October 28, 2011

David E. Rogers, Ph.D.
Provost and Chief Operating Officer
State University of New York
College of Agriculture and Technology
PO Box 901
Morrisville, New York 13408-0901

Dear Dr. Rogers:

Enclosed is the final report of the Visiting Team from the Middle States Commission on Higher Education. Please duplicate and distribute the report per instructions we received earlier from MSCHE.

Your college community made us feel welcome during our visit and we appreciated individually and collectively the courtesies we were shown. The quality of your college and of the faculty, staff, and students were very apparent. I hope that the Team’s collective work will help keep Morrisville’s momentum while steering it toward a bright future.

Sincerely

[Signature]

W. Stephen Pannill, Ed.D.
President
MSCHE Team Chair

Enclosure: Final Team Report for Morrisville State College
Report - October 5, 2011

To the Faculty, Administration, Trustees, Students

Of

State University of New York
College of Agriculture and Technology
Morrisville, NY 13408

By

An Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the institution’s self-study report
And a visit to the campus on October 2 – 5, 2011

The Members of the Team:

W. Stephen Pannill, (Chair) President, Cecil College,
One Seahawk Drive, North East, MD 21901-1999

Joan E. Brookshire, Associate Vice President of Academic Affairs, Montgomery County Community College
340 DeKalb Pike, SC Room 240, Blue Bell, PA 19422

John L. Cox, Vice President for Finance, Operations, and Government Relations, Harford Community College
401 Thomas Run Road, Bel Air, MD 21015-1798

Alan K. James, Former Dean for Student Development (Ret.), California University of Pennsylvania
(Mailing Address) 2203 Cambridge Drive, Presto, PA 15142

Robert Kraushaar, Associate Provost for Engineering and Technical Education, Associate Vice Chancellor for
Faculty and Professional Development, SUNY System Administration, One University Plaza, Albany, NY 12246

Bill Leimbach, Vice President for Technology & Planning, Goucher College
Dorsey Center, Room 107, 1021 Dulaney Valley Road, Baltimore, MD 21204-2794

Robert W. Paul, Professor of Biology, St. Mary’s College of Maryland
18952 E. Fisher Road, St. Mary’s City, MD 20686

Fernando Perez, Assistant Professor, Agricultural & Biosystems Engineering, Univ. of Puerto Rico- Mayaguez
(Mailing Address) P.O. Box 8059, Mayaguez, Puerto Rico 00681
Working with the Team:

Robert Kraushaar, Associate Provost for Engineering and Technical Education, Associate Vice Chancellor for Faculty and Professional Development, SUNY System Administration, One University Plaza, Albany, NY 12246

This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Morrisville State College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

State University of New York
College of Agriculture and Technology
P.O. Box 901
Morrisville, New York 13408-0901

AT THE TIME OF THE VISIT

Interim President/CEO:
Mr. Richard J. Carreno

Chief Academic Officer:
Dr. David E. Rogers

Chairman of the Morrisville State College Council:
Mr. Matthew Morgan
C/o State University of New York
College of Agriculture and Technology
Morrisville, NY 13408
I. Context and Nature of the Visit

The State University of New York College of Agriculture and Technology at
Morrisville is a rural, primarily residential college in Central New York State with an
additional non-residential location 34 miles to the south in Norwich, NY. Founded in
1908, the College joined the State University of New York in 1948. Now known as
Morrisville State College, it offers a variety of agriculture, technology, business, and
professional programs, including nearly two dozen bachelor degrees (B. Tech., B.S.,
and B.B.A.) and over 50 associate degrees (A.A., A.S., A.A.S., and A.O.S.).

The College engaged in a thorough self-evaluation in developing the self-study report
for its decennial accreditation review. The efforts were guided by an eighteen
member Steering Committee and supported by seven Work Groups charged with
assessing the College’s success in relation to the fourteen standards in the
Characteristics of Excellence in Higher Education. The Work Groups included wide
participation of the College community.

II. Affirmation of Continued Compliance with Eligibility Requirements

Based on a review of the Self-Study, other institutional documents, and interviews,
the team affirms that the institution continues to meet eligibility requirements 1-7
(Characteristics of Excellence, p. xi).

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or
Other Accrediting Agency Requirements

Based on the review of the Self-Study, other institutional documents, and interviews,
the team affirms that Morrisville State College’s Title IV cohort default rate is within
federal limits.

IV. Compliance with Accreditation Standards:

This report will follow the Self-Study format of the institution.

Standard 1: Mission, Goals, and Objectives

The institution meets this standard.

- Summary of evidence and findings

Based on review of the Self-Study, other institutional documents, and interviews with
faculty, staff, students, and others, the team developed the following conclusions relative
to this standard:
Fundamental elements:

- Morrisville State College (MSC) has clearly defined mission and goals that were developed using a collaborative process. They do inform and guide key institutional processes.

- The goals included an external scan and context, but there is no evidence of outside participation in the mission and goal development process.

- Morrisville State College is in transition from a two year applied learning institution to one that recently began offering bachelor degrees in a number of programs.

- A new institutional identity must be forged that in the view of current leadership retains and builds upon the uniqueness of Morrisville State College in applied learning. To that end, the Interim President has launched the academic year calling for a “Year of Discovery”.

**Significant accomplishment**

- The team commends the College for the exemplary manner in which the Self-Study was conducted. It was faculty led with strong participation from the College community.

**Suggestions**

- The Team suggests that a time frame shorter than seven years for its strategic plan be considered given the pace of change.

- The Team concurs with Self-Study recommendation 1.2 and 1.3 which concern themselves with the process for program development as it relates to mission and goals, and furthermore that the mission and goals be made more visible.

- As the mission statement, goals and plans are examined, the College should consider including input from outside the institution.

**Recommendation**

- The team recommends that Morrisville State College follow through with the “Year of Discovery” launched in August. Through collaboration identifying: First, what are the key elements of the MSC experience? Secondly, what will the faculty look like? Third, what will the students look like? An examination of the mission statement should then follow.
Standard 2: Planning, Resource Allocation, and Institutional Renewal

The institution meets this standard.

- **Summary of evidence and findings**

  Based on the review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  **Fundamental elements:**

  - Since the last accreditation review in 2001, the College developed a new strategic plan for 2005 through 2012 called "Innovation and Tradition: Goals for Our Second Century". The new plan utilized a transparent process that sought community involvement and feedback. The plan articulated the institution’s core values and established seven clear priorities that were mindful of the challenges of demography, education, workforce, technology, and energy.

  - The College developed an Operational Plan that provides action items and implementation tasks for each of the seven strategic goals. For each task, the College provides information on the responsible unit, rationale, project costs, assessment method, and the unit responsible for reviewing progress. The Operational Plan is approved by the Cabinet and Senior Council and updated on the College’s Institutional Effectiveness website. The rationale of each task indicates if the task is linked to the State University of New York (SUNY) Strategic Plan that was developed in April 2010. Annual college goals are defined through the institution’s Operational Plan.

  - The College has undertaken two mission review exercises with SUNY: 2000 through 2005 and 2005 through 2010. These self-evaluations provided an assessment of the College’s performance and resulted in the adoption of a memorandum of understanding that describes the status of current campus efforts and plans for future growth.

  - Other planning efforts of the College include an Assessment Plan, academic program reviews, five-year SUNY campus construction plans, and a Facilities Master Plan. The Assessment Plan provides a process for each unit of the College to document desired annual goals and outcomes and to provide an annual report to document progress and improvement efforts. The new Facilities Master Plan, developed in April 2011, outlines a facilities strategy for 2013 through 2023 and provided a mechanism for input from all campus constituencies.

  - The SUNY Board of Trustees has asked all state-operated institutions to work collaboratively to develop and implement plans on a regional basis that individually and collaboratively examine their operations for potential savings
that can be redirected to the academic and student service missions of the institutions.

• **Suggestions**
  
  o Initiate the next strategic planning process to provide an opportunity to discuss the identity of the College, form a strategic vision, determine next steps for academic programs, and establish strategic goals based on the new strategic vision.
  
  o Develop a new strategic plan that includes benchmarks for each strategic goal.
  
  o Develop an annual progress report for the campus that documents how the College is supporting the SUNY strategic goals.
  
  o Examine and revise the College budget process and continue with efforts to educate the campus community about the SUNY and college budget processes.
  
  o Develop 5-year financial forecasts that provide a comprehensive summary of college revenues and expenses from all sources.
  
  o Use the SUNY “shared services” planning efforts as an opportunity to address the needs of the College (e.g., institutional research and outcomes assessment assistance, partnerships with community colleges to broaden the delivery of college courses and programs).
  
  o Develop a College dashboard report to identify benchmarks that can be used by the campus community to discuss plans, strategies, goals, and opportunities for improvement.

• **Recommendation**

  o Institute an annual progress report to document and communicate the progress in achieving strategic goals and target benchmarks.

**Standard 3: Institutional Resources**

The institution **meets** this standard.

• **Summary of evidence and findings**

  Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:
Fundamental elements:

- MSC is a SUNY institution responsible for adhering to SUNY policies and procedures. During the previous four fiscal years the State General Fund appropriation has been reduced 34.5%. At the same time, tuition revenue has increased 19.9%.

- MSC is financially comprised of several funds, including the General Fund to support the Core Instructional Budget, and the Income Fund Reimbursables. In addition, the Morrisville Auxiliary Corporation manages several auxiliary funds designed to be self-sustaining and enhancing the College’s mission. The Morrisville College Foundation supports MSC by serving as a means of receiving and managing gifts and making these revenues available for approved programs, activities, and managing certain real property.

- MSC has tapped the campus community with a taskforce on revenue generation. Several creative ideas were prioritized for the President and implemented.

- The College budgeting process continues to evolve. In recent years, the focus has been on reductions to budgets. In September 2011, the Interim President established a Budget Information Group to disseminate information about the college budget and overall budget process to all areas of the College. The group’s members are responsible for sharing budget information with their respective area and the entire college.

- The principal fiduciary responsibility for the College is provided through the SUNY Board of Trustees delegated to the College President.

- The financials are reported in IPEDS as receiving an unqualified opinion from the auditor hired by the SUNY Board’s Audit Committee. Properly performed audits play a vital role in the public sector by helping to preserve the integrity of the public finance functions and by maintaining citizens’ confidence in the College’s financial management. This opinion covers the SUNY institutions with the exception of community colleges. Morrisville is a component unit of SUNY accounting for approximately 1.3% of Total Campuses funding according to the 2010-11 Adjusted Financial Plan.

- **Significant accomplishments**

  - In addition to the standard cost-cutting practices of an institution during periods of fiscal restraint, MSC has expanded auxiliary enterprises to support the institutional mission and expand revenues.

  - The 2013-2023 Facilities Master Plan – Final Recommendation has been developed following lengthy engagement by the entire campus community. This
will serve as the guide for prioritizing capital funding requests over the next decade for both campuses.

- **Commendation**
  - The Team commends MSC for pursuing LEED Gold certification for the new Sheila Johnson Design Center, home for the program in architecture, a model for environmental sustainability prominently situated at a main entrance to the Morrisville campus.

- **Suggestions**
  - Consider creating a more formalized process for annually updating the capital improvement program.
  - The College should consider adopting a system for prioritizing deferred maintenance inventory, similar to the project key codes used in the DASNY Residence Hall Condition Assessment for SUNY.
  - The College should consider creating a Comprehensive Annual Financial Report for a holistic view of how all funds are expended for the College with accompanying operational statistical indicators. This tool would enable the College to see collectively the level of resources used by the College along with related indicators.
  - Consideration should be given to creating a technology equipment replacement procedure to establish a targeted time frame to update existing technology. An equipment replacement program can help with long-term budget priorities and resources to ensure hardware and software remain competitive.
  - Determining the adequacy of equipment available for programs should be formalized as part of the budget process. The College should consider developing a system to monitor equipment adequacy for use in prioritizing needs.
  - The College should consider adopting a formal policy for establishing and maintaining fund balances.

- **Recommendations**
  - The Team concurs that the College needs to document budget development. A formalized process for development of budgets, including the Core Instructional Budget, income fund reimbursables, and auxiliary enterprises, should be created.
  - The College should align part-time and adjunct positions and supplies budget requests with the strategic plan, budget objectives and assessment. More formal
processes should be developed to allocate institutional resources for Temporary Services and OTPS requests within the Core Instructional Budget.

- The budget process should include a public presentation of the final adopted budget.

**Standard 4: Leadership and Governance**

The institution meets this standard.

- **Summary of evidence and findings**

  Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  **Fundamental elements:**

  - Morrisville State College has a well defined system of governance. This includes the SUNY Board of Trustees.

  - Appropriate written documentation including bylaws exist assigning authority and accountability.

  - Morrisville State College Council operates within the governance structure. It’s statutory right and responsibilities include interviewing candidates for College President and recommending qualified candidates to the SUNY Chancellor.

  - In a series of communications in August 2011, a number of implementation plans were announced for shared services. In the case of MSC where a Presidential vacancy exists, it was announced that the President of SUNY IT Utica-Rome would also be President of Morrisville State College. This raised serious concerns by many people. How can Morrisville maintain its distinct identity? Would this step really save funds? Won’t the shared President be way too busy to be effective at both institutions? What effect will this have on fundraising? How would the vacancy be handled the next time there is a opening in the shared position? Students are concerned that the visibility and relations they have enjoyed will be lost or greatly diminished in the proposed arrangement. This matter prompted the current Interim President to announce his resignation effective in October.

  - The College Council has many of the concerns listed above. They also immediately raised the issue of governance. They are charged with recommending Presidential candidates to the SUNY Chancellor. This part of governance was not followed. In September, the SUNY Board passed a resolution that slows down the final determination regarding the Chancellor’s
requested appointment of the SUNY IT Utica-Rome President. Further they agreed to consult with the MSC College Council. The plan as of October 5th, as the Team understands it, is to have the candidate for the proposed shared Presidency interviewed by the MSC College Council with a recommendation to be made to the Chancellor. This is to occur prior to any approval by the SUNY Board of Trustees.

- Students are represented on appropriate governance bodies such as the College Council, and the Student Government Association is active and effective. The students feel they have a voice.

- The SUNY Chancellor has a process for evaluating the MSC President. This process which includes the College Council has been followed regularly.

- The Faculty Congress includes academic administrators. It functions at a high level and is taking measures to be more effective in sharing information with all faculty and making certain that the voice of faculty is heard by administration.

**Suggestion**

- The Team supports Self Study recommendations 4.1 and 4.3. College governance needs to be more transparent so that faculty and non-faculty will be more aware of the actions of college governance bodies, their processes, and their results. Also, the College should seek increased opportunities to engage and collaborate with neighboring communities.

**Recommendations**

- The College Presidency has been important to Morrisville’s past. It is vital to its future. Therefore, it is recommended at a minimum that the SUNY Board resolution of September 20, 2011 be followed allowing time to consult with the Morrisville College Council before any final determination is made. Should a shared Presidency go forward, the consultation and dialog with Morrisville should increase to allow for the best implementation and evaluation possible.

- The Team recommends that the College begin to develop all the policies necessary to support a Bachelor’s Degree as well as Associate’s Degree granting institution through College governance.

**Standard 5: Administration**

The institution **meets** this standard.

**Summary of evidence and findings**
Based on the review of the Self-Study and other institutional documents, surveys, and interviews with faculty, administration and others, the team developed the following conclusions relative to this standard:

Fundamental elements:

- The presidency is currently vacant, having been filled by an interim appointment until mid-October 2011. The position is in transition as SUNY prepared to implement a shared presidency position.

- The President is designated at Morrisville by the State University Board of Trustees and the College Council. As the chief executive officer, he is responsible to the Chancellor of the State University of New York and the Board of Trustees for the administration of the College which he serves and shall promote its development and effectiveness.

- Based on the MOU of May 2007 between MSC and SUNY, the College’s administrative structure is organized to enhance communication and ensure effective use of resources. This structure includes the President and a Senior Council who discuss policy and efforts to ensure goals are fulfilled aligned with the Strategic Plan and the Operational Plan is the guide for resource management.

- On September 20, 2011, the SUNY Board Chairman recommended the Board’s supported and confirmation of the role of the SUNY Chancellor to initiate recommendations to the Board for shared presidencies that would include MSC.

- As Chief Executive Officer of the institution, the President has the clear primary responsibility to lead the institution. The position is presently vacant.

- The Institution regularly assesses its structure and services. A significant amount of organizational structure reflects the skills, motivations, and talents of the individuals in leadership roles. This is no doubt a consequence of a small institution in which a high degree of specialization is not always possible or desirable.

**Significant accomplishment**

- The College has been fortunate to have capable administrators to serve in interim roles when vacancies have occurred.

**Suggestions**

- MSC should consider streamlining the hiring approval process. In conjunction with a more formalized budget development process, hiring decisions could be made more quickly based on available positions and budgeted funds.
MSC and, when necessary, SUNY should move more expeditiously in replacing positions when interim appointments are used. Such efforts should also focus on reducing the length of time served as an interim. This will help strengthen continuity of operations.

The Team encourages the College to develop a more formal plan for ensuring the ongoing professional development of all faculty and staff. As a teaching institution, it needs to regularly invest in the development of faculty and staff in a formal way that is linked to the institution’s Strategic Plan, Goals and Values.

**Recommendations**

The Team concurs that communications between the administration and the College constituencies should be improved, particularly in terms of seeking feedback on issues relating to the planning, budgeting, and assessment of the institution.

The Team feels that shared services represent an opportunity to increase efficiencies and effectiveness while reducing costs. Opportunities exist both within the institution to share or bundle services as well as between institutions. The College should recognize that shared personnel may involve physical, contractual, and technical limitations. Thorough consideration should be given to proposed shared services. Administrators should have the skills, time, assistance, technology, and support necessary to enable them to discharge their duties effectively.

**Standard 6: Integrity**

The institution **meets** this standard.

**Summary of evidence and findings**

Based on the review of the Self-Study and other institutional documents, surveys, and interviews with faculty, administration and others, the team developed the following conclusions relative to this standard:

Fundamental elements:

- The Institution has fair and impartial processes to address student concerns and grievances. These processes are published in the Student Handbook and this document is widely distributed.

- The Institution’s practices in recruiting, hiring, evaluation, and retention of employees are fair and impartial and are detailed in the Faculty/Staff Handbook or the Classified Staff Handbook.
Public information is honest, accurate, and reasonably reflects the institution. The ad-hoc Marketing Committee reviews public information on a regular basis to ensure accuracy in presenting the college to internal and external constituencies. The Web Advisory group reviews the web on a monthly basis to ensure that the College delivers accurate information.

Faculty members enjoy academic freedom in terms of the development, delivery, and assessment of the curriculum, and practices are articulated in the Faculty/Staff Handbook.

Students enjoy an environment in the classroom that supports academic inquiry and engagement, and this is fostered by the faculty.

The Institution provides an environment that is receptive and supportive to people of all races, religions and ethnic backgrounds. As stated in the Self-Study the Diversity Committee is charged with developing, implementing, and evaluating goals and objectives for the College with respect to diversity and related initiatives. However, as far as we can determine, no regular, comprehensive assessment of the College climate is done beyond the student opinion survey.

The College seeks to create an environment open to debate in all areas and at all levels, and to ensure that individuals strive to appreciate individuality and difference. The Self-Study discusses the ways in which the College achieves this goal.

The judicial process is administered by the Judicial Board of the College Congress in cooperation with the academic administration and the Dean of Students. Standards and procedures are detailed in the Student Handbook, Student Code of Conduct, and code of Academic Honesty. Examples of fair and equitable treatment of students in the judicial process are given in the Self-Study.

**Recommendation**

The Team recommends that the College’s Diversity Committee determine a way to assess the campus climate relative to diversity and respect.

**Standard 7: Institutional Assessment**

The institution meets this standard.

**Summary of evidence and findings**

Based on the review of the Self-Study and other institutional documents, surveys, and interviews with faculty, administration and others, the team developed the following conclusions relative to this standard:
Fundamental elements:

- The College has a comprehensive planning and assessment framework that aligns the goals of its Strategic Plan 2005-2012 to a paired Operational Plan—a detailed set of tasks and list of identified assessments designed to monitor and support the achievement of each of the College’s seven (7) strategic goals. In addition, both plans are supported by a related Assessment Plan, identified in the Self-Study as the Institutional Assessment website, with eight (8) areas or elements of assessment sources/processes identified.

- Three (3) of the eight (8) areas of the Institutional Assessment framework also support the assessment of student learning outcomes and, thereby, linking Standard 7 to Standard 14.

- Many of the assessment processes/tools in use at the institutional level provide data that are used to assess multiple areas/operations of the College. Additional assessment processes are part of the College’s ongoing reporting, for example, reporting requirements of accrediting bodies and/or of SUNY.

- There is evidence that knowledge about assessment processes is shared across various parts of the campus both through information sessions, professional development, committee reports, and posting on the Institutional Assessment webpage. This is also confirmed through faculty and staff perception surveys.

- There is evidence that the results of assessment of the multiple components of the Institutional Assessment Plan are being used for improvement, most notable within the accredited academic programs and many of the student support units.

- There is a demonstrated commitment by the College to Institutional Assessment as evidenced by the creation of an Associate Provost position charged with producing and maintaining the assessment plan and for convening the college-wide Institutional Assessment Committee.

**Suggestions**

- Despite an acknowledgement by faculty and administrators that assessment has been used in planning and budgeting, the specific process for this to occur is not made apparent. Especially in times of shrinking budgets, it is essential that the link between planning, assessment, and budget decisions be made transparent.

- As the College begins to develop its new Strategic Plan, it is important that it also identify key indicators and benchmarks for performance that are aligned with the
strategic goals. As part of this process, the current Institutional Assessment plan and process needs to be reassessed and changes made to realign it with the achievement of each indicator.

- There needs to be the resources made available to bring assessment results, including existing data reports, from the files to a central and visible part of the College. An Office of Institutional Research would be one way that this could be achieved.

- The College should move forward with exploring the use of already identified additional sources of data resources that are currently available from SUNY.

**Recommendation**

- It is strongly recommended that the College identify ways to increase compliance with the assessment process and to further build a culture of evidence on campus.

**Standard 8: Student Admissions and Retention**

The institution **meets** this standard.

**Summary of evidence and findings**

Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

**Fundamental elements:**

- After a review of the institution Self-Study, interviews with staff, and a review of key documents, the evaluation team concurs that the July 2011 Self-Study does describe a viable, productive Admissions Department. It has set realistic recruitment goals, is revisiting policies and procedures that will effectively recruit students from two and four year institutions.

- When students are admitted that show deficiencies in Reading, Mathematics or Writing, policies and procedures are in place to evaluate students to ensure their proper placement in courses that will assist them in reaching their academic goals.

- Each year the Admissions Department staff meets with Department Representatives to review goals and procedures for the coming recruitment season. There is evidence that the department regularly reviews its publications and collaborates with other departments to ensure that recruitment information is accurate and attractive to various groups of students from a variety of communities.
The College Retention model relies on three separate programs to provide data regarding retention of students: EAP, CSTEP and STEP. These programs account for about one third of the student population.

• **Suggestions**

  o The Team supports the recommendation that the institution continue to develop strategies for recruiting students from two-year and four-year institutions with special emphasis on meeting time lines for development and implementation of appropriate policies and procedures.

  o Consider investigating methods of gathering retention information on a larger population of students.

  o Explore methods of increasing the first year retention rate.

**Standard 9: Student Support Services**

The institution meets this standard.

• **Summary of evidence and findings**

  Based on review of the Self-Study of July 2011, other institutional documents, and interviews with faculty, staff, students, the team developed the following conclusions relative to this standard:

  Fundamental elements:

  o The team reviewed Student Services publications, interviewed staff, and convened groups of students to elicit student opinions of their institution.

  o The Student Handbook and Student Organization Handbook are available to students in various formats and are routinely reviewed.

  o Although the Student Services are not centralized under one Administrator, Student Services are adequate and utilized by students.

  o Judicial policies and grievance procedures are clearly written and widely disseminated to educate the College community.

  o The Student Support staff in various departments promotes the understanding that a student has a shared responsibility with College staff to meet their individual academic goals.
The College uses the results of student surveys to revise policies and establish new programs.

The College athletic program is adequately funded and has policies and procedures in place to support academic success of its students.

Based on various surveys and other student input, Student Services meets the activity needs of the diverse student body by providing a variety of activities that serve the student population.

The Team supports the continuation of the use of student surveys to assess student needs and concerns.

The Athletic Department is developing a student academic model for athletes.

- **Suggestions**
  - Consider placing all student services under one administrative unit.
  - The Team suggests that the institution build awareness of placement services throughout the campus.
  - Investigate adding students to the Judicial Board at the Appellate Board level.
  - Review staff goals semi-annually.
  - Continue to survey students bi-annually to accumulate information regarding their needs and concerns.
  - Examine the possibility of hiring a full-time Women’s Basketball coach.

**Standard 10: Faculty**

The institution meets this standard.

- **Summary of evidence and findings**

  Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  Fundamental elements:

  - The College’s faculty and other professionals are appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly
defined. The majority of faculty hold Master’s degrees, and an increasing number of newly hired faculty members hold terminal degrees. While faculty resources are adequate to fulfill faculty roles, they are not generous, and faculty members are feeling the strain of Morrisville’s burgeoning student population. Gender equity among the faculty is improving, but racial diversity among the faculty appears to be lagging behind, and faculty diversity does not match that of the student body.

- Educational curricula are designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified. Clearly the faculty “owns” the curriculum and is active in proposing and defining new programs to meet student needs. Curricula and programs are reviewed every five years and approved through a formal process.

- The faculty and other professionals demonstrate excellence in teaching and other activities. Students report a high degree of satisfaction with the instruction they receive, and faculty themselves feel that they are delivering excellent instruction to their students. Yet, the faculty also report that the demands of and their commitment to teaching results in little time for professional development.

- The Institution recognizes appropriate linkages among scholarship, teaching, student learning, research, and service. Faculty evaluations, promotion, and tenure are linked to these elements and specified in the Faculty/Staff Handbook. It seems clear to faculty what expectations are relative to teaching and students, but the Self-Survey reports than institutional expectations for service are less clear.

- There are published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons. These are provided in the contracts, Faculty/Staff Handbook, and in the UUP collective bargaining agreement.

- There are carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational program of the institution. These are specified in the annual evaluation instruments that address performance in the areas of instruction, professional development, and service to the College and to the community.

- The criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty are consistent with those for full-time faculty. They are bound to the same processes and criteria as full-time faculty and these are detailed in the Faculty/Staff Handbook.

- The Institution and the faculty adhere to the principles of academic freedom, within the context of institutional mission. Policies regarding academic freedom
are clearly articulated in college and SUNY policies as well as the UUP collective bargaining agreement as noted in the Self-Study.

- **Significant accomplishments**

  - MSC academic programs seem to be working at maximum capacity because of limited faculty resources and this might create competitive environment between programs. However, a very cooperative and supportive atmosphere seems to prevail among Morrisville faculty members. Some misperceptions seem to exist about what faculty do in other programs, but these misunderstandings are likely promoted because the work of the faculty is so different from program to program. Yet despite these differences, faculty members work collaboratively among themselves, across programs, and with the College administration to effect positive changes.

  - Faculty members are dedicated to and enthusiastic about the community, the College, and its students and are committed to success for all constituencies. While concerns were raised in the Self-Study about communication, many faculty members and administrators have acknowledged that what once was a problem perhaps five years ago has improved since then and even more improvement has been seen in the past year.

  - The Faculty/Staff Congress is to be emerging as the “voice” of the faculty and professional teaching support staff. The Middle States team feels that this body is in a unique position to not only deliver faculty/staff opinion and positions to the administration on the many issues facing the institution, but to also foster new dialogs and understandings across the faculty as a whole. We also feel that the Faculty/Staff Congress might be proactive in addressing the communication and workload issues discussed in the Self-Study. Initiatives to make the Congress more inclusive and to facilitate the recommendations of the Self-Study are also viewed positively by the review team.

- **Commendations**

  - The Team feels strongly that the faculty should be commended for their dedication to teaching excellence and their devotion to Morrisville’s students. This is clearly recognized by the faculty themselves as they laud their colleagues and by students who voiced their strong appreciation for the faculty.

  - The faculty is commended for their excellent support of each other and collegiality. This has built a strong sense of community among the faculty and...
others on campus and results in high levels of informal cooperation and program enhancement.

- **Suggestion**
  
  o Given that the student body is far more diverse than the faculty who teach them and who serve as role models, MSC must redouble its efforts to recruit faculty from underrepresented groups. Incentives from SUNY system administration to accomplish this objective should be considered and perhaps used as a motivational tool to drive this initiative forward.

- **Recommendations**
  
  o Resources for professional development activities should be augmented and serious consideration should be given to the role of professional development as the nature of the institution changes. The growth of four-year programs is already creating something of an identity crisis at the College. Therefore, it will be necessary to determine the role of and support for professional development for pre-tenured faculty as they advance toward tenure, and for post-tenured faculty to remain current in their fields.
  
  o The Team recommends that that the College explore ways to better integrate adjunct faculty into the life of the College.

**Standard 11: Educational Offerings**

The institution **meets** this standard.

- **Summary of evidence and findings**
  
  Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  Fundamental elements:
  
  o There is alignment between MSC’s mission and its educational offerings. According to the mission, MSC utilizes “cutting-edge technology, innovative methods of instruction and an entrepreneurial focus” to educate. MSC offers Associate’s degrees in technical areas and Bachelor’s degrees, mostly designed to be an extension of the Associate’s curriculum. Both type of programs offer hands-on experiences in set-ups that actually have for profit emphasis and count with appropriate technology that includes state-of-the-art equipment as well as hardware and software used in the real world. For example, the dairy program operates a working farm and sells the collected milk or uses it at the incubator to deliver value added products. Also, the collaboration agreement between MSC
and the Auxiliary Corporation provides real business experiences to students at places like the Nelson Farms, Copper Turret Restaurant and the Equine Rehabilitation Center.

Though MSC does not calculate student employment with a placement office, faculty seems to be aware of the success of students finding jobs after graduation. For example, the Chair of the Automotive Technology program stated that 95% of students got jobs at the same place they did their internship and went on to clarify that the one student who didn’t, actually got an offer and turned it down. A Department Chair told another story about a student who completed their Associate’s degree at MSC and continued on to complete the Bachelor’s and Master’s degrees. After completing the Master’s, the student was recruited by IBM. According to the Department Chair, the student claimed to have been offered the job not because of his Master’s degree, but his day to day affairs with his MSC acquired knowledge. Faculty at other departments has the same feeling of success about graduates. In the journalism program, for example, the Department Chair stated that they were having a bit of a problem with other institutions with whom they have articulation agreements for students completing the Associate’s program at MSC and seeking to continue the four-year program at other institutions. The problem was that the other institution complained about MSC students being too well prepared and they (the other institution) had very little to offer. This feeling of student success was generalized through all departments and programs. Students were equally hopeful about their possibilities for employment after graduation, but were aware of peer students who graduated and could not find jobs.

MSC offers 82 programs, at the Associate and Baccalaureate level, to serve approximately 3,400. Some programs are accredited by the corresponding professional organizations. These programs are supported by 143 full time and 85 part-time faculty members. Based on these numbers, there is an average of 41 students per program and a student to full-time faculty ratio of around 23.8 to 1 (the Self-Study reports a 19 to 1 ratio that includes part-time faculty). The Self-Study also reports an average class size of 25. A tour of the facilities evidenced that laboratory courses had a class size of no more that 12 to 15 students, but service courses like English or Math had considerably more students. Some faculty and Department Chairs commented on the differences among workloads at the various schools and expressed concern about policies promoting high-caps and lack of standardization of workload assignment across campus, leading to feelings of resentment. There is concern about the faculty member’s ability to provide personalized attention to students in high-cap courses, specifically those in greater need. It was clarified, however, that caps for skill courses were lower. As the Humanities Chair stated about English courses, for example, the SKLS088 remedial course had a cap of about 15, the intermediate 100 course was about 25 and the general education 101 course was up to 35.
o Program goals are listed in the online University Catalog and the website for most programs. Many, however, are not listed in a measurable form.

o Curricular assessment is a SUNY directive that should run in five-year cycles and there is evidence of some effort being done to that effect. Though there is no official Institutional Effectiveness Office, there is an Institutional Effectiveness website with relevant information on program assessment (and other forms of assessment) and related resources. Faculty carry out the work of institutional assessment in many areas along with other duties. Overall effectiveness efforts are coordinated by the Associate Provost, the Registrar, the Cabinet and other administrators working together and working closely with the faculty. Some of the links in the website do not work or documents are missing. Individual conversations with various Department Chairs agreed that faculty had been appointed to conduct many different forms of assessment with different intents (i.e., program, general education, critical thinking, academic unit, etc.). The exercise became confusing and overwhelming as they were not clear about the differences among exercises or their intent. As a result, interest started to fade. At the end of last semester, however, VP Rogers conducted an open faculty meeting to talk only about assessment. The meeting, as reported by two Department Chairs, was an eye opener, helped put things into perspective, and helped faculty to sort out and make sense of the assessment exercises they were undertaking. As a result, departments and programs started to carry out curriculum mapping and close-the-loop exercises.

o Information literacy and technological competency are seen as default skills students have or develop as they move along through their degree. Many programs required students to prepare reference papers and use technology to gather and analyze data. Librarians, however, feel students arrive at MSC with poor information literacy and technological competency skills. The Library offers formal courses in information literacy as well as short lectures (i.e., 50 minute) as part of other courses, as requested by Faculty. The Reference Desk provides informal assistance on how to conduct library searches as well as how to do things in word processors, spreadsheets and presentation development software packages. According to the Library Director, much more needs to be done and the Library has the facilities and equipment to do it, but not the human resources. The Library conducts pre- and post-assessment on information literacy and has identified opportunity areas, but the lack of an institutional policy on information literacy or technical competency hinders any progress on this area.

o The campus currently offers no online or distance learning programs, but does offer courses. Also, students can take some courses at the Norwich Campus before moving to Morrisville. In general, there is a feeling of comparable rigor between online and face-to-face courses, but there is no assessment data to support such perception. In terms of Norwich versus Morrisville instruction, some Self-Study data stated that “students coming to the main campus from our Norwich campus have a difficult time, at best, maintaining their previous grades”.
Conversations carried out with faculty at both Morrisville and Norwich provided contradictory data. There are some alignment efforts, leading to improvement in student preparedness and course rigor, but those seem to be more focused on programs having full-time faculty at Norwich and not on the other programs.

- MSC has a considerable number of articulation agreements with higher education institutions. Such agreements include policies on credit transferability. The initial transcript evaluation is conducted by the Admissions Office, who identifies the transferrable courses based on the Articulation Agreement. Then, the corresponding Dean identifies the way in which such transferred courses will be used to satisfy MSC program requirement. Though there seems to be no formal way to conduct such course-requirement pairing, students can request reconsideration if they are not satisfied with the outcome. In short, a transparent procedure to transfer credits needs to be developed and make public.

- Course learning outcomes are listed in the syllabus for only a portion of the courses sampled. Among those syllabi that include learning outcomes, many were listed in a way that is not measurable (e.g., demonstrate understanding) and some had what might be considered “too many” outcomes (e.g., 12 to 18 outcomes).

**Suggestions**

- Assess the impact of high-cap courses on the faculty member’s ability to provide a “high quality educational experience” as stated on MSC’s mission statement.

- Evaluate the apparent disparity in course rigor between Morrisville and Norwich and take appropriate action on identified opportunity areas.

- Follow through on the recommendations identified in the Self-Study 11.1, 11.2 and 11.3 regarding four-year program development, training and resources for program development, and the development and listing of program outcomes.

**Recommendations**

- Verify that programs listed in the University Catalog include learning outcomes in measurable form.

- Complete a curriculum mapping exercise to link program objectives to course objectives and have course objectives listed in measurable form.

- Establish policies on information literacy and technological competency backed by the corresponding support structure to ensure effectiveness and assess impact.

- Review policies to ensure a transparent procedure to transfer credits that can be made public.
**Standard 12: General Education**

The institution **meets** this standard.

- **Summary of evidence and findings**

  Based on review of the Self-Study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  Fundamental elements:

  o General education requirements at MSC are a combination of NY State Department of Education and SUNY mandates. MSC has identified a set of courses that comply with DoE and SUNY and established a system that seems to be working. All verified programs have at least 15 credits of general education courses at the Associate degree level and 30 credits at the Baccalaureate level.

  o As stated in MSC’s self-study, “the college has not addressed how these courses and requirements serve our students, our programs and our mission.” General education is not reflected in the mission and it is not clear for them how the skills and abilities developed by general education courses are applied in major concentrations.

  o General education courses are listed at the SUNY website for all campuses; however, the particular programs define which courses can be used to meet the requirements. MSC relies heavily on student advising as the means to ensure compliance. Results from faculty and student surveys suggest that such process works fine. Nonetheless, to an outsider, it is not easy to find information on the courses that can be used to meet the requirements of some programs.

  o MSC has a website to post information of general education that includes results from course assessment efforts and actions taken as a result of collected data. Besides data on assessment, results and actions taken, the site contains materials, forms and a schedule to help faculty get onto the assessment wave and report data.

  o MSC has a General Education Assessment Review (GEAR) Committee to facilitate a three-year improvement cycle. The cycle seeks improvement at the course level with the underlying assumption that improving results at the course level has a similar effect at the general education curriculum level.

- **Suggestion**
- As MSC prepares itself to initiate a mission review and develop the new Strategic Plan, it should reflect on the need for the general education component on its programs and the population it serves.

- **Recommendations**
  - Follow through on the recommendations identified in the Self-Study with a more aggressive timeline: 12.1 regarding requirements for four-year programs, and 12.2 on general education curriculum process improvement.
  - Use assessment data to verify compliance with the intent of the general education curriculum.

**Standard 13: Related Educational Activities**

The institution meets this standard.

- **Summary of Evidence and Findings**

  Based on the review of the Self-Study and other institutional documents, surveys, and interviews with faculty, administration and others, the team developed the following conclusions relative to this standard:

  **Fundamental elements:**

  - The Institution utilizes systemic procedures for identifying students who are not fully prepared for college-level study. The Institution offers pre-college courses in reading, writing, and pre-algebra on the main campus and pre-algebra at its Norwich campus. Tutoring is also provided on both campuses.

  - Certificate programs have clearly articulated expectations of student learning and are designed and administered under institutional guidelines.

  - The College offers several opportunities for students to engage in experiential learning, including internships, community service, service learning, and student experiences in college business enterprises. An internship option is included in most Bachelor degree programs and in many Associate degree programs. Approximately 33 different business enterprises are associated with the College and many academic programs have vital and important relationships with these enterprises. These relationships provide opportunities for students to apply knowledge learned in the classroom. The requirements for earning these credits are clearly articulated in the catalogue.

  - Non-credit offerings are designed, approved, administered, and evaluated under institutional procedures. Customized training and workforce development initiatives are specifically designed to meet the needs of local business and industry.
The Norwich campus offers education and training to residents and employers of Chenango County and south central New York. The campus is located 35 miles south of Morrisville in downtown Norwich. Students wishing to study at the Norwich campus may earn an Associate degree in majors offered entirely at the campus. Students may also choose to begin their studies at Norwich and transfer to the Morrisville Campus. Courses offered at the Norwich campus are developed, approved, and assessed in the same manner as the Morrisville campus.

The College currently offers online courses to students in certain courses. Currently, faculty members determine if they would like to offer courses in an online or hybrid format and submit their request through their appropriate dean if the course is online. Distance learning offerings meet institution-wide standards and guidelines.

The College is not in a contractual relationship with another institution or organization to deliver courses or programs.

Suggestions

- Gather and analyze data on the remedial skill development and tutoring needs of students, the demand for services, and current staffing levels in order to make recommendations that will continue to enhance services and support.

- Use the College’s unit assessment process to analyze student involvement in the various business enterprises of the College.

- Continue to strengthen and expand internships and determine the role of faculty, campus offices, alumnae/i, parents, and community members in the internship process.

- Implement improved videoconferencing capabilities at the Norwich campus to allow students to take courses at the Morrisville campus and to enhance faculty and staff participation in Morrisville meetings.

- Enhance educational and cultural opportunities, events, and student activities at the Norwich campus.

- Explore options to provide students at the Norwich campus with transportation to and from the Morrisville campus.

- Determine next steps for academic programs, courses, academic support services, and student services at the Norwich campus as a part of the new strategic planning process for the College. Norwich can play a large role and all MSC students could benefit.

- Determine next steps for the College’s technologies that support the delivery of online instruction including technologies offered by the SUNY system.
Take advantage of the SUNY Learning Network for faculty training in online technologies.

Provide opportunities for faculty to explore the advantages of online technologies for enhancing components of existing courses and to share best practices in online instructional design, teaching, and learning.

Determine next steps for enhancing technology support for online courses.

Complete the revision of the College’s Distance Learning policy.

Determine a strategy for delivering online courses, certificates, and programs in the future.

Explore opportunities to provide college courses and degrees through collaboration with other institutions.

**Standard 14: Assessment of Student Learning**

The institution meets this standard.

- **Summary of evidence and findings**

  Based on the review of the self study and other institutional documents, surveys, and interviews with faculty, administration and others, the team developed the following conclusions relative to this standard:

  Fundamental elements:

  - The College has identified the SUNY Program Review, College Unit Assessment, and SUNY General Education Assessment Review as the three major processes for assessing student learning outcomes. Each has clearly defined cycles, identification of what is to be measured, individuals responsible and schedules/deliverables/resources and committee facilitating process.

  - The College provides evidence that assessment of student learning, most notable in the areas of accredited programs and general education, is being used for program and/or curricular improvements.

  - As a result of a recent comprehensive review of the assessment of student learning as part of the Middle States Self-Study review, the College has developed and implemented a new road map for assessment that addresses identified gaps in assessment processes. The new plan has clearly defined
timelines for completing outstanding work on program outcomes, sets in motion curriculum mapping of learning outcomes, defines annual assessment responsibilities, and provides increased opportunities for professional development.

- The College routinely solicits feedback from the college community regarding perception of the importance of assessment as well as specific obstacles or blocks they have encountered in doing assessment. There is evidence that this is used for improvement.

- Although new to the position, the Vice President of Academic Affairs has committed his support and leadership to assessment and has already taken an active role of working with faculty and staff during professional development sessions.

• **Significant Accomplishment**

  - The College should be recognized for its forthright discussion of where it stands in relation to Standard 14 and for using the results of the self-study review for improvements to the assessment process, prior to the completion of the Self-Study document.

• **Recommendations**

  - While there is evidence that the newly implemented assessment road map has already begun to move the College to a culture of assessment and to correct some of the gaps in data collection and reporting, this initiative needs to stay focused and to develop further.

  - There needs to be consideration of an assessment structure that can better collect, organize, archive, and distribute assessment data to all those areas of the College that could also use the results of assessment to improve teaching and learning.

  - The College must begin to develop a sustained process of documenting how assessment results are used for improvement.

  - In keeping with the self-study recommendation, the Institutional Assessment Committee should find ways to work in collaboration with the General Education Committee to expand and improve overall assessment efforts, including those under institutional assessment.