opportunities	Provost	D	E	D	D	E	D	Number of Courses	Student Learning Outcomes	Peer/Professional Review	
Obj. 6 Strengthen community engagement opportunities	Associate Provost CPE, Sponsored Research	D	E	D	D	E	D	Number of Activities	Number of Participants	Impact Survey	

Note: E signifies it is enabling, D signifies it directly contributes

SUNYIT

Appendix B

Middle States

Institutional Questions for Standards 1-14

Standard	Title	Resources
1	Mission & Goals	Statements of the institution's mission and goals
		Institutional Strategic Plan
		Department and Faculty Annual Reports
		Department Planning Documents
2	Planning, Resource Allocation, and Institutional Renewal	Strategic and capital plan/capital goals and plans for the institution and its operational units
		Current and projected budgets for the institution and its departments
		Faculty staffing plans
		Information technology plan(s)
		Institutional development and fund-raising plans
		JMZ Architects facilities master plan
		Library and information resources plan
		Policies and procedures for adding or closing academic programs
3	Institutional Resources	Audited financial statements for the two previous years
		Budget projections and related documents
		Facilities, land use, and other master plans
		Faculty staffing plans
		Institutional Strategic Plan
		Institutional development and fund-raising plans
4	Leadership and Governance	Governing documents, including charter and bylaws
		College Council Board members
		Orientation materials and/or handbook for governing board members
		Conflict of interest policies for the governing board and employees
		Governing board minutes - College Council
		Governing board minutes - Faculty Assembly
		Governing board minutes - Staff Assembly
		Governing board minutes - Student Association
		Governing board minutes - Faculty Assessment Standing Committee
		Governing board minutes -Faculty Executive Council
		Governing board minutes - President's Cabinet
		Governing board minutes - Provost Council
		Job description and qualifications of the President
		Written policies outlining governance responsibilities of administration and faculty - UUP
		Student government association constitution and bylaws
5	Administration	Organizational chart of senior administration
		Handbooks/manuals for faculty, staff, and institutional committees
		Job descriptions and qualifications for administrators
		Orientation materials and handbooks for employees
		Staff Engagement Survey
		Staff Assembly minutes
6	Integrity	Descriptions in the catalog and other public documents of student grievance procedures, student disciplinary procedures, student honors system, fair employee hiring and review practices, and other policies and practices identified in Standard 6, including the provision of information about MSCHE
		Policies and guidelines regarding plagiarism and use of copyrighted materials
		Conflict of interest and research ethics policies - Institutional Review Board

Standard	Title	Resources
		Policies regarding academic freedom
		Policies regarding intellectual property rights
		Institutional review board policies and procedures
		Institutional ethics board policies and procedures
		Affirmative action policies and handbooks
7	Institutional Assessment	Written assessment plan and process descriptions that meet the requirements of Standard 7 and identify the linkage to strategic planning
		Institutional and unit strategic plans reflecting use of assessment results
		Institutional "report cards"
		Results from surveys including internal surveys of students, staff, faculty, alumni and external surveys
8	Student Admissions and Retention	Statements in the catalog and elsewhere of admissions criteria and policies
		Information and application packets for students
		Information supplied to applicants regarding academic porgrams (including required placement or diagnostic testing); student learning outcomes; financial aid, scholarships, grants, loans and refunds; transfer credit and credit for extra-institutional college-level learning
		Retention and graduation statistics and studies
		Enrollment management strategic plans
		Relevant results of internal surveys of students and alumni, and external surveys - Noel-Levitz
		Relevant results of internal surveys of students and alumni, and external surveys - individual consultant
9	Student Support Services	Student handbooks
		Policies and procedures for student grievances, with description of how information is disseminated to students
		Reports and plans from student service offices
		The policy for maintaining student records and a published policy on the release of student information
		Data and reports on athletics
		Relevant results of internal surveys of students and alumni, and external surveys - Noel-Levitz
		Relevant results of internal surveys of students and alumni, and external surveys - individual consultant
10	Faculty	List of full- and part-time faculty, with credentials
		Faculty handbook
		Faculty assembly structure, constitution, and bylaws
		Faculty staffing plan
		Faculty manual or comparable documents describing procedures, policies, and criteria for hiring and reviewing full- and part-time faculty, and for promotion, tenure, grievance, discipline, and dismissal
		Policy on academic freedom
		Materials from new faculty orientation
		Reports on and plans for faculty development
		Policies for orientation, integration, and professional development of part-time faculty
		Results of student course and teaching evaluations - IDEA forms
		Results of internal surveys - COACHE
		Results of internal surveys - Faculty Engagement Survey
		Ratios of students to full-time and part-time faculty
		Description of shared governance
		Evaluation of academic administration
		Evaluation of organizational structure
11	Educational Offerings	Catalog describing courses and programs and degree requirements

Standard	Title	Resources
		Representative examples of course syllabi and program descriptions that incorporate expected learning outcomes
		Course and program development guidelines and procedures
		Curriculum committee reports
		Results of student course and teaching evaluations - IDEA forms
		Results of relevant student surveys - Student Opinion Survey
		Results of relevant student surveys - Cooperative Information Research Program
		Internal and external reviews of academic programs
		Reports to state and other governmental and regulatory agencies - SUNY
		Reports to state and other governmental and regulatory agencies - NY State Education
		Reports to state and other governmental and regulatory agencies - IPEDS
		Specialized accrediting organizations - TAC/ABET
		Specialized accrediting organizations - AACSB
		Specialized accrediting organizations - CCNE
		Library and information services reports and plans
		Statements of transfer credit policies in the institutional catalog and elsewhere
		Representative samples of transfer articulation agreements
		Evidence of appropriate licensure - nursing
12	General Education	Catalog, syllabi, or other official publications describing general education, within and outside the major
		Statements of general education learning objectives
		Samples of syllabi from a representative selection of general education courses, showing expected course learning outcomes
		Samples of assessment tools in place in the general education program and courses
		Examples of the use of assessment results to improve teaching and learning in general education
		Reports from internal and external reviews of the general education program
13	Related Educational Activities	Documents pertinent to the institution's specific activities, such as curriculum plans and evaluations; assessment results for basic skills, certificate, experiential learning and distance learning programs, and additional instructional locations
		Assess results for experiential learning and instruction from additional locations
14	Assessment of Student Learning	Institutional plan(s) for assessment of student learning
		Institutional guidelines for assessing student learning
		Statements of expected learning outcomes for the institutional, program, and general education levels
		Syllabi from all courses offered at the institution
		Evidence of faculty training in assessment e.g. conferences
		Samples of assessment tools in place (e.g., rubrics, surveys, portfolios, or capstone courses) from a broad cross-section of programs and courses
		A cross-section of examples of the use of assessment results to improve teaching and learning
		Relevant results from student course and teaching evaluations - IDEA forms
		Academic Quality Assessment reports and minutes
		Student Learning Outcomes Reports

SUNYIT

Middle States

Institutional Resources for Standards 1-14

Resources *(alpha order)*	SUNYIT Middle States Standards													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
5-year Strategic Plan -Include Mission and Vision Statement														
Academic Program Reviews (reviewers)														
Accreditation: CCNE/TAC-ABET/AACSB														
Board of Trustees Policies														
Budget														
By-laws - Faculty														
By-laws - Staff														
By-laws - Student														
Campus-wide Assessment Plans														
Catalogs														
COACHE Faculty Survey														
Collective Bargaining Agreements - Civil Service														
Collective Bargaining Agreements - MC														
Collective Bargaining Agreements -UUP														
College-wide Committees: Planning and Budgeting, Institutional Assessment Reports														
College-wide Policies														
Cooperative Institutional Research Program CIRP														
Discoverer/Banner/SIRISS/NYSED/IPEDS -Institutional Reporting														
Engagement Survey - Staff														
Engagement Survey - Student														
Engagement Survey-Faculty														
Faculty Annual Reports														
Faculty Handbook														
First Destination Survey														
General Education Assessment Plans														
Housing Contracts														
IDEA Evaluations														
Individual Consultant Reports														
Internal Admissions Report														
Internal FTE Reports														
Internal IR Website "Facts & Figures"														
Internship/Co-op/Clinical Policies														
JMZ Architects Master Plan														
Judiciary Board/Office of Student Affairs														
Library Copyright Policy Statement														
Middle States AIP of the Middle States Region														
Middle States Annual Institutional Profile AIP														
Noel-Levitz Consultant Report														
Policies for Employees (Fac/Staff)														
President's Annual Report														
Relevant Organizations -														
Relevant Policy Statements -														
Relevant Retention Studies -														
Retention Studies - Early Warning Systems														
Student Handbook														
Student Learning Outcomes Reports														
Student Opinion Survey														
SUNY Data Warehouses														
SUNY Strategic Plan														

	Appendix D
Standard 1 Fundamental Elements	**Research Questions**
Clearly defined mission and goals	
• that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes	1.1, 2.1, 2.4, 4.1, 7.1, 7.4, 10.2
• that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character	1.1, 1.3, 2.1, 2.2, 2.4, 4.1, 7.4, 10.2
• that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments	2.1, 2.2, 2.4, 4.1, 7.4, 10.2
• that are periodically evaluated and formally approved	2.1, 2.2, 2.4, 4.1, 7.4, 10.2
• that are publicized and widely known by the institution's members	2.1, 2.2, 2.4, 4.1, 7.4, 10.2
Mission and goals that relate to external as well as internal contexts and constituencies	1.1, 1.3
Institutional goals that are consistent with mission	1.1
Standard 2 Fundamental Elements	
Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels	2.1, 7.4, 14.1
Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results	2.4
Well-defined decision-making processes and authority that facilitate planning and renewal	2.2
The assignment of responsibility for improvements and assurance of accountability	7.1
A record of institutional and unit improvements and their results	2.3, 7.1, 7.4, 7.3
Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	2.4, 7.1

Standard 3 Fundamental Elements	
Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	3.1, 3.3
Rational and consistent policies and procedures in place to determine allocation of assets	3.1
An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations	2.2
A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocations for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate.	1.3, 2.1
A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation	3.2
Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning both on campuses and at a distance	3.2
An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation	3.3
Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets	3.1
An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter	3.3
Periodic assessment of the effective and efficient use of institutional resources	3.3

Standard 4 Fundamental Elements	
A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	4.4, 4.5
Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:	4.3, 4.4, 4.5
• delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process.	4.3, 4.4, 4.5
• assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making	4.3, 4.4, 4.5
• provide for the selection process for governing body members	4.3, 4.4, 4.5
Appropriate opportunity for student input regarding decisions that affect them	4.4
A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled	4.2, 4.4
A governing body not chaired by the chief executive officer	4.4
A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any	4.4
A conflict interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution	6.5
A governing body that assists in generating resources	3.1, 4.1

needed to sustain and improve the institution	
A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives	4.6
A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives	4.3
A chief executive officer, appointed by the governing board, with primary responsibility to the institution	4.4
Periodic assessment of the effectiveness of institutional leadership and governance	2.4, 4.1, 4.3
Standard 5 Fundamental Elements	
A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution	5.2
A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission	5.3, 5.5
Administrative leaders with appropriate skills, degrees, and training to carry out their responsibilities and functions	5.5, 5.3
Qualified staffing appropriate to the goals, type, size, and complexity of the institution	5.5
Adequate information and decision-making systems to support the work of administrative leaders	5.1
Clear documentation of the lines of organization and authority	5.3
Periodic assessment of the effectiveness of administrative structure and services	5.4
Standard 6 Fundamental Elements	
Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	6.1, 6.3
Fair and impartial practices in the hiring, evaluation and dismissal of employees	6.4
Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all constituents	6.4
Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance	5.1, 6.3

procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	
A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom	6.6
An institutional commitment to principles of protecting intellectual property rights	6.5, 6.6
A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives	6.6
Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices	6.1
Required and elective courses that are sufficiently available to allow students to graduate within the published program length	11.7
Reasonable, continuing student access to paper or electronic catalogs	6.1
When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically	6.1
When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated	6.1
Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies	6.1
Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community	6.1
Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered	7.1
Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation	6.1
Fulfillment of all applicable standards and report and other requirements of the Commission	7.6
Periodic assessment of the integrity evidenced in	7.1

institutional policies, processes, practices, and the manner in which these are implemented	
Standard 7 Fundamental Elements	
Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria	
♦ A foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another	7.1
♦ Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: • maximize the use of existing data and information; • clearly and purposefully relate to the goals they are assessing; • are of sufficient quality that results can be used with confidence to inform decisions	7.4, 7.5
♦ Support and collaboration of faculty and administration	7.3
♦ Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources	7.2
♦ Sufficient simplicity, practicality, detail, and ownership to be sustainable	7.5
♦ Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process	7.3, 7.5
Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal and to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g. service, outreach, and research);	7.1
Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results	2.1
Standard 8 Fundamental Elements	
Admissions policies, developed and implemented, that support and reflect the mission of the institution	8.1
Admissions policies and criteria available to assist the prospective student in making informed decisions	8.1
Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points	8.3, 9.1
Accurate and comprehensive information regarding academic programs, including any required placement or	8.3

diagnostic testing	
Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students	7.4, 8.1
Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	8.4, 8.5
Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning	8.1
Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies	8.3, 9.1
Standard 9 Fundamental Elements	
A program of student support services appropriate to student strengths and needs, reflective of institutional mission consistent with student learning expectations, and available regardless of place or method of delivery	9.3, 9.4
Qualified professionals to supervise and provide the student support services and programs	9.3
Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	9.3
Appropriate student advisement procedures and processes	9.4
If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	9.2
Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances	6.1, 6.3
Records of student complaints or grievances	6.1, 6.3
Policies and procedures, developed and implemented, for safe and secure maintenance of student records	6.1, 6.3
Published and implemented policies for the release of student information	6.1, 6.3
Ongoing assessment of student support services and the utilization for improvement	8.3, 9.1, 9.4
Standard 10 Fundamental Elements	
Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently	5.4, 5.5, 6.4

numerous to fulfill those roles appropriately	
Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified	5.3, 10.3
Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth	10.1, 10.2
Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service	10.2
Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	10.1
Published and implemented standards and procedures for all faculty and other professionals for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons	6.1
Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution	10.1
Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty	6.4
Adherence to principles of academic freedom, within the context of institutional mission	6.1
Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs	6.4
Standard 11 Fundamental Elements	
Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered	11.4
Formal undergraduate, graduate, and/or professional programs-leading to a degree or other recognized higher education credential-designed to foster a coherent student learning experience and to promote synthesis of learning	11.2, 11.4
Program goals that are stated in terms of student learning outcomes	11.1
Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress	9.3, 9.4, 11.2, 11.3
Learning resources, facilities, instructional equipment,	2.2, 3.3

library services, and professional library staff adequate to support the institution's educational programs	
Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum	3.3, 5.3, 12.1
Programs that promote student use of a variety of information and learning resources	3.3, 13.3
Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode	13.4
Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated	11.6, 6.1
Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats	11.7
Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners	11.3, 11.4
Course syllabi that incorporate expected learning outcomes	11.1
Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness	11.3, 11.7, 14.1

Standard 12 Fundamental Elements	
A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element)	12.1, 12.2
A program of general education where the skills and abilities developed in general education are applied in the major or concentration	12.1
Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives	12.5, 1.1
Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline	12.1
General education requirements clearly and accurately described in official publications of the institution	6.1
Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement	14.3, 6.2, 12.3
Standard 13 Fundamental Elements	
Systematic procedures for identifying students who are not fully prepared for college-level study	8.1, 8.3, 9.1
Provision of or referral to relevant courses and support services for admitted under-prepared students	9.4
Remedial or pre-collegiate level courses that do not carry academic degree credit	N/A
Certificate Programs:	
Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures	11.1
Published program objectives, requirements, and curricular sequence	6.1
Program learning goals consistent with national criteria, as appropriate	11.2
Available and effective student support services	9.1

If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses	11.7
Experiential Learning:	
Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality, and quantity of that learning	13.3
Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	13.3
Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	6.1
Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution	6.1
Credit awarded appropriate to the subject and the degree context into which it is accepted	13.3, 13.6
Evaluations of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit	14.5
Non-Credit Offerings:	
Non-credit offerings consistent with institutional mission and goals	1.1
Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures	14.1
Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution	11.7, 13.4, 13.6
Periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	3.1, 3.3
Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and student abroad)	
Offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness	13.4

comparable to those of other institutional offerings	
Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes	13.4
Adequate and appropriate support services	3.3
Periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	7.2, 13.3
Distance or Distributed Learning:	
Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both.	13.4, 14.1, 14.5
Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery	1.1
Planning that includes consideration of applicable legal and regulatory requirements	6.5
Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded	11.2
Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame	3.1, 6.1
Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings	6.5
Validation by faculty of any course materials or technology-based resources developed outside the institution	3.3, 13.4
Available, accessible, and adequate learning resources (such as library or other information resources) appropriate to the offerings at a distance	3.1, 3.3
An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings	4.6, 10.2, 10.5, 13.2, 14.4
Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings	3.1, 3.3
Periodic assessment of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and	3.3

goals	
Contractual Relationships and Affiliated Providers:	
Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf	13.4
Consistency of any course or program offered via contractual arrangement with the institution's mission and goals	1.1
Adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment	13.4
Standard 14 Fundamental Elements	
Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings) at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:	11.1
• appropriately integrated with one another;	11.1
• consonant with the institution's mission; and	11.1
• consonant with the standards of higher education and of the relevant disciplines;	11.1
A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:	
♦ systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: • maximize the use of existing data and information; • clearly and purposefully relate to the goals they are assessing; • are of sufficient quality that results can be used with confidence to inform decisions; and • include direct evidence of student learning	14.1, 14.2, 14.3, 14.5
♦ support and collaboration of faculty and administration	14.3

♦ clear, realistic guidelines and timetable, supported by appropriate investment of intuitional resources	7.5, 14.2, 14.5
♦ sufficient simplicity, practicality, detail, and ownership to be sustainable	7.5
♦ periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes	7.1, 7.3
Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes	7.4, 14.2
Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	7.1, 14.3
Documented use of student learning assessment information as part of institutional assessment	7.1, 7.4