



SUNY SULLIVAN

Middle States Commission on Higher Education
Self-Study Design

SUNY Sullivan
112 College Road
Loch Sheldrake, New York 12759

October 28, 2021

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I. Institutional Overview

Our Institutional Priorities are based on SUNY Sullivan's new Strategic Plan finalized in the spring of 2021.

SUNY Sullivan in Context

SUNY Sullivan is a forward-looking, top-tier community college in New York offering over 40 degree programs, certificates, and micro-credentials for learners at all levels of their educational goals. We value critical inquiry and creativity while supporting our students in a culture of inclusion and respect. As a small and personable institution with a diverse student body, we have a low student-to-faculty ratio. Due to our small size, faculty and staff can know our student body as individuals, support them through their challenges, and celebrate their successes. Faculty and staff work as a collaborative team supporting each other. Our campus culture reflects a sense of community and family.

SUNY Sullivan's 405-acre campus provides a living sustainability lab with an organic farm, geothermal heating and cooling, solar farm, wind turbine, and apiary. We are committed to environmental and social responsibility that informs our campus operations and curriculum. Environmentally, the campus strives to have a low carbon footprint, with 76% of our electricity coming from the sun. The New York State Energy and Development Authority has designated our campus as a REV Campus Challenge Leader due to our efforts in being energy efficient. As a REV Campus Leader, we mentor and educate other college campuses and local communities on becoming more sustainable.

In our continued efforts of being socially responsible, the campus opened a new daycare center for students, faculty, and staff to reduce barriers for individuals to learn and work. We collaborated with local churches to open an expanded food pantry to support students and the community to reduce food insecurity. We extended our Wi-Fi hotspot range during the pandemic so students and the community could access the internet across the campus, including while safely in their cars. We loaned our ventilators to the local hospital and served as a vaccination site for the area. Being the only college in the county, we continually strive to fulfill our mission to be a leader of innovative higher education, a catalyst of workforce development, and a supportive resource for our county.

Whether from an urban environment or a local hometown, our students benefit from our mind-body wellness initiatives and excel in championship Division II Athletics programs. The campus has walking trails and a three-acre working organic farm that enables urban and local students to experience nature and sustainable agriculture. We collaborate with Sullivan 180 and offer Wednesday Wellness activities and weekend events to promote healthy living and whole-body wellness. Our Athletic programs are a pride of the institution, and the campus community rallies around our teams to support our student-athletes. Our Division II men's and women's basketball teams both earned the opportunity to participate in the National Basketball Championships just before the Nation's pandemic shutdown. New to our athletic program this fall and quickly gaining popularity is our Esports program. The success of our Athletics program attracts students

from in and out of the county. This fall semester, ninety percent of our residence hall students are athletes, with the majority of them from outside of our county.

Partnering with the community is one of SUNY Sullivan's strengths. We collaborate with the Center for Discovery, Garnet Health, New Hope Community, the Sullivan Catskills Visitors Association, Sullivan 180, Sullivan County Partnership for Economic Development, Sullivan County Workforce Development Center, Sullivan Renaissance, and other regional organizations to offer educational and cultural opportunities for our students and the wider community. Our New Hope Farm collaboration is one example of our commitment to support our community members. In partnership with New Hope Community, a local organization that provides services for adults with intellectual and developmental disabilities, the College provided three acres of land for an organic farm. Through shared resources, New Hope Community members learn how to farm and produce organic vegetables for their residents, our culinary program, our food pantry, and local food banks with support from the College.

Another example of community partnership is with our theater program. Faculty and community members collectively have written plays and music for our student performances. The theater program invites students, campus, and community members to participate in its productions. They have hosted the Mike Fisher and Scott Healy Film Festival, showcasing films produced by college and local high school students. During the pandemic, our theater program continued holding performances virtually and outdoors using cutting-edge technology.

A new initiative this fall semester is the creation of our Collaborative College in the High School program, an academic partnership between the Homestead School and SUNY Sullivan. The Homestead School is the county Montessori School, and the Collaborative College in the High School program enables its high school students to be dually enrolled in high school and at the College. As a result, students can take courses in their area of interest and apply the credits towards their New York State high school diploma while earning college credits toward an Associate Degree. In addition, students enrolled in the Collaborative College in the High School can participate in College activities, student support services, and enjoy our campus facilities.

A Brief History of SUNY Sullivan

Sullivan County Community College was organized as a legal entity on September 13, 1962, when the State University of New York trustees approved its establishment as a two-year community college of the State University of New York (SUNY). On September 23, 1963, the College welcomed its first freshman class. The successful establishment of the College must be credited jointly to local citizens who conducted surveys and advocated for creating a college and to the county Board of Supervisors. They saw the desirability and need for a community college in the Sullivan County area. It has been over 50 years since the College moved from its modest quarters in a former South Fallsburg (NY) high school to the 405-acre site it presently occupies.

While our legal name is still Sullivan County Community College, in 2010, we began using the name SUNY Sullivan for our college; something encouraged across many of the State University of New York community colleges at the time.

SUNY Sullivan has grown over our nearly 60-year history, from a faculty of nine and a student body of 72 (enrolled in three curricula) in its first year of operation in 1963-1964, to a full-time and part-time enrollment in 2019 of more than 1400 students in over 40 degree and certificate programs, taught by 35 full-time and 57 part-time faculty. SUNY Sullivan is housed in facilities designed by the New York firm of Edward Durrell Stone and Associates. The academic buildings are connected by enclosed corridors, making it a genuinely all-weather campus.

Our first residence hall for students on campus, the Lazarus I. Levine Residence Hall, opened in 2003 and is located steps from the main campus buildings. It provides housing for more than 300 students and was followed by the first in a series of green townhomes, opened in the Fall of 2010, and located next to the original residence hall.

SUNY Sullivan has a history of being a pioneer in leading the way with new initiatives that broaden our workforce development efforts and support the Mission of the College. In 2001, we were the first college in New York to install a 500-ton geothermal HVAC system. To meet the needs of the hospitality industry in the county, we built the Catskill Hospitality Institute program. Due to the success of our culinary program, other community colleges later added culinary programs to their campuses as they saw our early success filling this need. SUNY Sullivan was one of the first two community colleges in the state to build residence halls on campus. More recently, we were one of five SUNY colleges to be granted a permit for an experimental medicinal hemp growing program. Additionally, we established a healthcare career pathway for students. Students can begin their healthcare studies in our certified nursing assistant (CNA) program, earn their Associate Degree in Nursing, and through a partnership with Empire State College, students can earn their Bachelor of Science Degree in Nursing all within the county.

Throughout SUNY Sullivan's history, we have always had a solid commitment to our students to help them successfully achieve their educational goals. In addition to developing academic programs to meet the changing student and workforce needs, we have also developed student support services to aid students in being successful in their studies. For example, to assist students with the initial onboarding process, we created a One-Stop office. To ease the uncertainty of entering college, the One-Stop is staffed by a team that can assist students with the admission process, financial aid, billing, advising, and registration, all in the same office location. Additionally, SUNY Sullivan invested in the early alert tool, Starfish. Through the collaborative work of faculty and advisors in utilizing this software, we can identify students struggling early in the semester and provide them with support services to help them succeed in their studies. We initiated Success Coaching to support students who are academically at-risk or on financial aid warning and created a Learning Commons component to the One-Stop that houses our tutorial program. Professional and peer tutors, along with faculty during their office hours, provide content tutoring, study skills support, and guidance for best practices in using our learning management system. Over time, as more courses transitioned into online offerings, we added Thinking Storm, an online tutoring service to meet our remote students' needs. In addition to supporting struggling students, we also celebrate student achievement through Sullivan Unstoppable, a campus celebration for students who completed 15, 30, and 45 credits. Students sign a completion promissory note to graduate during the celebratory event, listen to their peers' stories of perseverance, and cheer one another on for reaching each milestone towards

completing their degrees. SUNY Sullivan's robust student activities office and counseling services provide holistic student growth opportunities and support.

Mission, Vision, Values, and Institutional Goals

SUNY Sullivan reviewed and updated its Strategic Plan in May of 2021 when the College President and Board of Trustees approved the new 2021-2025 Strategic Plan. This plan includes the following elements, all of which built upon our rich history and are timely given our current and future opportunities to serve our communities:

Mission Statement

SUNY Sullivan is the leader of innovative higher education and a catalyst for workforce development throughout the Sullivan Catskills and beyond. Our diverse community cultivates personal growth and professional advancement, preparing students for success in a sustainable and interconnected world.

Vision Statement

SUNY Sullivan is the heart of higher education and culture in the Catskills.

Core Values

The SUNY Sullivan community values these elements as Core to our identity:

1. Equitable access to educational opportunities.
2. Critical inquiry and creativity as paths to transformation.
3. Enhancement of mind-body wellness and social belonging.
4. Educational and cultural partnerships across our communities.
5. Sustainable stewardship of resources.
6. Student-centered physical activities and athletic programs.
7. A culture of social inclusion and respect.
8. Development of civic-minded leadership, accountability, and responsibility in society.

Strategic Goals

These eight SUNY Sullivan Strategic Goals are intended to help the College community prioritize and direct our efforts. They are not presented in any order of priority:

These goals are the essence of our 2021-2025 Strategic Direction:

1. Lead environmental sustainability across higher education
 - a. Integrate sustainability education across academic programs and campus policies
 - b. Lower operating costs by reducing the environmental footprint through energy efficiency
 - c. Engage local communities by demonstrating sustainable infrastructure
2. Expand our athletic excellence and achievements
 - a. Add new sports
 - b. Esports
3. Cultivate a workforce development program for the Catskills region
 - a. Be the workforce hub for the Catskills region (external)
 - b. Foster job readiness skills (internal)
4. Determine a college-wide development strategy

- a. Conduct alumni outreach and development
- b. Articulate a strategy and capacity for grant management
- c. Set and meet annual fundraising goals
- d. Maintain robust government and corporate funding partnerships and relationships
- e. Prioritize capital projects and the campus master plan
- 5. Expand community/cultural partnerships
 - a. Become the center of community resources and engagement
 - b. Promote student, faculty, and staff service opportunities
 - c. Engage and exchange with cultural organizations and events
 - d. Champion volunteer partnerships
- 6. Develop a strategy for advanced digital technology
 - a. Increase high-speed campus-wide wireless range and access
 - b. Expand distance learning capacity
 - c. Create state of the art Esports facility
 - d. Upgrade classroom technologies
 - e. Deliver consistent and reliable electrical power across the campus
 - f. Ensure all students have access to sufficient personal technology for their studies
 - g. Provide technological literacy for all members of the College community
- 7. Expand into additional student markets
 - a. Connect with CEE (College for educational enrichment)
 - b. Develop certificate programs and micro-credentials for workforce development and lifelong learning
 - c. Conduct outreach to military (active & veterans)
 - d. Expand job-readiness training
 - e. Increase international student opportunities
- 8. Strengthen the culture of student support
 - a. Assist with food insecurities solutions
 - b. Implement Financial Hardship Grants
 - c. Expand student development services
 - d. Provide on-campus childcare
 - e. Grow wellness programming

The Current Higher Educational Environment

The COVID-19 Pandemic has been the single most significant environmental challenge that has impacted and continues to impact the College, Sullivan County, and our entire country in many unexpected ways. Regarding the college specifically, the campus community implemented a herculean effort to move all learning and support services to a remote environment in a short period of time. The faculty and staff demonstrated resilience and flexibility in meeting the needs of educating and supporting students virtually. Many paper-based and in-person processes and course delivery methods were quickly converted into remote means to ensure seamless student service in a distance environment. Going through this transition has helped many parts of the College community to be more efficient in streamlining our processes.

The college experienced a reduction in staff and faculty and declines in student enrollment due to the pandemic. Unfortunately, SUNY Sullivan is not alone in facing these challenges. This unprecedented time put all institutions of higher education under tremendous pressure.

The significant impact of COVID-19 has been a decrease in AAFTE; comparing fall 2021 to fall 2019, the most recent pre-COVID semester, we see a minimal increase in headcount and a 12% decrease in AAFTEs. In addition, students are registering for fewer classes, with more choosing part-time study, and current trends indicate an increased preference for online courses over past years. Again, this seems comparable to other community colleges statewide. In addition, our Admissions office could not recruit in person for the past year and a half, making it challenging to reach students virtually, especially those who did not have reliable Wi-Fi to attend virtual events. Finally, we have seen a decline in residence hall students, mainly due to the vaccination mandate for students living on campus.

Despite the fact we couldn't recruit in person, the Admissions staff held virtual events weekly, such as open houses and high school recruitment events. As a result, we were able to recruit a respectable-sized freshmen class and open our residence halls due to the hard work of our Admissions and Athletics recruiting team.

Some of our pre-COVID challenges, and thus future opportunities through our upcoming Self-Study, include the following:

1. Nearby community colleges have expanded dorms, making them more competitive for out-of-area students.
2. Recruiting full-time working adults to attend evening and weekend classes to support local employers needing more credentialed staff.
3. On-campus student activities and local transportation options are challenging in a rural location. To help with this challenge, the county implemented Move Sullivan Bus, a new transportation service.

Over the last year, we restructured some areas to address the changing needs of the institution. The Office of Admissions changed its reporting structure to report to the Dean of Communications and Admissions, combine marketing and admissions outreach under one office, and hired a new Director of Admissions. A new Dean of Student Success and Workforce Development was hired to focus on the enrollment process, retention and to expand workforce development programming. Additionally, a new Retention Coordinator position was created to implement retention programming and work directly with at-risk students. Finally, new institutional branding was rolled out along with more aggressive, data-informed digital marketing.

In addition to new personnel and restructuring of responsibilities, we also completed a new five-year strategic plan, and our new Director of Admissions has developed a new recruiting plan for the College. The Dean of Communications and Admissions created and onboarded a custom CRM dashboard, integrating recruitment and marketing outreach. Our IR department is working with a new software system to make enrollment data more easily accessible. Additionally, the new Dean of Student Success and Workforce Development is creating a Retention and Workforce Development Plan for the College. Our Dean of Student Development Services is working on bringing new athletic sports to the College, and our Dean of Liberal Arts, Sciences and Health Sciences is working on developing new academic programming, such as negotiating

additional articulation agreements with the construction trades union and offering an Alcoholism and Drug Abuse Counseling program to attract new students.

Even though we have faced several challenges during this disruptive time in our country's history, it has also provided opportunities for the College. The number of school-age students in the county is increasing. In addition, the local real estate market is drawing in new families to the area as people are looking to relocate out of the nearby cities. Recently in the hamlet of Narrowsburg, 75 new families have moved into the area, allowing us to open an extension site to accommodate new student needs from this opposite side of the county.

Due to our safety protocols, we safely had some in-person lab classes during the 2020-2021 academic year without any COVID-19 transmissions. Additionally, this experience aided us in safely reopening our campus this summer. As a result, we have not had one occurrence of COVID-19 transmission on our campus to date.

Another new opportunity for SUNY Sullivan is our designation as a Hispanic Serving Institution. Through grant opportunities, we are currently creating supportive services to assist Hispanic students in attaining their educational goals.

This past May, we surveyed our graduates about their educational experience at SUNY Sullivan. We had an excellent survey completion rate of 83.95%. Even after the experience of moving to remote studies because of the pandemic, 97.9% of respondents said they were proud to be a SUNY Sullivan graduate, and 91.67% said they would recommend a friend or family member to SUNY Sullivan. These data reflect our faculty and staff's dedication and hard work to ensure our students receive a quality education. Because of everyone's efforts in our campus community, this spring we were ranked the number one community college in New York State by Intelligent.com.

Our Current Student Population

These are the current courses of study offered by SUNY Sullivan:

- Alcoholism and Drug Abuse AAS
- Accounting Studies CERT
- Administrative Assistant AAS AA
- Business: Accounting AAS AC
- Business Administration AAS BS
- Business Administration AS BA
- Business Administration: Marketing AAS
- Computer Graphics/Graphic Design AAS
- Computer Information Systems AAS
- Computer Support CERT
- Computer Programming AAS
- Criminal Justice AAS
- Culinary Arts AOS
- Direct Support Practice CERT
- Environmental Science AS

- Green Building Technology AAS
- Hospitality and Tourism Management AAS
- Human Services AS
- Liberal Arts and Sciences AA
- Liberal Arts and Sciences AS
- Liberal Arts and Sciences: Biology AS
- Liberal Arts and Sciences: AA
- Childhood Education (Teacher Education Transfer)
- Liberal Arts and Sciences: English AA
- Liberal Arts and Sciences: Health Sciences AS
- Liberal Arts and Sciences: History AA
- Liberal Arts and Sciences: Humanities AA
- Liberal Arts and Sciences: Mathematics AS
- Liberal Arts and Sciences: Psychology AS
- Media Arts AS
- Medical Assistant AAS
- Medical Assistant Certificate CERT
- Nursing AAS
- Pastry Arts AOS
- Physical Education Studies AS
- Professional Chef AAS
- Recreation Leadership: Fitness AAS
- Recreation Leadership: AAS
- Respiratory Care AAS
- Theater Arts AA

Our College in the High School cohort has increased over the last several years. It is a significant segment of our enrollment, comprising 15% of our AAFTEs in 2019, our previous pre-COVID year. Unlike most counties, the number of Sullivan County High School graduates is projected to grow over the next several years. Nearly 50% of students enrolled in Fall 2020 identify as either Black or Hispanic. The percentage of Hispanic students has risen steadily to 25% of the total population over the past five years.

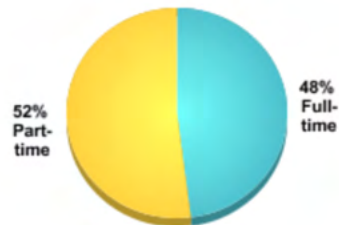
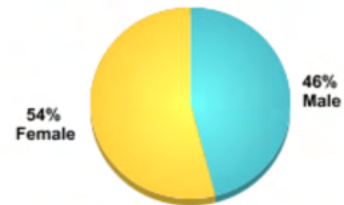
In past years, over a third of our on-campus students were from out of county; due to COVID, we did not open the residence halls for 2020-21, and our Athletics Programs did not run. However, our championship Athletics Programs are a significant part of our enrollment.

The figures below provide a snapshot of our students, based on 2019 IPEDS reports (the most current year available):

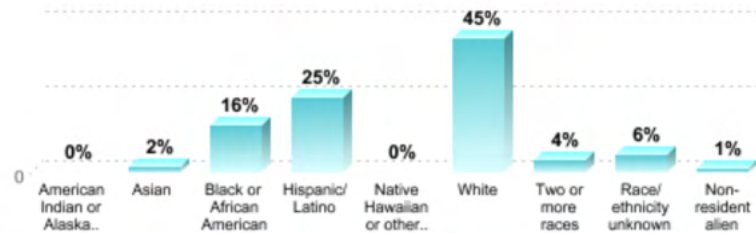
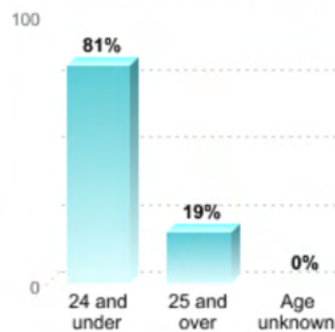
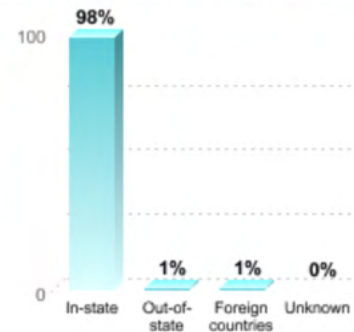
TOTAL ENROLLMENT (ALL UNDERGRADUATE)**1,628**

Undergraduate transfer-in enrollment

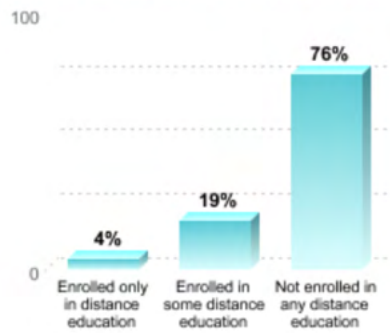
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ATTENDANCE STATUS**STUDENT GENDER****STUDENT RACE/ETHNICITY**

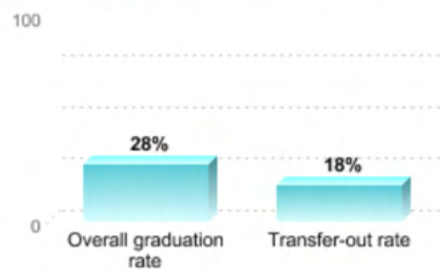
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**UNDERGRADUATE STUDENT AGE****UNDERGRADUATE STUDENT RESIDENCE**

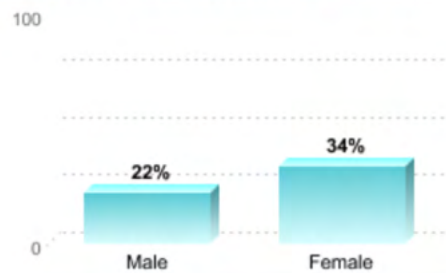
UNDERGRADUATE DISTANCE EDUCATION STATUS



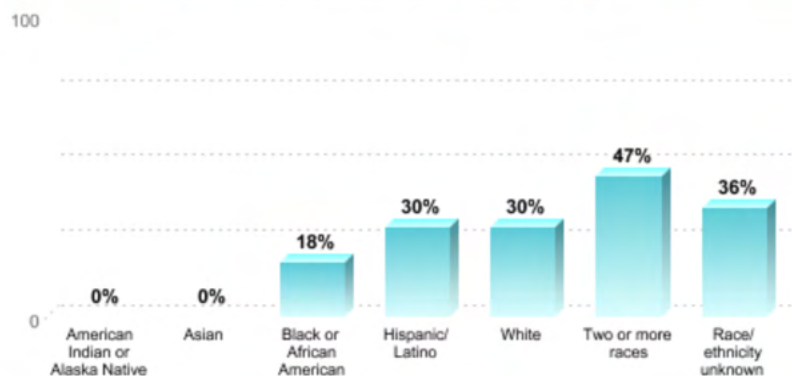
OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2017



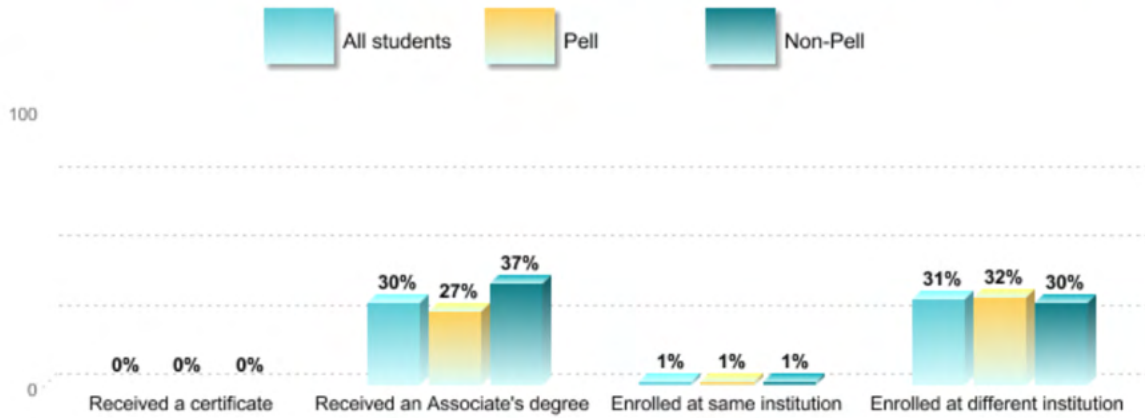
OVERALL GRADUATION RATE BY GENDER



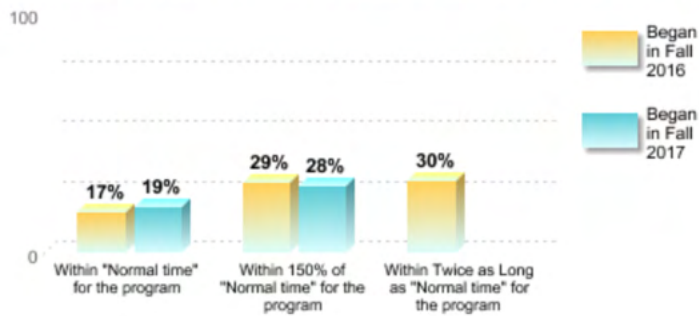
OVERALL GRADUATION RATE BY RACE/ETHNICITY



FULL-TIME, FIRST-TIME DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES WHO ENTERED IN 2012-13



GRADUATION RATES FOR STUDENTS WHO BEGAN THEIR PROGRAM IN FALL 2016 OR FALL 2017, BY TIME TO COMPLETION



2019-2020 VARSITY ATHLETES

UNKNOWN CLASSIFICATION	MEN	WOMEN
Baseball	36	–
Basketball	28	20
Track and Field, X-Country	7	3
Volleyball	–	10
Wrestling	14	–

The Context for SUNY Sullivan's Institutional Priorities

These are the reasons we selected our four Institutional Priorities:

- Enhance environmental sustainability within campus programs and policies.
 - SUNY Sullivan is considered the most eco-friendly campus in the SUNY system based on solar and geothermal energy systems. Our goal is to integrate and expand environmentally friendly practices into campus life and across the curriculum.
- Strengthen the culture of assessment.

- Assessment helps all know how well our efforts match the intended outcomes, and SUNY Sullivan strives to understand how effectively we are doing this for our students to continually improve.
- 3. Strengthen financial stability.
 - Due to the uncertain effects of COVID and shifting urban and rural populations, we must develop multiple approaches to increasing revenue beyond focusing on student retention alone. Therefore, our Foundation Board is reviewing development strategies for future implementation.
- 4. Revitalize workforce programming with community collaboration
 - Currently, unemployment in Sullivan County is at 6.10%. As a result, area employers are requesting assistance in training and developing the workforce to match the growing employment opportunities in the county. Therefore, we are forming new business advisory committees to inform our curriculum while also creating apprenticeships and new workforce training opportunities, such as new certified nursing assistant (CNA) and Licensed Practical Nursing (LPN) programs, to meet the needs of local employers.

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

In May 2021, the College's President and Board of Trustees approved SUNY Sullivan's five-year Strategic Plan, including revised Mission, Vision, and Values statements. Utilizing our new strategic plan and in collaboration with campus constituents, the College's MSCHE Steering Team members identified four Institutional Priorities to be addressed in the College's Self-Study.

During the Spring 2021 semester, the Steering Committee held open meetings with the campus community to identify campus priorities. Utilizing a thoughtful and collaborative process, the Steering Committee developed a broad initial draft of the Institutional Priorities that included many action items within each standard. The Accreditation Liaison Officer, Jeffrey Keefer, met with the MSCHE representative Idna Corbett for guidance regarding Institutional Priorities. The Core Team, composed of Jessica Barkl, Eleanor Davis, Charissa Gonzalez, Rose Hanofee, Jeffrey Keefer, and Jennifer Wrage, acting in the capacity of the project leadership team, narrowed the College's Institutional Priorities and ensured that each priority and action item aligned with the College's revised Mission and Goals. The Core Team reviewed the four Institutional Priorities with the Steering Committee and the College's administration to obtain consensus on the priorities.

SUNY Sullivan's four Institutional Priorities to be addressed in the Self-Study are as follows:

1. Enhance environmental sustainability within campus programs and policies.
2. Strengthen the culture of assessment.
3. Strengthen financial stability.
4. Revitalize workforce programs with community collaboration.

The College's Institutional Priorities align with SUNY Sullivan's revised Mission, strategic plan goals, and MSCHE accreditation standards. They were shared with and approved by both the Steering Committee and the College President, Jay Quaintance.

The Core Team took the four Institutional Priorities and identified which Standards they most closely aligned with, creating a total of 7 specific items we will focus on across our reaccreditation process. These seven items, which we are referring to as our 7 Institutional Priority Goals, will help us to address structural and process opportunities we have identified that will, in turn, enable us to move toward achieving our Mission and Vision itself. These were shared with our Steering Committee and the President, and with consensus agreement, we are focusing on them as part of this entire process.

Institutional Priorities Mapped to Institutional Mission

The SUNY Sullivan Mission Statement is as follows:

SUNY Sullivan is the leader of innovative higher education and a catalyst for workforce development throughout the Sullivan Catskills and beyond. Our diverse community cultivates personal growth and professional advancement, preparing students for success in a sustainable and interconnected world.

Alignment of Mission with Institutional Priorities				
SUNY Sullivan's Mission Elements:	Enhance environmental sustainability within campus programs and policies	Strengthen the culture of assessment	Strengthen financial stability	Revitalize workforce programming with community collaboration
A leader of innovative higher education throughout the Sullivan Catskills and beyond	X	X	X	X
A catalyst for workforce development throughout the Sullivan Catskills and beyond	X	X	X	X
Cultivates personal growth		X		X
Cultivates professional advancement		X		X
Prepares students for success in a sustainable and interconnected world	X	X	X	

Institutional Priorities Mapped to Institutional Goals

Alignment of Strategic Goals with Institutional Priorities				
SUNY Sullivan's Strategic Plan Goals:	Enhance environmental sustainability within campus programs and policies	Strengthen the culture of assessment	Strengthen financial stability	Revitalize workforce programming with community collaboration
Goal 1- Lead environmental sustainability across higher education	X	X	X	X
Goal 2- Expand our athletic excellence and achievements		X	X	
Goal 3- Cultivate a workforce development program for the Catskills region	X		X	X
Goal 4- Determine a College-wide development strategy		X	X	
Goal 5- Expand community/cultural partnerships	X		X	X
Goal 6- Develop a strategy for advanced digital technology	X		X	
Goal 7- Expand into additional student markets	X		X	X
Goal 8- Strengthen the culture of student support		X	X	

Institutional Priorities Mapped to the MSCHE Standards

Alignment of MSCHE Standards with Institutional Priorities				
Middle States Standards:	Enhance environmental sustainability within campus programs and policies	Strengthen the culture of assessment	Strengthen financial stability	Revitalize workforce programming with community collaboration
1. Mission and Goals			IP 1A - Assess and monitor progress on Middle States and Strategic Plan Goals at least once per year.	IP 1B - Develop and implement an alumni strategy for tracking, outreach, contributions, and workforce development connections.
2. Ethics and Integrity		IP 2A - Review and revise all campus policies to ensure they are accurate, ethical, respectful, and inclusive, and ensure that all policies are reviewed on a 5-year cycle.		
3. Design and Delivery of the Student Learning Experience				
4. Support of the Student Experience	IP 4A - Develop an institutional plan of action to infuse sustainability components across all elements of student life and academics.	IP 4B - Identify the impact student life and athletics have on persistence and retention.		
5. Educational Effectiveness Assessment			IP 5A - Develop and prioritize a schedule of programs to be reviewed and implement a plan that will assist the College to improve financial stability in regards to academic programs and services.	
6. Planning, Resources, and Institutional Improvement				IP 6A - Identify workforce programming opportunities for student job placement preparation and support through partnering with community resources.
7. Governance, Leadership, and Administration				

III. Intended Outcomes of the Self-Study

SUNY Sullivan intends to achieve the following four outcomes through conducting our Self-Study process:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
2. Focus on continuous improvement in the fulfillment of the institution's Mission and its Institutional Priorities
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
4. Establish processes and structures to enact our Mission and Vision and move our Strategic Goals forward through achieving our Institutional Priorities.

We as a College firmly believe in the words of our Vision Statement—*SUNY Sullivan is the heart of higher education and culture in the Catskills*—and we realize there will be many challenges and opportunities along this path toward fully realizing our Mission. However, we also know that Vision Statements can become simply idealized words that hang on the wall somewhere unless there are tangible steps to enact them and move us closer to this ideal future state.

As a result, we will use this Self-Study process as an opportunity to help us advance toward our Mission in a way that ordinary, ongoing operations, education, and engagement alone cannot do.

IV. Self-Study Approach

SUNY Sullivan has chosen to engage in a Standards-Based Approach to our Self-Study.

Our Core Team and Steering Committee discussed the difference between standards-based and priorities-based approaches. We agreed on a comprehensive review focused on the 7 MSCHE Standards rather than organizing our work according to our Institutional Priorities. We learned in the Self-Study Institute that Priorities-Based reviews are appropriate for institutions with a track record of compliance and where the assessment of progress on Institutional Priorities makes sense within a strategic planning process. When we discussed these two options internally and made this decision, SUNY Sullivan's 2021 - 2025 Strategic Planning process was underway and nearing its conclusion.

Given we could not wait for this process to conclude before beginning our work, following a standards-based approach made more sense. Without the revised Strategic Plan, which has since been completed, it was also challenging to clearly define our Institutional Priorities, as they had to align with our revised Mission and Goals. It is essential for us to focus on the standards and demonstrate that we learned from gaps discovered in our previous Self-Study; therefore, this approach seems the most appropriate. SUNY Sullivan's president agrees with this decision.

V. Organizational Structure of the Steering Committee and Working Groups

SUNY Sullivan has decided on the following structures for our committees and working groups. As a small, rural community college within the State University of New York (SUNY) system, we will overlap roles and responsibilities due to limited resources. We will have a Core Team, which will fill the role of leading and project managing the Self-Study process, ensuring consistency with all deliverables, while being responsible for meeting due dates, along with a Steering Committee, which will be tasked with providing evidence of our meeting and compliance with the 7 MSCHE Standards and the 15 Requirements of Affiliation.

The Core Team includes the following individuals:

SUNY Sullivan MSCHE Self-Study Core Team		
Name	Role	Campus Position/Responsibility
Jessica Barkl	Co-Chair: Self-Study Steering Committee	Associate Prof. of Theater and Speech/Theater Program Director
Eleanor Davis	Core Team Member	Dean of Communications and Admissions
Charissa Gonzalez	Core Team Member	Senior Admin. Assoc. To the VP for Academic & Student Affairs
Rose Hanofee	Core Team Member	Dean of Liberal Arts, Sciences, and Health Sciences
Jeffrey Keefer	Accreditation Liaison Officer (ALO); Chair: Self-Study Steering Committee	Director of Institutional Research
Jennifer Wrage	Core Team Member	Dean of Student Success & Workforce Development

The Core Team consists of two members who completed the Self-Study Institute (SSI), along with a member of our faculty serving as our Self-Study co-chair, three deans, and a staff member to provide overall administrative support to the reaccreditation process itself.

Going forward, this team will perform the following tasks:

- Manage the reaccreditation project to ensure all deliverables and due dates are met.
- Ensure the timeline is implemented as planned.
- Ensure the Steering Committee identifies and provides evidence for areas where we meet the standards and need to improve.
- Assist working groups in determining ways to begin meeting any criteria we are not currently meeting.
- Coordinate with SUNY Sullivan's Interim VP of Academic and Student Affairs, who will serve as ex-officio to the Core Team.
- Provide progress reports to the President.
- Oversee the writing of the Self-Study Report.

As we have selected a Standards-Based Self-Study approach, we formed our Steering Committee based on the 7 Standards. The chair and co-chair of each of the seven Working Groups are responsible for their own standard and two additional members comprise the Steering Committee. Members of the Steering Committee were selected and invited to join this based on several inclusion factors. These include representation from across the College communities, including administration, faculty, and staff, and drawing from both College unions and the faculty governance committee Faculty Council.

The Steering Committee is comprised of the following individuals:

SUNY Sullivan MSCHE Self-Study Steering Committee		
Name	Role	Campus Position/Responsibility
Jessica Barkl	Co-Chair; Member, Standard 6 Working Group	Associate Prof. of Theater and Speech, Division of Liberal Arts, Sciences and Health Sciences/Theater Program Director
Andrew Becker	Chair, Standard 6 Working Group	Computer Programmer: Enterprise Applications - Information Technology
Eleanor Davis	Co-Chair, Standard 1 Working Group	Dean of Communications and Admissions
Faith Deming	Co-Chair, Standard 6 Working Group	Controller - Finance
Chris DePew	Chair, Standard 4 Working Group	Dean of Student Development Services / Director of Athletics
Charissa Gonzalez	Project Coordinator	Office of the VP of Academic and Student Affairs
Stephanie Greeno	Co-Chair, Standard 2 Working Group	Director of Human Resources
Rose Hanofee	Chair, Standard 2 Working Group	Dean of Liberal Arts, Sciences, and Health Sciences
Naquan Holman	Co-Chair, Standard 4 Working Group	Enrollment Specialist - Office of Recruiting and Admissions
Jeffrey Keefer	Accreditation Liaison Officer (ALO) / Chair, Standard 1 Working Group	Director of Institutional Research
Jennifer King	Co-Chair, Standard 7 Working Group	Director of Learning and Student Development Services/ Counselor
Allen Kotun	Chair, Standard 5 Working Group	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Kenneth Luck	Co-Chair, Standard 3 Working Group	Assistant Professor, Division of Liberal Arts, Sciences, and Health Sciences

Tamara Porter	Chair, Standard 3 Working Group	Coordinator of First-Year Experience/Academic Advisor, Center for Student Learning & Development Services
Robert Psarudakis	Committee Member, Standard 7 Working Group	Database Specialist - Registrar's Office
Anne Ruszkiewicz	Chair, Standard 7 Working Group	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Dani Weber	Co-Chair, Standard 5 Working Group	Associate Professor, Division of Liberal Arts, Sciences, and Health Sciences
Jennifer Wrage	Cross-Standard Team Support	Dean of Student Success & Workforce Development, Office of the VP for Academic & Student Affairs

The Steering Committee includes all the Core Team members and other members from across faculty and staff. It will do the following:

- Consult with institutional stakeholders and identify areas of strength and opportunity associated with achieving the institution's Mission.
- Establish, charge, and oversee the Working Groups and coordinate their work.
- Ensure the Institutional Priorities are adequately addressed in the Working Groups' analyses.
- Oversee the completion of the Evidence Inventories and Verification of Compliance materials.
- Review interim reports that will be used to write the final Self-Study Report.
- Employ a Communications Plan to communicate within the institution effectively.
- Arrange for institution-wide review of and responses to a draft of the Self-Study Report.
- Oversee completion of the final Self-Study Report, including refinement of the evidence
- Oversee arrangements to host the Evaluation Team visit.

Each of the 7 Working Groups, one for each of the 7 MSCHE Standards, comprises five people--the chair and co-chair and three other members. We intentionally sought diversity with these groups, including a mixture of faculty, staff, and administration from across the College.

SUNY Sullivan MSCHE Self-Study Standards Working Groups

Standard 1 Working Group - Mission and Goals		
Name	Role	Campus Position/Responsibility
Jeffrey Keefer	Chair	Director of Institutional Research
Eleanor Davis	Co-Chair	Dean of Communications and Admissions
Nick Clark	Member	Technical Assistant-Programming and Operations, Information Technology
Art Riegal	Member	Professor, Sullivan Catskill Hospitality Institute

Hailey Gorton	Member	Administrative Associate, Office of Human Resources
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Standard 2 Working Group - Ethics and Integrity		
Rose Hanofee	Chair	Dean of Liberal Arts, Sciences, and Health Sciences
Stephanie Greeno	Co-Chair	Director of Human Resources
Aaron Smith	Member	Technical Assistant, Library Support Staff, Liberal Arts, Sciences, & Health Sciences
Dorothy Vales	Member	Associate Professor, Liberal Arts, Sciences, & Health Sciences
Ryan Snair	Member	Coordinator of Fieldhouse Operations and Equipment, Athletics/Physical Education

Standard 3 Working Group - Design & Delivery of the Student Learning Experience*		
Tammy Porter	Chair	Coordinator of First-Year Experience/Academic Advisor, Center for Student Learning & Development Services
Kenneth Luck	Co-Chair	Assistant Professor, Division of Liberal Arts, Sciences, and Health Sciences
Michael Bel	Member	Director of Sullivan Catskill Hospitality Institute
Jennifer Martinetti	Member	Bursar, Finance
Shirley Sinacore	Member	Coordinator of Instructional Design and Online Learning, Office of the VP for Academic & Student Affairs

Standard 4 Working Group - Support of the Student Experience*		
Chris DePew	Chair	Dean of Student Development Services / Director of Athletics
Naquan Holman	Co-Chair	Enrollment Specialist, Office of Recruiting and Admissions
Christina Buckler	Member	Director of Recruiting and Admissions, Office of Recruiting and Admissions
Klu Padu	Member	Career Placement and Transfer Advisor, Center for Student Learning and Development Services
Lisa Caloro	Member	Professor, Division of Liberal Arts, Sciences, and Health Sciences

Standard 5 Working Group - Educational Effectiveness Assessment*		
Allen Kotun	Chair	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Dani Weber	Co-Chair	Associate Professor, Division of Liberal Arts, Sciences, and Health Sciences

Simon Clement	Member	Coordinator of Fieldhouse Operations & Equipment, Athletics
Lisa Topolovec	Member	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Kathy Scullion	Member	Instructional Assistant Division of Liberal Arts, Sciences, and Health Sciences

*Standards III, IV, and V will involve student input and engagement, and given we are a 2-year college, the students have not yet been identified, and they may turn over during the Self-Study process.

Standard 6 Working Group - Planning, Resources, and Institutional Improvement		
Andrew Becker	Chair	Computer Programmer: Enterprise Applications - Information Technology
Faith Deming	Co-Chair	Controller - Finance
Jessica Barkl	Member	Associate Prof. of Theater and Speech, Division of Liberal Arts, Sciences and Health Sciences
Adam Linko	Member	Financial Aid Assistant, Financial Aid
Deb Waller-Frederick	Member	Associate Dean of Student Engagement, Student Development Services

Standard 7 Working Group - Governance, Leadership, and Administration		
Anne Ruszkiewicz	Chair	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Jen King	Co-Chair	Director of Learning and Student Development Services/ Counselor
Robert Psarudakis	Member	Database Specialist - Registrar's Office
Dave Pollack	Member	Professor, Division of Liberal Arts, Sciences, and Health Sciences
Maura Caycho	Member	Director of Executive Operations and Administrative Associate to the Board of Trustees, Office of the President

The Working Groups will assume responsibility for the following:

- Creating their own schedule to meet and engage in their Standard's data collection.
- Tracking their efforts through an individual working-group-focused resource document that will contain a running agenda and updated minutes of all meetings.
- Reviewing their accreditation Standard and exploring relevant resources to ensure they understand their standard's requirements.
- Gathering evidence associated with their Standard to determine whether the College is in compliance, and using the relevant assessment rubric developed by the Core Team in conjunction with the Steering Committee.
- Identifying all gaps that may need to be addressed.
- Composing a draft Self-Study Report based on findings tied to each of the criteria, which the Steering Committee will review and use to compile the final Self-Study Report.
- Reviewing the draft Report, making any needed changes, and submitting them to the Steering Committee for review.

- Examining relevant documentation, processes, and procedures related to the standard under review and analyzing the extent to which SUNY Sullivan meets or exceeds the criteria established by the standard.
- Providing evidence, where such evidence exists, regarding the periodic assessment of the standard.
- Stating the recommendations for improving student success and institutional effectiveness that evolved from the review of the standard.
- Evaluating the Standard (and the Requirements of Affiliation) and its consistency with the College's Mission and Strategic Plan.

After the 7 Working Groups undertake their responsibilities, the information gathered and reviewed will be developed into a summary report by each group that will form the basis of the Self-Study Report. The identified strengths associated with each standard will constitute evidence of compliance with the Standards and Requirements of Affiliation. Identified gaps will include areas of improvement for the College and will be met through the Self-Study process.

The list of Working Group members was shared with each of the Working Groups. They are encouraged to work with each other on common areas of interest. Further, the leadership team attends Working Group meetings and serves as the conduit between groups in ensuring collaboration.

VI. Guidelines for Reporting

The 7 Working Groups are expected to use an Evidence Catalog, one for each working group, to collect and track their efforts. These were created for each Working Group in Google Sheets to make it easier to access the information and use them as living documents. We envision the working groups to iterate upon these, focusing on each element of evidence meeting the Standard's criteria. As our Institutional Priorities are connected across the Standards, they are included in these Evidence Catalogs.

The status of all criteria for each of the Standards will be in one of three stages based on these questions:

1. Are we doing this well?
2. Are we doing this but need to improve?
3. Are we not doing this?

We believe the process will initially have some items across steps 1, 2, or 3, with the understanding that this Self-Study process will aim to move everything to the “Are we doing this well?” column, thus resulting in a Yes in status step for each item and our ability to demonstrate we meet MSCHE criteria for compliance. Once criteria are identified as doing this well, that means we will have sufficient evidence to write up our Self-Study report on that Standard.

Below are the original 7 Evidence Catalogs we created for our evidence gathering process, matching the 7 MSCHE Standards. These include each of the criteria and sub-criteria of the Standard, along with our initial Institutional Priority Goals. These items are considered living documents, as they will be used to and kept current with notes, people across the College community to speak with, and discussions about evidence:

Standard I - Mission and Goals

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

Criteria	Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
	Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
An accredited institution possesses and demonstrates the following attributes or activities:							
1	clearly defined mission and goals that:						
	a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;						
	b. address external as well as internal contexts and constituencies;						
	c. are approved and supported by the governing body;						
	d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;						
	e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;						
	f. are publicized and widely known by the institution's internal stakeholders;						
	g. are periodically evaluated;						
2	institutional goals that are realistic, appropriate to higher education, and consistent with mission;						
3	goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and						
4	periodic assessment of mission and goals to ensure they are relevant and achievable.						
IP1	Assess and monitor progress on Middle States and Strategic Plan Goals at least once per year.						
IP2	Develop and implement an alumni strategy for tracking, outreach, contributions, and workforce development connections.						

Standard II - Ethics and Integrity

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

Criteria	Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
	Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
An accredited institution possesses and demonstrates the following attributes or activities:							
1	a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;						
2	a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;						
3	a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;						
4	the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;						
5	fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;						
6	honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;						
7	as appropriate to its mission, services or programs in place:						
	a. to promote affordability and accessibility;						
	b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;						
8	compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:						
	a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;						
	b. the institution's compliance with the Commission's Requirements of Affiliation;						
	c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;						
	d. the institution's compliance with the Commission's policies; and						
9	periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.						
IP3	Review and revise all campus policies to ensure they are accurate, ethical, respectful, and inclusive, and ensure that all policies are reviewed on a 5 year cycle.						

Standard III - Design and Delivery of the Student Learning Experience

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

Criteria		Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
		Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
An accredited institution possesses and demonstrates the following attributes or activities:								
1	certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;							
2	student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:							
	a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;							
	b. qualified for the positions they hold and the work they do;							
	c. to promote affordability and accessibility;							
	d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;							
	e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;							
3	academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;							
4	sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;							
5	at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:							
	a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;							
	b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and							
	c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;							
6	in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;							
7	adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and							
8	periodic assessment of the effectiveness of programs providing student learning opportunities.							
IP4	Identify, assign and monitor success metrics for Advisory Councils for career track AAS and AOS programs.							

Standard IV - Support of the Student Experience

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

Criteria		Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
		Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
An accredited institution possesses and demonstrates the following attributes or activities:								
1	clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:							
a.	accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;							
b.	a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;							
c.	orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;							
d.	processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;							
2	policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;							
3	policies and procedures for the safe and secure maintenance and appropriate release of student information and records;							
4	if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;							
5	if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and							
6	periodic assessment of the effectiveness of programs supporting the student experience.							
IP5	Develop an institutional plan of action to infuse sustainability components across all elements of student life and academics.							
IP6	Address gaps in student success and satisfaction metrics across athletic and student life/student activities.							
	Assess the impact of student life and athletics on retention and persistence and create a plan to address any identified gaps.							
IP7								

Standard V - Educational Effectiveness Assessment

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

Criteria		Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
An accredited institution possesses and demonstrates the following attributes or activities:		Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
1	clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;							
2	organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:							
	a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;							
	b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;							
	c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;							
3	consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:							
	a. assisting students in improving their learning;							
	b. improving pedagogy and curriculum;							
	c. reviewing and revising academic programs and support services;							
	d. planning, conducting, and supporting a range of professional development activities;							
	e. planning and budgeting for the provision of academic programs and services;							
	f. informing appropriate constituents about the institution and its programs;							
	g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;							
	h. implementing other processes and procedures designed to improve educational programs and services;							
4	if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and							
5	periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.							
IP8	Map newly approved Institution Learning Outcomes (ILOs) to where they should be met and design and implement a process to measure their success.			Yes				
IP9	Develop and prioritize a schedule of programs to be reviewed and implement a plan to that will assist the college to improve financial stability in regards to academic programs and services.							

Standard VI - Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria	Status			What evidence demonstrates this?	Notes	People to ask	Write-Up Status
	Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?				
An accredited institution possesses and demonstrates the following attributes or activities:							
1	institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;						
2	clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;						
3	a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;						
4	fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;						
5	well-defined decision-making processes and clear assignment of responsibility and accountability;						
6	comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;						
7	an annual independent audit confirming financial viability with evidence of followup on any concerns cited in the audit's accompanying management letter;						
8	strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and						
9	periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.						
IP10	Develop comprehensive planning and deferred maintenance for facilities, infrastructure, and technology that highlights environmental sustainability and connects the college's strategic and financial planning processes.						
IP11	Identify workforce programming opportunities for student job placement preparation and support through partnering with community resources.						

Standard VII - Governance, Leadership, and Administration

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

Criteria	Are we doing this well?	Are we doing this but need to improve?	Are we not doing this?	What evidence demonstrates this?	Notes	People to ask	Write-Up Status
An accredited institution possesses and demonstrates the following attributes or activities:							
1	a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;						
2	a legally constituted governing body that: serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; a. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; b. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution; c. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; d. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; e. appoints and regularly evaluates the performance of the Chief Executive Officer; f. is informed in all its operations by principles of good practice in board governance; g. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; h. supports the Chief Executive Officer in maintaining the autonomy of the institution;						
3	a Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;						
4	an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and f. periodic assessment of the effectiveness of governance, leadership, and administration.						

To help project manage the process and provide structure to the various efforts, we have also developed an MSCHE Task document for the tasks that will need more structure as the initiatives, such as some of our tasks related to our Institutional Priorities need to be developed. These documents are intended to be used by the Task owners, partnering with a Steering Committee Working Group Liaison, to manage timeframes and produce monthly status reports for the Steering Committee. They are especially helpful for items considered a Yes when asking the question, “Are we not doing this?” These are the items that need immediate attention to move forward.

The MSCHE Task document template we developed for this purpose is below:



MSCHE Task [Number: Summary]

[STANDARD and LINK]

[STANDARD SUMMARY]

Criteria:

[Number and Main Point here if needed]
[Subpoint if needed]

Owner:

Steering Committee Liaison:

Due (designed, developed, implemented, and assessed): **May 15, 2022**

Participants/Working Group Member:

This area of work has been identified as a requirement as part of our Middle States Commission on Higher Education (MSCHE) effort. This Guidance is to provide an overall framework for what elements will be needed.

Timeline Expectations

Status Updates are due to the Steering Committee Liaison by the **1st Monday** of each month.

Internal Timeline:

- Policies need to be developed/revise and finalized by:
- Procedures need to be developed and finalized by:
- Structures need to be developed and finalized by:
- Implementation should be by:
- Measured for success by:

Overall Guidance

This effort should include aspects of Policies, Procedures, and Structures as defined below.

Policies: Public and accessible policies SUNY Sullivan established to guide College work. This includes what should be done, who should do it, when it should be done, and how we can measure it for success.

Procedures: A series of steps, processes, methods, or courses of action SUNY Sullivan has in place to accomplish and provide evidence this policy is accomplished. This includes how the work will be done.

Structures: Committees, offices, or individuals who are responsible to do this work. This includes who will do this work.

Status Updates

***GUIDANCE:** What progress has been made, what are the next steps, and who is responsible for what? Please have the newest updates on the top.*

Update as of Oct 4, 2021

Notes:

The College's Self-Study process is outlined by a comprehensive and detailed timeline that includes the working groups' deliverables. The 7 Working Groups understand the work to be completed and submitted to the Co-Chairs and the Steering Committee. Within this comprehensive timeline, Working Groups are given autonomy to delegate and meet deadlines for their work. However, the Working Groups are expected to meet regularly, document meetings and action steps, and provide regular updates to their Co-Chair liaisons. The Steering Committee meets bimonthly, and the Core Team meets weekly to move this effort forward.

The first phase of the Self-Study process has focused on establishing the organizational structure of the accreditation team, understanding the Self-Study process and expectations, developing the Self-Study Design, and planning to host the Preparation Visit. During this time, the Steering Committee has been actively engaged in meetings and one-on-one with the Co-Chair liaisons to develop the lines of inquiry that will guide the work of the Working Groups.

By the end of the Summer of 2021, the Working Groups began to approach their lines of inquiry research. Each Working Group completed the first draft of their Evidence Catalog. This information will then be discussed within the Steering Group, with updates made in real-time to these living documents as they are collaboratively available to the team. The Core Team has met with the College leadership to identify and address any gaps, especially with new initiatives being developed in conjunction with the MSCHE Self-Study process. The Core Team will review the Evidence Catalogs and MSCHE Task Documents, attend to gaps in information, and coordinate efforts to acquire the needed evidence with the Steering Committee and any identified owners of various Tasks across the College.

By the Spring of 2022, the Working Groups will be expected to finalize their work collecting and reviewing evidence and to have Evidence Catalogs that have all items with the status of Yes in response to the question, “Are we doing this well?” Then, provided the evidence is presented and satisfactory to meet all aspects of the various criteria, it will be ready to be written up for the Self-Study report.

By the Summer of 2022, the Self-Study report parts can begin to be written up by the Steering Committee members using the work generated by each of the 7 Working Groups. The finalization of the Self-Study report will be the responsibility of the Co-Chairs with assistance from the Steering Committee. The Steering Committee and Co-Chairs will compile the reports from the Working Groups into a first draft. A final draft will be completed in Fall 2022 and distributed comprehensively College-wide for review, input, and feedback.

Self-Study Report Formatting

Working Groups will be expected to submit their Self-Study parts using the default formatting available within the shared Google Drive used for all other parts of the Self-Study process. The files will be revised within the shared drive there, and upon completion, will be output to Microsoft Word for final formatting.

The final Self-Study will follow the following format within Microsoft Word:

- Times New Roman 12.
- Single space in the body of text; double space between paragraphs.
- Single space after sentences.
- 1-inch margins on all sides.
- Left-aligned text with paragraphs that are not indented.
- Fifteen pages maximum for each chapter, including charts, graphs, and data sources as evidence within the narratives.
- Section headings will be bold, Times New Roman 12.
- Capitalize proper division names, e.g., Liberal Arts; Disciplines are usually lower case, e.g., biology, nursing except for English and foreign languages; College will be capitalized when referring to SUNY Sullivan; language-specific to MSCHE that will be capitalized includes Standards, Self-Study, Institutional Priorities, Steering Committee, Core Team, and Co-Chairs.
- Use concise, jargon-free language; prefer active to passive voice.

VII. Organization of the Final Self-Study Report

The final Self-Study report will be evidence-based, well-organized, and concise. The Executive Summary will introduce the MSCHE Evaluation Team to SUNY Sullivan by describing our history, vision, achievements, challenges, and goals. In addition, the report will share evidence-based data on the College’s enrollment, educational effectiveness, student learning experience, finances, governance, leadership, and other effectiveness measures. Hyperlinks, a list of tables and charts, and appendixes will be included for the Evaluation Team to access all pertinent information easily.

Each accreditation Standard will be discussed in its own chapter that includes an introduction, description of the evidence, and a summary of the analysis. Within each Standard's summary, the group will highlight areas where the College is meeting or exceeding the Standard and Requirements of Affiliation, along with describing areas of opportunities for future growth. Finally, the last chapter of the Self-Study report will be a thoughtful conclusion that will illustrate what the College has learned from participating in the Self-Study process and recommendations for improvements and innovations.

As we engage in our Self-Study efforts, we will ensure that evidence will be presented to demonstrate compliance with previous MSCHE evaluations and feedback. We will highlight these efforts in our Institutional Priority Goal for Standard 1, IP 1A. The Steering Committee identified and acknowledged the need to attend to past recommendations and future compliance, creating IP 1A to ensure the College reviewed and implemented the recommendations and remained on task. Additionally, we will include regular communication of the College Mission Statement along with transparent and available policy governance documents, connecting them with our progress toward meeting our Strategic Plan, evidence of implementing and assessing the results of a robust institutional assessment plan, and program review consistent with the policy governance documents. Finally, budgetary stewardship will be consistent with the Strategic Plan and college-wide assessment results.

This is the overall framework we are planning for our Self-Study report:

Pre-Chapter Contents	Table of Contents List of Tables and Charts List of Hyperlinks List of Appendices Executive Summary Evidence to Demonstrate SUNY Sullivan's Addressing Previous MSCHE's Actions Acknowledgments: Steering Committee & Working Groups
Chapter 1	Overview of SUNY Sullivan
Chapter 2	Documentation of the Self-Study Process
Chapter 3	Verification of Compliance (Requirements of Affiliation)
For each Standard, including their related Institutional Priorities, the Chapter will include <i>Introduction, Evidence & Analysis, and Summary (including highlighting areas where we are meeting or exceeding the Standard and Requirements of Affiliation, along with areas of opportunities for future growth)</i>	
Chapter 4	Standard 1 - Mission and Goals
Chapter 5	Standard 2 - Ethics and Integrity
Chapter 6	Standard 3 - Design and Delivery of the Student Learning Experience
Chapter 7	Standard 4 - Support of the Student Experience
Chapter 8	Standard 5 - Educational Effectiveness Assessment

Chapter 9	Standard 6 - Planning, Resources, and Institutional Improvement
Chapter 10	Standard 7 - Governance, Leadership, and Administration
Chapter 11	Conclusion and Recommendations for Improvement and Innovation
Appendices	

VIII. Verification of Compliance Strategy

SUNY Sullivan understands that the Self-Study review includes demonstrating federal compliance mandated by the U.S. Department of Education. As outlined by MSCHE, we will provide documentation in writing that compliance is approved and administered via applicable institutional processes, is available to constituents, and reflects current practice. The Core Team has identified the individual positions to assist with compiling the evidence necessary to verify compliance: see below. The Core Team will work together with the Steering Team to review and organize the evidence to present to MSCHE.

Student identity verification in distance & correspondence education	Coordinator of Instructional Design and Online Learning
Transfer of credit policies and articulation agreements	Registrar
Title IV program responsibilities	Director of Financial Aid
Institutional record of student complaints	Dean of Students & Director of Public Safety
Required information for students and the public	Dean of Communications & Admissions
Standing with State and other accrediting agencies	VP, Academic & Student Affairs
Written arrangements	VP, Academic & Student Affairs
Assignment of credit hours	VP, Academic & Student Affairs

IX. Self-Study Timetable

This timeline is based on a Self-Study visit in April of 2023.

SUNY Sullivan Self-Study Timeline			
Date(s)	Activity/Task	Status	Notes
November 2020	<ul style="list-style-type: none"> Self-Study Institute 	Complete	Jeffrey, Rose, and Keith attended

January 2021	<ul style="list-style-type: none"> ● Assemble Core Team (initially Project Team) ● Assemble Steering Committee ● Remote meeting with Commission staff liaison ● Begin to draft SSD 	Complete	
February – April 2021	<ul style="list-style-type: none"> ● Assemble Working Groups ● Finalize College Strategic Plan (submitted 4/30; approved by President and BoT in May) ● Determine Institutional Priorities 	Complete	
June - July 2021	<ul style="list-style-type: none"> ● Transition ALO ● Reconstitute Core Team & Steering Committee ● Revise and align Institutional Priorities with the revised Mission & MSCHE Standards ● Draft Self-Study Design 	Complete	
August – September 2021	<ul style="list-style-type: none"> ● Submission of the Self-Study Design ● Begin gap analysis and a plan to meet criteria that are not being met 		MSCHE feedback by mid/late September Begin gap analysis
September 2021	<ul style="list-style-type: none"> ● Commission staff liaison Self-Study Prep Visit to campus (via Zoom) ● Revisions and acceptance of SSD 		November 1
September 2021 – May 2022	<ul style="list-style-type: none"> ● Working Groups gather and analyze evidence and identify gaps ● Working Groups submit progress reports to Steering Committee ● Identified gaps to be filled ● Identified gaps to be filled ● Begin drafting Self-Study 		
May 2022 – September 2022	<ul style="list-style-type: none"> ● Self-Study Evaluation Team Chair chosen ● Visit dates chosen ● Accepted SSD sent to Chair ● Self-Study drafted and shared with the campus community 		
October – December 2022	<ul style="list-style-type: none"> ● Self-Study revisions and campus review 		
January 2023	<ul style="list-style-type: none"> ● Self-Study Report draft sent to Team Chair (two weeks before visit) ● Team Chair's Preliminary Visit 		
February – March 2023	<ul style="list-style-type: none"> ● Self-Study Report finalized based on Team Chair feedback, ● Report shared with campus ● Final Self-Study Report ● Verification of Compliance ● Evidence Inventory uploaded to MSCHE portal (six weeks before team visit) 		
April 2023	<ul style="list-style-type: none"> ● Self-Study Evaluation Team Visit 		
May 2023	<ul style="list-style-type: none"> ● Team Report ● Institutional Response 		

June 2023	● Commission meets to determine action		
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X. Communication Plan

The Steering Committee will oversee our Communication Plan with support from the Core Team:

January 2021

College groups are informed about the Middle States Commission on Higher Education visit and briefed on the new standards and the requirement to conduct an extensive review. In addition, the Executive Committee, Faculty Council, and President's Cabinet, whose members represent the key constituents at the College, are all briefed on the process. These stakeholders will continue to be informed on the Self-Study process at all meetings for the duration of the MSCHE process.

Spring 2021

Steering and standards committees are formed and briefed on the MSCHE process overview. The Executive Committee is informed on progress weekly. In addition, an overview of the MSCHE Self-Study process was presented at the President's Cabinet meeting to the College Community.

Summer 2021

The Board of Trustees is given a presentation on the MSCHE process at the July Board meeting by a Core Team member. In addition, a presentation on the MSCHE process and the Institutional Priorities, accompanied by handouts, are delivered at both Staff and Faculty Development Days.

September 2021

The Steering Committee develops a distribution and feedback plan for seeking input from the College leadership and the broader community on Working Group reports and Self-Study draft reports. A presentation on the MSCHE process and the Institutional Priorities, accompanied by handouts, will be delivered to the Student Government Association. All Faculty, Staff, Students, and Board members will be invited to the MSCHE Preparatory Visit (via Zoom) on Friday, October 1, 2021. SUNY Sullivan MSCHE Self-Study website created with Self-Study Design posted. The site will be accessible to all SUNY Sullivan community members and updated as the process moves forward.

Winter 2022

Emails to the campus community provide updates on the Self-Study. Campus groups, including the Executive Committee, Board of Trustees, Faculty Council, Foundation Board, Student Government Association, and President's Cabinet, whose membership represents the key constituents at the College, are all regularly briefed on the Standards Committees' progress. In addition, feedback is actively elicited in meetings and via post-meeting follow-up emails to the groups.

Spring 2022

Formal feedback on the Self-Study draft solicited from all College community members; avenues for electronically submitted comments and in-person or virtual meetings will be provided.

Summer 2022

A presentation on the MSCHE process and the Institutional Priorities, accompanied by handouts, will be delivered at staff and faculty development days.

September- October 2022

Self-Study draft shared with the Executive Committee and Board of Trustees and feedback solicited.

Fall 2022

Subsequent drafts of the Self-Study shared with SUNY Sullivan community members, posted on SUNY Sullivan Self-Study website.

Spring 2023

The community will be informed about the Evaluation Team visit and information about their role in the process.

Outcomes of the Evaluation Team visit and the Middle States Commission meeting will be communicated to the College community.

XI. Evaluation Team Profile

The Evaluation Team for our Self-Study review should ideally consist of those working with colleges similar to ours, namely small, rural, public community colleges. In addition, we hope that the Team members come from colleges with a single faculty, with a single student affairs, CFO, and divisional function.

These are some of the qualifications that we hope to have on our peer review team:

Team Chair Preferences:

- Experience or strong knowledge of an MSCHE standards-based approach Self-Study.
- Experience as a President or Chief Academic Officer at a community college similar in size, with residential housing, from a similar rural county.
- Knowledge of developing and awarding AA, AS, AAS, and AOS degrees, along with one-year certificates, micro-credentials, and workforce development challenges.

Team Member Preferences:

- Faculty and staff are experienced in serving at a diverse campus. Approximately 40% of SUNY Sullivan's students come from various inner-city school districts in the New York City area and reside on campus, with about 60% being commuters from local, relatively local small school districts.
- Experience with similar academic offerings. Currently, our highest enrolled programs consist of Nursing, Criminal Justice, Liberal Arts Health Sciences (many are potential nursing students), and Liberal Arts Humanities. In addition, we are currently focusing on our lower enrolled programs, including Theater Arts, Green Building Technology (we are

striving to become a leader in environmental sustainability across higher education), Medical Assisting, and Media Arts.

- Experience at a Division II institution. Shortly before the pandemic, the College's Athletics Program moved from Division III to Division II and now offers varsity and junior varsity basketball and baseball teams. We are striving to expand our athletic excellence.
- Knowledge of workforce development. SUNY Sullivan is striving to cultivate workforce development. We recently created a new position and now have a Dean of Student Success & Workforce Development in place. Three years ago, new partnerships were initiated with Sullivan County BOCES. They now lease classroom space across campus for their high school programs, allowing us to recruit and articulate with their students more efficiently. We currently have the following in progress: CNA program, possible articulation with local carpenters' union, grant to begin an LPN program.

Comparable Peer Institutions

- SUNY Adirondack
- SUNY Broome
- Dutchess Community College
- SUNY Onondaga
- SUNY Orange
- SUNY Ulster

Note: SUNY Westchester is a primary competitor of our Athletic Programs

XII. Evidence Inventory

Each of the 7 Working Groups, one each for the 7 MSCHE Standards, is responsible for identifying gaps, assisting the appropriate or assigned staff or areas to fill these gaps, and working with these colleagues to provide evidence and document how the College is meeting their Standard. These will be discussed in bimonthly Steering Group meetings, focusing on using the MSCHE Self-Study process to be consistent and transparent in how SUNY Sullivan meets each aspect of all seven Standards.

The Core Team will manage this project and work closely with the Steering Committee to ensure all requirements are met, and sufficient evidence is provided to demonstrate how SUNY Sullivan meets all the Standards. All evidence of this work will be managed and tracked within a dedicated Google Drive for the Self-Study.