

**Middle States Commission on Higher Education
Self-Study Design**



SUNY Morrisville

June 24, 2020

I. Institutional Overview

Located in scenic Central New York, SUNY Morrisville is a model of innovative applied education — a place where students begin crafting exciting careers through real-world experiences.

Morrisville's 2,604 students, who hail from diverse backgrounds across the state and around the globe, matriculate into one of more than 60 baccalaureate and associate degree programs that embrace agriculture, technology, business, social sciences and the liberal arts. Among them are strong programs in specialized areas such as renewable energy and resources, aquaculture, automotive technology, equine science, dairy management, nursing, wood technology, resort and recreation management, and information technology.

The college's Norwich Campus, located 30 miles south of Morrisville, also offers associate degree programs in industrious career and technical areas, as well as liberal arts transfer programs.

As home of the Mustangs, SUNY Morrisville boasts 17 intercollegiate athletics programs which compete at the NCAA Division III level.

Established in 1908 as a college of agriculture, the institution became a founding member of the State University of New York (SUNY) in 1948 under the name New York State Agricultural and Technical Institute at Morrisville. The college underwent various name changes as it expanded its offerings throughout the following decades, before undergoing a new brand identity and establishing the name SUNY Morrisville in 2018.

The SUNY Morrisville Campus

The Morrisville campus stretches over 150 acres in Morrisville, New York. More than 48 buildings, athletics fields, service roads, parking facilities and more than 1,000 acres of farm and woodland create an original instructional environment.

Emphasizing a hands-on approach of learning by doing, SUNY Morrisville features action-oriented learning labs and true-to-life facilities — many of which are rare or one-of-a-kind in higher education. This commitment to applied education includes a wide array of campus-based enterprises and institutes, which are run by students. These operations, such as the Automotive Service Center, Equine Rehabilitation Center, and the Wellness Center, are campus-supported and integrated into aligned academic programs, with course outcomes requiring that students become engaged in the plans, operations and sustainability of these enterprises.

The college's 10 on-campus residence halls offer a range of lifestyle options, including a "quiet" dorm, single and double rooms, split-double and split-triple rooms, and suite-style apartments. Special housing accommodations also can be arranged through the Office of Residence Life. The campus also boasts a Student Activities Center, Fitness Center, Recreation Center, IcePlex and numerous dining options.

The Norwich Campus

The Norwich Campus offers quality, personalized education and training to residents and employers of Chenango County and south central New York. The campus is located 30 miles south of Morrisville in downtown Norwich, New York, in the state-of-the-art Roger W. Follett Hall.

Currently serving approximately 230 commuter students, the campus offers a supportive and technologically infused learning environment that complements a variety of associate degree programs and features “smart” classrooms, computer and science laboratories, a library, a bookstore, a café and other campus services.

SUNY Morrisville began its commitment to Norwich and Chenango County in 1968, when an agreement was reached between the SUNY Morrisville Office of Continuing Education and the Norwich City School District to offer courses at Norwich Senior High School. SUNY Morrisville operated as an extension site in Norwich until 1988, when branch campus status was attained and provided the opportunity to offer degree programs in their entirety.

Syracuse Educational Opportunity Center

SUNY Morrisville also manages the Syracuse Educational Opportunity Center (EOC). As a member of a statewide network of ten educational opportunity centers, the Syracuse EOC is a non-degree granting organization that provides the Syracuse urban community with nine major, tuition-free, and innovative academic programs that lead to higher education, as well as vocational training programs that lead to gainful employment and economic self-sufficiency.

The State University of New York

SUNY’s 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise the nation’s largest, centrally managed system of public higher education. SUNY Morrisville is one of seven colleges of technology in the SUNY system. Along with the 11 university centers and doctoral granting institutions and 13 comprehensive colleges, SUNY colleges of technology are state supported and dedicated to providing lower-cost college education to state residents. The SUNY system provides high-level administrative oversight for human resources, business and procurement activities, and academic program approval for launching new and deactivating obsolete programs.

Brief History

SUNY Morrisville traces its beginnings to 1908 when it was chartered as the New York State School of Agriculture at Morrisville. The College was founded as a progressive public coeducational institution in response to New York’s unsafe food systems and spiraling prices in the face of widespread farm abandonment by families. Its mission was to be a true farmer’s school, training persons directly for the practical operations of

farming. In addition to specialized courses offered in the two program areas of agriculture and home economics, school founders established requirements so that graduates also would be educated broadly in the liberal arts and sciences and would be committed to sustaining both their family enterprises and their local communities.

For its first 80 years, Morrisville continued to offer two-year degrees while expanding to more than 50 academic programs, each offering specialized instruction aligned largely to meet the needs of a dynamic New York workforce for technicians and operatives.

SUNY Morrisville became a founding member of the State University of New York (SUNY) in 1948.

Beginning in the 1990s, in response to the rising demand for supervisory and entrepreneurial talent in New York's agriculture and technical sectors, Morrisville was authorized to offer bachelor's degrees. In 2020 the campus submitted a proposal to SUNY system to launch our first masters degree level program.

SUNY Morrisville operated as an extension site in Norwich from 1969 until 1988, when branch campus status was attained. This provided the opportunity to offer degree programs in their entirety in accounting, business administration, computer information systems, computer systems technology, liberal arts and office technology. In the fall of 1999, first-year courses leading to an associate degree in nursing at the college were added. Today, approximately 230 students are enrolled at the Norwich Campus each semester, with 15 degree programs and approximately 90 classes offered during the day, evening and weekends. In the past 30 years, SUNY Morrisville's Norwich facility has served more than 21,000 full- and part-time students.

While Morrisville has transitioned into a technologically advanced college with a rich diversity of both associate and bachelor's degree programs, its core mission has remained steadfast throughout its history: to educate and prepare graduates as future leaders in their specialized professions and their communities.

Vision and Mission Statements

Vision

SUNY Morrisville aspires to be a recognized leader in innovative applied education.

Mission

SUNY Morrisville works to offer diverse learning experiences so that graduates may pursue rewarding lives and careers, become engaged citizens, and contribute to our collective future.

Strategic Plan and Institutional Goals

We have taken steps to improve our procedures to both gather and analyze information attendant to evaluating our overall success in mission outcomes. These efforts help to inform improvements in both programs and policies. This is a sign of a maturing organization that is better prepared to meet challenges that lie ahead.

Through challenges great and small, Morrisville's commitment to its mission has led both to adaptation and transformation as we chart a sustainable pathway for our future. The recent accomplishments and future priorities outlined in our [strategic plan](#) serve as testament to the success of Morrisville's mission as a catalyst for both student development and community growth.

SUNY Morrisville works to
Inspire Learning Through Experience

- Goal 1: To offer career-focused, experiential learning
- Goal 2: To promote inquiry and scholarship at all levels
- Goal 3: To enhance cultural competency and promote equity and inclusion

Build Community

- Goal 4: To create a vibrant campus community for personal interaction and growth
- Goal 5: To engage the local community in civic and cultural affairs
- Goal 6: To promote regional, statewide and international partnerships

Achieve a Sustainable Future

- Goal 7: To develop campus resources and operations with minimum resource footprint
- Goal 8: To achieve effective and sustainable levels of required resources
- Goal 9: To assess and document success in achieving the College's mission

Main Programs of Study

SUNY Morrisville has 10 main areas of study ranging from both associate and baccalaureate degree programs in agricultural science to health and human development. Graduates with associates degrees account for about two-thirds of our graduating classes. The top five enrolled associate degree programs are

- Individual Studies (12 to 17 percent of these students transition into one of Morrisville's more focused degree programs)
- Nursing
- Business Administration
- Humanities and Social Science (10 to 20 percent of these students transition into one of Morrisville's more focused degree programs)
- Equine Science and Management
- Automotive Technology

The baccalaureate programs with the highest enrollment are

- Criminal Justice
- Applied Psychology
- Business Administration
- Equine Science
- Automotive Technology

In the 2018-2019 academic year, 56 percent of the new students in baccalaureate programs transitioned from Morrisville's associate programs.

Student Population Served and Faculty Composition

SUNY Morrisville serves roughly 2,700 students, from diverse backgrounds across the state and around the globe. Eighty-eight percent of our students are on the Morrisville campus with 54 percent residing on campus. The remaining 46 percent of our students commute in from Madison and adjacent counties. Eighty-eight percent of our students are fulltime and 12 percent are students who transitioned from Morrisville associates to bachelors programs or transferred in from another college.

Our student community is distinguished from other SUNY institutions by the following socio-economic characteristics

- Under-represented minority students account for just under 36 percent of the student body, while the SUNY average is 27 percent
- Just over 36 percent of the students are first generation
- A high percentage of students are economically disadvantaged with 56 percent of our students receiving PELL grants and 51 percent receiving TAP grants.

SUNY Morrisville's Shelia Johnson Institute (SJI), a unique program within the SUNY System, provides matching funds for the Empire State Diversity Honors Scholarship Program, CSTEP, STEP, and EOP, all of which benefit students from historically under-represented backgrounds.

Two thirds of SUNY Morrisville's faculty is full time. The College is working to increase the number of faculty and staff from historically under-represented backgrounds.

II. Institutional Priorities We Will Addressed in the Self-Study

In February 2020, the Middle States Co-Chairs and ALO invited the campus community to participate in a survey to identify both Institutional Priorities and Intended Outcomes for the College's Self-Study. The Middle States team presented the survey outcomes to the Campus Senior Council, a group consisting of academic and departmental leaders. At the same meeting, the Middle States team organized an activity for council members to work in groups, each tasked to map a single MSCHE Standard against the Institutional Priorities that emerged from the survey results (cross tabulation appears in

Section IV). The Priorities and Outcomes survey results were also posted on the College's Middle States webpage for the entire campus to review.

The three Institutional Priorities that the campus community identified are to

- Offer career focused, research based, experiential learning at all levels
- Enhance cultural competency to promote personal interaction and growth
- Achieve and maintain sustainable levels of student enrollment, faculty/staff, material, and fiscal resources.

The following crosswalk table shows the close alignment between the College's nine Strategic Goals and three Self-Study Institutional Priorities.

SUNY Morrisville Strategic Goals and Institutional Priorities Alignment			
	Institutional Priorities		
Strategic Goals	Offer career focused, research based, experiential learning at all levels	Enhance cultural competency to promote personal interaction and growth	Achieve and maintain sustainable levels of student enrollment, faculty/staff, material, and fiscal resources
Goal 1: To offer career focused, experiential learning	X	X	X
Goal 2: To promote inquiry and scholarship at all levels	X		
Goal 3: To enhance cultural competency and promote equity and inclusion		X	X
Goal 4: To create a vibrant campus community for personal interaction and growth	X	X	
Goal 5: To engage the local community in civic and cultural affairs		X	
Goal 6: To promote regional, statewide and international partnerships	X	X	X
Goal 7: To develop campus resources and operations with minimum resource footprint			X
Goal 8: To achieve effective and sustainable levels of required resources	X		X
Goal 9: To assess and document success in achieving the college's mission	X	X	X

III. Self Study Intended Outcomes

Through the Middle States Institutional Priorities and Intended Outcomes survey administered in February 2020, the campus community identified the following intended outcomes for our self-study process:

1. Demonstrate how the college meets the Middle States Accreditation Standards, Requirements of Affiliation and verification of compliance with accreditation-relevant federal regulations.
2. Focus on continuous improvement in the attainment of the institution's mission and institutional priorities.
3. Engage the institution in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the Morrisville campus community.
4. Examine the impacts of alternative course delivery (online, hybrid, micro-credentialing, articulations with other institutions) on College's mission and resource allocation.

IV. Self-Study Approach

Standards-Based Approach

SUNY Morrisville chose the Standards-Based Approach for our Self-Study so that, in addition to demonstrating that the College meets the Middle States Accreditation Standards, Requirements of Affiliation and verification of compliance with accreditation-relevant federal regulations, the results can be used to inform the evolution of our strategic plan and transformation of our academic offerings to prepare our graduates for the demands of our rapidly changing world. Each Standard is assigned to a Working Group with the addition of a Working Group responsible for evidence inventory management and writing and another focusing on federal compliance.

The College's Institutional Priorities will be integrated into relevant Working Group analyses and reporting. Working Groups will refer to the following table, which shows the cross walk between specific Standards and criteria with each Institutional Priority, to guide their analyses.

Standards of Accreditation and Institutional Priorities Alignment			
	Institutional Priorities		
Standards of Accreditation and Requirement of Affiliation	Offer career focused, research based, experiential learning at all levels	Enhance cultural competency to promote personal interaction and growth	Achieve and maintain sustainable levels of student enrollment, faculty/staff, material, and fiscal resources
Standard I Mission & Goals	Criteria 1a, 1b(2), 1c, 1d, 1e(1), 1f, 1g, 2(1), 3(1), 4	Criteria 1a, 1b(1), 1c, 1d, 1e(2), 1g, 2(2), 3(2), 4	Criteria 1a, 1b(3), 1c, 1d, 1e(3), 1g, 4
Standard II Ethics & Integrity	Criteria 7b	Criteria 1, 2(1), 3, 4, 7b	Criteria 2(2), 5, 6, 7a, 7b(1), 8a, 8c, 9
Standard III Design & Delivery of the Student Learning Experience	Criteria 1(1), 2a(1), 2d(3), 2e(1), 4(2), 5a(2), 5b, 6, 7(1), 8(1)	Criteria 2a(3), 2c(2), 2d(1), 2e(3), 5a(1), 8(2)	Criteria 1(2), 2a(2), 2b, 2c(1), 2d(2), 2e(2), 3, 4(1), 7(2), 8(3)
Standard IV Support of the Student Experience	Criteria 1b(2), 1c(2), 1d(1), 2(1), 6(2)	Criteria 1c(3), 2(2), 4, 6(1)	Criteria 1a, 1b(1), 1c(1), 1d(2), 5, 6(3)
Standard V Educational Effectiveness Assessment	Criteria 2a, 2b, 2c, 3c, 3d(student), 3h, 4, 5	Criteria 3a, 3b, 3d(faculty/staff), 3h, 5	Criteria 1, 2c, 3e, 3f, 3g, 4, 5
Standard VI Planning, Resources & Institutional Improvement	Criteria 2, 5, 9	Criteria 4, 8	Criteria 1, 3, 5, 6, 7, 8, 9
Standard VII Governance, Leadership, and Administration	Criteria 1a, 2c, 2d, 3d, 4c, 4d, 4e	Criteria 1a, 2b, 2c, 4a, 4e, 4f, 5	Criteria 2a, 2b, 2d, 2e, 2g, 2h, 2i, 3b, 3c, 3d, 4b, 4d, 4f

V. Organizational Structure of the Steering Committee and Working Groups

The Self-Study Co-Chairs and ALO were in the initial stage of recruiting Working Group Co-Chairs and members when the New York state governor issued work from home and social distancing orders in response to the COVID-19 pandemic. Since the third week in March, the College’s faculty and staff have been consumed by the tasks required for a rapid transition from face-to-face to online teaching, learning, and student support services. We will complete Working Group Co-Chair and member recruitment after classes end in early May when the demands of the College’s emergency response to the pandemic abates.

Steering Committee and Leadership Team

The Steering Committee will lead and coordinate Working Group and the campus community self-evaluation and assessments that demonstrate SUNY Morrisville’s

compliance with the Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation.

The committee will consist of 12 members including the Middle States Self-Study Co-Chairs, the Accreditation Liaison Officer, and one Co-Chair from each of the nine Working Groups. We chose Co-Chairs who will represent the full range of academic divisions and administrative/support departments including faculty, staff, and administrators as well as staff from the Morrisville Auxiliary Corporation (MAC), which supports a number of essential student services. The Steering Committee will coordinate work-effort and provide guidance on working through challenges that may arise by holding regularly scheduled Steering Committee meetings.

The Self-Study Leadership Team, which will consist of College leaders, the Self-Study Co-Chairs, and the Accreditation Liaison Officer, will initiate and orchestrate Steering Committee and Working Group activities, sustain focus, establish and clarify Working Group charges, processes, and deliverables.

All members of the Self-Study process will use the Microsoft Teams platform for communications, document management, preliminary evidence inventory organization, and file sharing.

Self-Study Leadership Team	
<i>Campus Leadership</i>	
David Rogers	College President
Barry Spriggs	Provost
<i>Self-Study Co-Chairs</i>	
Corey Hayes	Associate Professor, Division of Animal & Plant Sciences & Agricultural Business, Faculty Senate President
Christine Rudecoff	Director of Libraries
<i>Accreditation Liaison Officer</i>	
Marian Whitney	Registrar, Institutional Research & Effectiveness

As of mid-April, the SUNY Morrisville Steering Committee consists of the following members.

SUNY Morrisville MSCHE Steering Committee	
<i>Self-Study Co-Chairs</i>	
Corey Hayes	Associate Professor, Division of Animal & Plant Sciences & Agricultural Business, Faculty Senate President
Christine Rudecoff	Director of Libraries
<i>Accreditation Liaison Officer</i>	
Marian Whitney	Registrar, Institutional Research & Effectiveness
Working Group Co-Chairs	
<i>Working Group I – Standard I: Mission and Goals Co-Chair</i>	

Kaylynn Iglesias	Director of Admissions
Working Group II – Standard II: Ethics and Integrity Co-Chair	
Marquis Bennet	Director of EOP and Special Programs
Working Group III – Standard III: Design and Delivery of the Student Learning Experience Co-Chair	
Adam Saunders	Senior Assistant Librarian, Online Learning and Instruction
Working Group IV – Standard IV: Support of the Student Experience Co-Chair	
Julie Corey	Assistant Professor, Equine Sciences
Working Group V – Standard V: Educational Effectiveness Assessment Co-Chair	
Phil Hoffmeyer	Associate Professor, Renewable Energy
Working Group VI – Standard VI: Planning, Resource, and Institutional Improvement Co-Chair	
Courtney Turner	Director of Annual Giving, Institutional Advancement
Working Group VII – Standard VII: Governance, Leadership, and Administration Co-Chair	
Jennifer Gilbert-Jenkins	Assistant Professor, Agronomy
Working Group VIII – Evidence Inventory Management and Writing Co-Chair	
Eugenio Mercurio	Assistant Director for Strategic Communications, Communications and Marketing
Working Group IX– Compliance Co-Chair	
Scott Richmond	Lead Web Developer

Steering Committee and Working Group Co-Chair Responsibilities

Meetings — Working Group Co-Chairs, will meet on a regular basis, both as members of the Steering Committee and with their respective Working Group. The Steering Committee Leadership Team will establish a meeting calendar that will be shared and updated through Microsoft Teams and published on the College’s Middle States web site. Working Group Co-Chairs will be responsible for establishing a meeting schedule for their respective groups for each semester during the Self-Study process.

Leadership — Co-chairs will provide the leadership to fulfill the Working Group charge and to comply with established timelines and deadlines.

Working Group Composition

At the completion of the spring 2020 semester, the Self-Study Co-Chairs and ALO will resume a second round of Co-Chair recruitment to complete staffing of the Steering Committee. While the Co-Chairs and ALO have a list of faculty, staff, and administrators who have volunteered to serve on Working Groups, we believe Working Group Co-Chairs should have the opportunity to complete their group rosters. Appropriate representation of from all areas of the campus and familiarity with the activities and

evidence associated with particular Standards and Criteria will inform Working Group member selection.

The College's Self-Study Institutional Priorities will be the lens through which the Working Groups address their analyses and evidence gathering for their assigned Standard and associated criteria. Each Working Group will review the College's Senior Council alignment of SUNY Morrisville's Institutional Priorities with the Standards and Criteria and use the following map to guide their work.

Standards of Accreditation and Institutional Priorities Alignment			
	Institutional Priorities		
Standards of Accreditation and Requirement of Affiliation	Offer career focused, research based, experiential learning at all levels	Enhance cultural competency to promote personal interaction and growth	Achieve and maintain sustainable levels of student enrollment, faculty/staff, material, and fiscal resources
Standard I Mission & Goals	Criteria 1a, 1b(2), 1c, 1d, 1e(1), 1f, 1g, 2(1), 3(1), 4	Criteria 1a, 1b(1), 1c, 1d, 1e(2), 1g, 2(2), 3(2), 4	Criteria 1a, 1b(3), 1c,1d, 1e(3), 1g, 4
Standard II Ethics & Integrity	Criteria 7b	Criteria 1, 2(1), 3, 4, 7b	Criteria 2(2), 5, 6, 7a, 7b(1), 8a, 8c, 9
Standard III Design & Delivery of the Student Learning Experience	Criteria 1(1), 2a(1), 2d(3), 2e(1), 4(2), 5a(2), 5b, 6, 7(1), 8(1)	Criteria 2a(3), 2c(2), 2d(1), 2e(3), 5a(1), 8(2)	Criteria 1(2), 2a(2), 2b, 2c(1), 2d(2), 2e(2), 3, 4(1), 7(2), 8(3)
Standard IV Support of the Student Experience	Criteria 1b(2), 1c(2), 1d(1), 2(1), 6(2)	Criteria 1c(3), 2(2), 4, 6(1)	Criteria 1a, 1b(1), 1c(1), 1d(2), 5, 6(3)
Standard V Educational Effectiveness Assessment	Criteria 2a, 2b, 2c, 3c, 3d(student), 3h, 4, 5	Criteria 3a, 3b, 3d(faculty/staff), 3h, 5	Criteria 1, 2c, 3e, 3f, 3g, 4, 5
Standard VI Planning, Resources & Institutional Improvement	Criteria 2, 5, 9	Criteria 4, 8	Criteria 1, 3, 5, 6, 7, 8, 9
Standard VII Governance, Leadership, and Administration	Criteria 1a, 2c, 2d, 3d, 4c, 4d, 4e	Criteria 1a, 2b, 2c, 4a, 4e, 4f, 5	Criteria 2a, 2b, 2d, 2e, 2g, 2h, 2i, 3b, 3c, 3d, 4b, 4d, 4f

General Charge for All Working Groups — Analyses and Report Content

1. Demonstrate compliance with the MSCHE Standards of Accreditation and Requirements of Affiliation.
 - a. Become proficient with the MSCHE standard and each associated criterion comprising the Working Group's area of responsibility.
 - i. <https://www.msche.org/standards/>

- ii. <http://www.msche.org/wp-content/uploads/2018/06/RevisedStandardsFINAL.pdf>
 - b. Use the rubric developed by the Evidence Inventory and Writing Working Group to identify the most pertinent sources of evidence to demonstrate that the College meets all aspects of your Working Group's Standard.
 - c. Organize and file the Working Group's evidence documents in the Campus Evidence Repository using the processes developed by the Evidence Inventory Management and Writing Working Group.
 - d. Identify gaps in our evidence, policies and/or practices where we may lack documentation that demonstrates meeting the Standard or where the existing evidence is inadequate to meet all requirements of the Standard and all related criteria.
 - e. Use examples, text, and reference to documents in the Evidence Inventory to prepare a 10-12 page analytic report that clearly and succinctly demonstrate the relationship between the Standard, each associated criterion and conclusions regarding compliance.
2. The Working Group reports should describe how SUNY Morrisville complies with the Standards in pursuit of the College's Mission and Strategic Goals. Use the following documents as guides
 - a. Institutional Priorities x Strategic Goals table (Microsoft Teams Middle States Team, Institutional Priorities Channel files)
 - b. Institutional Priorities x MSCHE Standards table (Microsoft Teams Middle States Team, Institutional Priorities Channel files)
 - c. Review the SUNY Morrisville 2018-2023 Strategic Mission and Goals at <https://strategic-plan.morrisville.edu/>
3. Review the previous Periodic Review Reports and associated documents (Microsoft Teams Middle States Team, Institutional Periodic Review Channel files) and Annual Institutional Updates and, where appropriate, gather evidence and respond to these MSCHE recommendations. Working Groups V and VI must specifically address the Annual Institutional Review April 2018 update recommendations regarding
 - a. Standard V, provide further evidence of the use assessment results to improve teaching, learning, and student achievement, and
 - b. Standard VI, provide further evidence of clearly documented and communicated planning and improvement processes that provide for constituent participation

4. The Working Group report must highlight periodic assessment (final criterion of each Standard).
 - a. Identify processes and outcomes associated with the Standard.
 - b. Describe use of assessment results.
 - c. Identify re-assessment following assessment-driven changes.
 - d. Identify opportunities to improve assessment (quality of measures, breadth and depth of assessment, use of results, consistency in closing the loop activities, etc.).
5. Identify Standard-related opportunities for improvement particularly as they align with:
 - a. Achievement of SUNY Morrisville's Strategic Mission and Goals
 - b. The Self-Study Institutional Priorities

Working Group General Charge — Group Dynamics

1. Develop an effective and professional collaborative process within the activities of the group and, when warranted, establish coordination with other Working Groups.
 - a. Establish points of contact with other Working Groups to reduce duplication of effort and as outlined in specific Working Group charges.
2. Share concerns and opportunities that may impact other Working Groups or when the issues may have consequences for the Self-Study as a whole with the Steering Committee and Leadership Team.

Working Group General Charge — Timelines, Communications, and Evidence Management

1. All Self-Study team members will utilize the Microsoft Teams platform for document sharing and team-wide communications.
 - a. Each Working Group will have a channel in the Middle States Microsoft Teams platform to conduct communications and where they can assemble and share evidence files and report manuscript drafts.
 - b. The Middle States General channel files include a resources folder
 - i. Previous MSCHE Actions Over the Past 10 Years
 - ii. SUNY Morrisville Strategic Plan 2018-2023
 - iii. MSCHE Evidence Inventory Procedures
 - iv. Mapping of Priorities and Standards

v. Requirements of Affiliation Crosswalk

2. Adhere to the Self-Study Timeline and deadlines posted on the College’s Middle States web site and in the Middle States General channel files.
 - a. Initial evidence compilation entered in Microsoft Teams — June 2021
 - b. Preliminary Gap Analysis Report due in Microsoft Teams — June 2021
 - c. Monthly Working Group Progress Reports September 2020 – December 2021
 - d. Preliminary Working Group Section draft report by December 2021
 - e. Working Group reports will be posted for campus community comments and presented at selected meetings to gather community input — January 2022
 - f. Use feedback from the Steering Committee, campus community input, and any new data to revise Working Group reports – January-February 2022
 - g. Final Section report by March 1, 2022

Working Group Members and Charges

In the following table, the ALO and Co-Chairs include suggested department and academic schools from which candidates for open Co-Chair member positions might be recruited to ensure broad campus community representation in the Working Groups.

Working Group I: Mission and Goals	
Co-Chairs	
Kaylynn Iglesias	Director of Admissions
Diane Tice	Professor, Biology
Potential Member Area Representation	
	Norwich Campus
	School of Agriculture, Business & Technology
	School of Liberal Arts, Science & Society
	Enrollment Management
	College Senate
Working Group Charge	
Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard I, Mission and Goals including all four related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities into the Working Group’s analysis and report. Include the following analyses in the Working Group report <ul style="list-style-type: none"> • What process was used to develop the College’s current Strategic Plan and Goals? 	

<ul style="list-style-type: none"> • How does the College assess the fulfillment of its Mission/Strategic Plan? • Based on these evaluations, recommend opportunities for continuous improvement in the College’s strategic planning process <p>Coordinate with the Standard VI Planning, Resources and Institutional Improvement Working Group to gather evidence and evaluate the Campus’s strategic planning process.</p>	
Critical Resources	
SUNY Morrisville Strategic Plan 2018-2023; College Senate documents including minutes, resolutions, and committee charges	
Working Group II: Ethics and Integrity	
Co-Chairs	
Marquis Bennett	Director of EOP and Special Programs
Rob Klish	Director of Computer Services, Morrisville Auxiliary Corporation Computer Services
Potential Member Area Representation	
	Finance & Human Resources, Morrisville Auxiliary Corporation Business Office
	College Senate
	Financial Aid
	Communications & Marketing
	Financial Aid
	Institutional Advancement
Working Group Charge	
<p>Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard II, Ethics and Integrity including all nine related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities in the Working Group’s analysis and report. Include the following analyses in the Working Group report</p> <ul style="list-style-type: none"> • How does SUNY Morrisville adhere to its values in all of its communications, policies, and procedures? • How do the institution’s policies, processes, and practices reflect ethics and integrity in both internal and external activities? • Based on these evaluations, recommend opportunities to enhance continuous improvement in the review, development, and implementation of polices, processes, and practices to demonstrate the College’s commitment to ethical behavior. <p>Coordinate with Working Group IX Federal Compliance, which is preparing documentation for the 15 MSCHE Requirements of Affiliation. This documentation should be appropriately referenced in Standard II, Criterion 8.b.</p>	
Critical Resources	
Department assessment reports - mandated and periodic reports, audits; Chief Diversity Officer; Title IX Coordinator; Human Resources Director; IRB Chair; Institutional Research and Effectiveness Officer; Director of Financial Aide; Financial Aide webpage; Consumer Information webpage; Associate Provost; Requirements of Affiliation Crosswalk document; student, faculty and staff handbooks	

Working Group III: Design and Delivery of the Student Learning Experience	
Co-Chairs	
Adam Saunders	Senior Assistant Librarian, Online Learning and Instruction
Kim Smith	Associate Professor, Nursing Norwich
Potential Member Area Representation	
	Academic Support Services
	Residents' Life
	Student Activities
	Special & Remedial Academic Programs
	Technology Services
	Associate Provost's Office
	School of Agriculture, Business & Technology Faculty
	School of Liberal Arts, Science & Society Faculty
Working Group Charge	
<p>Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard III, Design and Delivery of the Student Learning Experience including all eight related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities in the Working Group's analysis and report. Include the following analyses in the Working Group report</p> <ul style="list-style-type: none"> • How is the rigor and coherence of all learning experiences, modalities and levels (certificates, associate, and bachelors' degrees) ensured? • What types of faculty and staff professional development are provided to support the growth and innovation in teaching and program offerings? • How are general education requirements integrated into the College's curricula? • How do curricula meet institutional learning outcomes and align with the College's mission? • Based on these evaluations, recommend opportunities to enhance continuous improvement in the ways the College plans, designs, seeks approval for, and delivers student learning experiences <p>Coordinate with Standard V Educational Effectiveness Assessment Working Group to analyze program effectiveness in the delivery of student learning opportunities.</p>	
Critical Resources	
Faculty handbook; general education policy and General Education Committee; advertising and recruiting materials including the college catalog; program reviews and annual reports; program accreditation reviews; Provost's Office and Academic Council actions; Associate Provost's office; Curriculum Committee; academic admissions standards; Professional Development Committee	
Working Group IV: Support of the Student Learning Experience	
Co-Chairs	
Elizabeth Ackman	Director of Residence Life

Julie Corey	Assistant Professor, Equine Sciences
Potential Member Area Representation	
	Morrisville Auxiliary Corporation
	Campus-wide Advising
	Student Activities
	Library
	Special & Remedial Programs
	Athletics
	Norwich Campus
	Director of the Copper Turret, Morrisville Auxiliary Corporation
	Faculty
Working Group Charge	
<p>Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard IV, Support of the Student Learning Experience including all six related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities into the Working Group's analysis and report. Include the following analyses in the Working Group report</p> <ul style="list-style-type: none"> • How do functional areas assess and report on the effectiveness of their programs in supporting the student experience? • How do the policies and practices link together through the entire student experience including recruitment, admission, college life support, academic success, completion support, and post-completion placement for all educational offerings and modalities? • Based on these evaluations, identify opportunities for continuous improvement and enhancement of student support efforts. 	
Critical Resources	
<p>Student handbook; student survey data; enrollment management plans and trends; admissions and transfer credit policies; Institutional Research and Effectiveness Officer; Chief Enrollment Officer; Director of Admissions; Dean of Students; CSTEP and STEP Director, EOP and Special Programs Director; Campus-Wide Advising and departmental advisement practices; MAP and ARP program assessments; Dean of Students; Director of Athletics; Director of Student Activities; Director of Residential Life, Director of Student Health Services; Director of Institutional Advancement; International Student Services; Director of Accessibility Services; Director of Tutoring Services; Director of Libraries; Chief Diversity Officer</p>	
Working Group V: Educational Effectiveness Assessment	
Co-Chairs	
Phillip Hofmeyer	Associate Professor, Renewable Energy
Brenda Oursler White	Associate Professor, Mathematics
Potential Member Area Representation	
	Associate Provost's Office
	School of Agriculture, Business & Technology Faculty

	School of Liberal Arts, Science & Society Faculty
	Library
	Campus-wide Advising

Working Group Charge

Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard V, Educational Effectiveness Assessment including all five related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities in the Working Group’s analysis and report. Include the following analyses in the Working Group report

- What is the relationship between institutional and program learning objectives with College’s mission?
- What systematic methods are use to assess student learning and achievement to demonstrate attainment of curricular and institutional learning goals. What evidence demonstrates that these methods are effective?
- In response to the April 2018 MSCHE Annual Institutional Update recommendation, provide evidence on how the results from student learning and achievement assessments are used to improve teaching, learning, and student achievement, and to, overall, enhance educational effectiveness.
- Based on these analyses, identify opportunities for continuous improvement and enhancement of the College’s educational effectiveness assessment.

Critical Resources

Program assessment plans and reports; General Education assessment reports; annual academic department and functional area reports; curriculum maps; Associate Provost’s office; Institutional Research and Effectiveness Officer; institutional effectiveness reports; climate survey; course evaluations; enrollment data; financial support data

Working Group VI: Planning, Resources, and Institutional Improvement

Co-Chairs

Christopher Maroney	Executive Director of Facilities Management
Courtney Turner	Director of Annual Giving, Institutional Advancement

Potential Member Area Representation

	Business Office/Purchasing
	Institutional Advancement
	Morrisville Auxiliary Corporation
	Facilities/Maintenance
	Faculty

Working Group Charge

Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard VI, Planning, Resources, and Institutional Improvement including all nine related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional

Priorities in the Working Group’s analysis and report. Include the following analyses in the Working Group report

- How has the College’s strategic planning process evolved to increase its effectiveness in advancing institutional improvement?
- How do departmental reports and assessments for facilities, technology services, and budgetary functions of the business office align with and support the College’s mission?
- How effective is the assessment of the College’s planning, resource allocation, and institutional decision-making processes?
- In response to the April 2018 MSCHE Annual Institutional Update recommendation, provide specific evidence that demonstrates clearly documented and communicated planning and improvement processes that incorporate constituent participation.
- Based on these evaluations, recommend opportunities to enhance continuous improvement in planning, resources, and institutional improvement practices.

Collaborate with the Standard I Mission and Goals Working Group to coordinate evidence gathering and analyses of assessment of the College’s strategic planning process.

Critical Resources

College’s annual report; SUNY Morrisville Strategic Plan 2018-2023; school, academic division and functional area annual reports and goals; facilities master plan reports; Director of Facilities Management; budgeting process documents; organizational charts

Working Group VII: Governance, Leadership and Administration

Co-Chairs

Jennifer Gilbert-Jenkins	Assistant Professor, Agronomy
Paul Field	Chief, University Police

Potential Member Area Representation

	College Senate
	Human Resources
	School of Agriculture, Business & Technology Faculty
	School of Liberal Arts, Science & Society Faculty
	Office of Diversity Equity & Inclusion

Working Group Charge

Compile the most relevant evidence and report on how SUNY Morrisville complies with MSCHE Standard VII, Governance, Leadership, and Administration including all five related criteria. Use the Priorities and Standards Crosswalk document posted in Microsoft Teams as a guide for integrating our Institutional Priorities in the Working group’s analysis and report. Include the following analyses in the Working Group report

- How do the roles, policies, and procedures associated with overall organizational governing bodies within the College support the achievement of the College’s mission and strategic goals?

- How are governance, leadership, and administrative structures assessed and how effective are these assessments in guiding advancements in institutional operations?
- Based on these analyses, recommend opportunities to enhance continuous improvement in these areas.

Critical Resources

SUNY Morrisville Strategic Plan 2018-2023; College Senate Bylaws, Table of Organization, resolutions, assessments, and minutes; organizational structure; College Council bylaws and member bios; SUNY selection and performance review procedures for the President; administrative credentials; management policies and procedures including employee selection and performance management for the President’s cabinet members and senior administrators; conflict of interest statements, polices and procedures for SUNY, College Council, the Research Foundation, Human Resources, and the IRB; Human Resources Director

Working Group VIII: Evidence Inventory Management and Writing

Co-Chairs

Patrick Cronn	Associate Professor, Computer & Informatics
Eugenio Mercurio	Assistant Director for Strategic Communications, Communications & Marketing

Potential Member Area Representation

	Bursar
	Library
	Career Planning & Development
	School of Liberal Arts, Science & Society Faculty

Working Group Charge

Group VIII has a two part charge:

- 1) Evidence Inventory — Manage the Evidence Inventory to support the research and reporting of all of the Working Groups and the Steering Committee. This will require
 - a. developing an Evidence Procedure document and making it available in the files on the Middle States Teams General channel files
 - b. developing an Evidence Inventory Template that will include metadata the Working Groups will fill in when they upload their files.
 - c. collecting documents posted by Working Groups into their respective evidence folders on the Middle States BlackBoard instance
 - d. creating the coordinated Master Evidence Index. The index will include a reference number for the document, document name, document description, version/date of publication, the Standard(s) that relate to the document
 - e. creating a link to the document
 - f. indication of whether the document is to be included in our final Evidence Inventory that will be uploaded with our Self-Study document

- g. assisting in the development of the final Evidence Inventory for submission to MSCHE
 - h. establishing a an electronic document library that will be available to External Reviewers during their campus visit.
- 2) Assist with the compilation, writing, editing, and Self-Study final document preparation.

Critical Resources

MSCHE Self-Study Guide Module 6 — Developing and Using the Evidence Inventory at <https://www.msche.org/accreditation/self-study-guide/module-six/> , MSCHE Evidence Inventory Institutional Self-Evaluation Rubric at <http://www.msche.org/wp-content/uploads/2019/10/evidence-inventory-institutional-self-evaluation-rubric.pdf> , MSCH Self-Study Guide Module 5 — Writing the Self-Study Report at <https://www.msche.org/accreditation/self-study-guide/module-five/>

Working Group IX: Federal Compliance

Co-Chairs

Gary Cole	Campus-Wide Advising
Scott Richmond	Communications and Marketing

Working Group Charge

Working Group IX has a two part charge:

- 1) Requirements of Affiliation — Use the Requirements of Affiliation crosswalk document and work with relevant Working Groups to compile appropriate evidence to demonstrate that the College complies with the MSCHE Requirements of Affiliation. Coordinate with Working Group II to collect documentation of Requirements of Affiliation Compliance in Standard II Criterion 8.b.
- 2) Federal Compliance — completion of the Verification of Compliance with Accreditation-Relevant Federal Regulations (Institutional Verification Report). Based on the current compliance areas:
 - a. Student identity verification in distance and correspondence education
 - b. Transfer of credit policies and articulation agreements
 - c. Title IV program responsibilities
 - d. Institutional records of student complaints
 - e. Required information for students and the public Standing with State and other accrediting agencies
 - f. Contractual relationships
 - g. Assignment of credit hours

Critical Resources

Provost Office, Registrar’s Office, Dean of Students, Admissions, Institutional Research, Admissions, Human Resources, Business Office, Technology Services, Office of Diversity, Equity & Inclusion, College Senate, Communication and Marketing

VI. Guidelines for Reporting

The Leadership team will establish a schedule of standing, bi-weekly Steering Committee meetings as a venue for guiding, coordinating, and reporting out on Working Group activities. These meetings will give the Steering Committee the opportunity to collectively discuss the Self-Study progress, address challenges that may arise, and determine appropriate next steps to keep the process moving toward completion. Outside of the meetings, all Working Groups will use Microsoft Teams as a communication platform, for filing shared documents, and for initial staging of Evidence Inventory documentation. The Leadership Team will conduct periodic check-ins with Working Groups throughout the analysis period to ensure that the groups are appropriately progressing in their assigned charge to meet deliverable deadlines as describe in the following table.

Self-Study Deliverable Timetable		
Deliverable	Responsible Group	Due Date
Self-Study Design Draft	Co-Chairs and ALO	April 17, 2020
Working Group Member List	Steering Committee	September 2020
MSCHE Evidence Inventory Template Draft?	ALO, Data Management and Writing Working Group	September 2020
Gap Analysis Template	Working Groups	September 2020
Work Group Progress Reports	Working Groups	September 2020 - December 2021
Working Group Report Drafts	Working Groups	December 18, 2020
Final Working Group Reports	Working Groups	March 12, 2021
Self-Study Report Draft	Leadership Team	September – November 2021
Final Self-Study Report	Leadership Team	December 2021 – January 2022
Upload Self-Study Report and Evidence Inventory	Leadership Team	February-March 2022

Section Report Format

Each Working Group will gather evidence to demonstrate the College’s compliance with their assigned MSCHE Standard of Accreditation and prepare a ten to twelve page analytic report. Working Groups will use narrative, examples, and references to the Evidence Inventory to attest to how the College’s activities align with the Standards, associated criterion, and compliance requirements. The report presentation should be clearly supported by data, comprehensive, and concise.

Each Working Group report will include the following sections

- Standard of Accreditation

- Summary statement describing how the College meets the Standard and how the Institutional Priorities are expressed in relation to the Standard under consideration.
- A table that lists each Standard criterion and the Evidence Inventory documents that demonstrate compliance with the criterion
- Narrative that clearly and concisely summarizes the College's compliance with the Standard and each associated criteria in the order that the criteria are listed in the Standard Criterion/Evidence Inventory table. References to supporting evidence should appear throughout the narrative and every effort should be made to avoid redundancy.
 - The report should also highlight how and where campus activities, processes, and initiatives not only align with the Standard of Accreditation, but also advance campus progress on our Institutional Priorities.
- Requirements of Affiliation will also be addressed.
- Recommendations for opportunities to advance the process of continuous improvement.
- Reports should follow the APA manual of style and use Arial 12 point font.

VII. Organization of the Final Self Study Report

1. Table of Contents
2. Executive Summary
3. Institutional Overview
4. Standard I Mission and Goals
5. Standard II Ethics and Integrity
6. Standard III Design and Delivery of the Student Learning Experience
7. Standard IV Support of the Student Learning Experience
8. Standard V Educational Effectiveness Assessment
9. Standard VI Planning, Resources, and Institutional Improvement
10. Standard VII Governance, Leadership, and Administration

11. Summary of Major Findings and Opportunities for Improvement

VII. Verification of Compliance Strategy

Working Group IX is charged with completion of the Verification of Compliance with Accreditation-Relevant Federal Regulations (Institutional Verification Report).

Based on the current compliance areas

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public standing with State and other accrediting agencies
6. Contractual relationships
7. Assignment of credit hours

The following college units will be consulted and provide documentation: Provost Office, Registrar's Office, Dean of Students, Admissions, Institutional Research, Human Resources, Business Office, Technology Services, Office of Diversity, Equity and Inclusion, College Senate, Communication and Marketing.

The Steering Committee is charged with validating that the Verification of Compliance with Accreditation-Relevant Federal Regulations report provides evidence that the college meets accreditation relevant federal regulations. The Institutional Verification Report and supporting evidence will be combined into a single, bookmarked, pdf file and uploaded with the Self-Study report and other relevant documents.

IX. Self-Study Timetable

Self-Study Timetable		
Timeframe	Task	Actions
October 2019	Attend MSCHE Self-Study Institute	
November 22, 2019	Campus Middle States Co-Chairs and ALO meet with Campus President and Provost	<ul style="list-style-type: none">• Review Middle States timeline• Discuss Liaison check-in call (1st wk. of December)• Discuss fall or spring timing of Evaluation Team visit• Discuss Institutional Priorities• Discuss Self-Study Outcomes

		<ul style="list-style-type: none"> • Discuss Steering Committee formation <p>Discuss communications, especially website (Univ. of Delaware example)</p>
December 5, 2019	MSCHE Liaison Check-In Call	<ul style="list-style-type: none"> • Brief introductions - who is participating and what are their roles in the institution and in the Self-Study process • Review of the Focus of the Design (Standards or Priorities based) • Description of the Working Group and Steering Committee membership organization at the Institution • Confirmation of the Self Study-Design visit dates and what is expected by then <p>Q&A</p>
January 2020	Assemble Steering Committee	<ul style="list-style-type: none"> • Identify Working Groups Chairs • Identify other members/roles • Develop and launch Morrisville's Middle States website
January 2020	Preliminary Self-Study Planning	<ul style="list-style-type: none"> • Preliminary identification of Institutional priorities • Preliminary Institutional Self Study Outcomes • Discuss Self-Study approach • Discuss progress on Self-Study Design • Discuss Study Prep visit timing & logistics • Design campus-wide Institutional Priorities and Intended Outcomes survey
February 2020	Define Institutional Priorities and Intended Outcomes	<ul style="list-style-type: none"> • Launch and promote participation in campus-wide survey • Present survey results at Senior Council Meeting
March – April 2020	Self-Study Design	<ul style="list-style-type: none"> • Send completed draft to MSCHE Liaison two weeks prior to Self-Study preparation call
April 27, 2020	MSCHE Liaison Self-Study Preparation call	<ul style="list-style-type: none"> • Discuss and offer feedback on the College's Self-Study Design
June – September 2020	Complete Staffing of Working Group Co-Chair and member positions	<ul style="list-style-type: none"> • Recover from Covid 19 disruptions
June – September 2020	Self-Study Design Revisions and Acceptance	<ul style="list-style-type: none"> • Fill-in missing Self-Study information • Respond to and incorporate MSCHE Liaison Self-Study Design recommendations
September – December 2020	Begin Self-Study Process	<ul style="list-style-type: none"> • Set Steering Committee meeting schedule • Working Groups begin evidence gathering, analyses, and report

		<p>preparation. Submit progress reports on established schedule</p> <ul style="list-style-type: none"> Establish and educate Working Groups on Evidence Inventory Procedures
Mid-December 2020	Working Group Submission of Draft Reports	<ul style="list-style-type: none"> Build Evidence Inventory and master evidence index that includes cross-reference of all evidence by Standard and Criteria
January – May 2021	Completion of Self-Study Draft	<ul style="list-style-type: none"> Steering Committee Leadership Team reviews Working Group reports and prepare notes for discussion Final Working Group reports due by March 1, 2021
March – May 2021	Visiting Team Chair and Evaluation Team members selected	<ul style="list-style-type: none"> Evaluation Team visit dates set Accepted Self-Study Draft sent to Visiting Team Chair
June 2021	Gap Analysis reports due	<ul style="list-style-type: none"> Steering Committee addresses deficiencies identified in Gap Analyses
December 2021 – February 2022	Self-Study Report Final Draft	<ul style="list-style-type: none"> Final Self-Study draft completed Upload final Self-Study and Evidence Inventory to MSCHE Portal six week prior to Evaluation Team visit Share final Self-Study Draft with campus community Submit to Visiting Team Chair two weeks prior to Chair's Preliminary site visit
February – March 2022	Self-Study Report Finalized	<ul style="list-style-type: none"> Respond to and incorporate Team Chair's feedback on Self-Study Report Share Team Chair's Self-Study feedback with camps
February – May 2022	Evaluation Team Campus Visit	<ul style="list-style-type: none"> Finalize visit logistical details Schedule campus forums Verification of Compliance Report initiated by Working Group IX Steering Committee Review of Visiting Team report and preparation of College's response
June – November 2022	MSCHE Commission Action	

X. Communications Plan

The three main avenues the Leadership Team will use to communicate with the SUNY Morrisville community are

1. Campus Middle States Website

2. Microsoft Teams Middle States Team and
3. Meetings with various constituent groups across the campus.

As we reach major milestones in the Self-Study process, the Self-Study Co-Chairs will continuously update the website with all information regarding Middle States. Our website is currently live and part of the main Morrisville page. The website includes information on the Self-Study Design, accreditation Process, a detailed Self-Study process timeline, Working Groups, and links to resources. The site also includes a Participate tab where individuals can connect with the Steering Committee and Working Groups to ask questions, volunteer, or leave comments. As we move through the Self-Study process we will continuously update the website so that the campus community can access our progress.

As the Self-Study process takes shape, the following information will be added to the website

- Lists of the members of the Steering Committee and Working Groups
- A calendar of events (e.g., Working Group meeting dates, meetings with various constituent groups)
- Draft documents as they become available
- General information on the accreditation process, and
- Comment submission form so that anyone can submit comments directly to each Working Group.

We will use Microsoft Teams to facilitate communications both within and between the Steering Committee and Working Groups. Each Working Group will have a channel in Morrisville’s Microsoft Middle States Team where they will be able to assemble evidence and document drafts.

Because one of our goal is to engage the broader SUNY Morrisville community in discussion of the seven Standards and ensure that everyone understands the their role in advancing the College, we are developing a strategy to meet with various constituent groups at their regularly scheduled meetings. It is our plan to host open hearings and town hall meetings, along with communicating through the website. We will share Middle States update through the president and provost office and through Faculty/Staff regularly rescheduled meetings.

Communications Plan	
Timing	Type of Communication
January 2020	Design and launch Morrisville’s Middle States website
January 2020	Establish middlestates@morrisville.edu to capture contacts requested through our Middle States website. Monitored throughout the Self-Study process.
College Council	
Quarterly beginning Fall 2020	Updates presented during regularly scheduled meetings
Campus Governance Meetings	
Twice per semester beginning Fall 2020	Updates, requests for feedback and participation

Campus Digest	
As needed throughout the Self-Study process	Updates to campus community, requests for feedback and participation
Bi-Monthly All Faculty/Staff Meetings	
Beginning Fall 2020 through May 2022	Updates, requests for feedback and participation
Student Government	
Once per semester beginning Fall 2020	Introduction to the accreditation process, updates, and input
Alumni	
Ongoing through the Self-Study Process	The Steering Committee will the campus Alumni Engagement Coordinator to regularly inform College alumni about the accreditation process and our progress.

XI. Evaluation Team Profile

As an Evaluation Team is appointed for our Self-Study, we would like to stress some of our unique features. SUNY Morrisville is a public institution that offers specialized two- and four-year degrees, many in agriculture and technical fields, with an emphasis on career-based outcomes. This emphasis on experiential education is offered primarily in a residential and rural setting with a diverse student body from both very urban and very rural backgrounds. In order to diversify future revenue streams, the College is currently expanding international recruitment, increasing partnerships for regional workforce development, and has proposed new online offerings, including the College's first-ever Masters degree in Food and Sustainability.

With these considerations in mind, we propose that Evaluation Team members have experience with or knowledge of the following areas:

- **Public Education Within a Larger State System** — As a state-operated College, Morrisville is aligned with other members of SUNY's Tech Sector, working closely with System Administration to follow polices and requirements of the SUNY Board of Trustees. Having Team members, especially the Chair, with such experience will be critically important.
- **Technical Education and Specialized Degrees and Programs** — SUNY Morrisville offers many specialized programs (dairy management, equine science, technology management, automotive technology, journalism and communication for online media, etc.) and degrees (Bachelor of Technology, Bachelor of Business Administration, etc.). The College also provides students with practical business experience via on-campus enterprises.
- **Student Diversity** — SUNY Morrisville students come from a rich variety of backgrounds. Approximately one-third of our head-count enrollment on the Morrisville campus is composed of historically under-represented minority and international students.

- Specialization in both Associate and Baccalaureate Programs — With 23 four-year programs, 50 two-year programs, and several certificate programs, our College faces unique challenges addressing these diverse curricula. Since most of our four-year programs have been developed since our last Self-Study, a team member with experience teaching at an institution that has gone through the transition from a two-year to four-year school would be invaluable.
- Teaching Institutions — SUNY Morrisville is first and foremost a teaching college. The transition from two-year programs/degrees to a mixture of two- and four-year programs/degrees continues to present a number of challenges to our faculty as they reconsider their dynamic role at the institution. As the College embraces even more baccalaureate degree programs and will soon transition to include graduate education, the College must continue to explicitly address these transformative challenges.
- Additional Educational Locations — Having additional instructional locations at some distance from the main campus presents unique opportunities and challenges. Having Team members who have had experience dealing with diverse groups of stakeholders will be very useful.

In accordance with the MSCHE Conflict of Interest Accreditation Policy, to avoid conflicts of interest, Morrisville's peer evaluators should not be recruited from other SUNY campuses.

Peer Institutions

- Coppin State University, MD
- University of Minnesota Crookston, MN
- Lebanon Valley College, PA
- Penn State Berks, PA
- Penn State Erie, The Behrend College, PA
- Vermont Technical College, VT

Aspirational Peers

- CUNY New York City College of Technology, NY
- Pennsylvania College of Technology, PA
- Delaware Valley University, PA
- York College of Pennsylvania
- University of Maine at Farmington, ME

XII. Evidence Inventory

The Evidence Inventory is a master repository of all documents the Institution identifies through the Self-Study process. The Evidence Inventory will function as a tool to

1. Document compliance with the Standards of Accreditation and Requirements of Affiliation
2. Support assertions made in draft and final reports
3. Identify areas lacking sufficient documentation, and
4. Create a long-term resource to evaluate ongoing compliance.

The Inventory will be created in Microsoft Teams channels and accessible to all Steering Committee and Working Group members. Serving as an organizational tool to gather, categorize, and store relevant information/documentation in support of the Self-Study, the inventory provides one central repository to access and review key resources.

A multi-phase process will be used to create and curate the Evidence Inventory

1. Initial Evidence Collection — Members will gather all relevant resources/ documents/ evidence in support of the relevant Standard and Criterion or Requirements of Affiliation. As evidence is collected, members will populate the shared MSCHE Evidence Inventory Template available in the Microsoft Teams General channel files. The template will include the Standard, Criterion or Requirement, the name of the resource and a link to where the information can be found. Working Groups will also upload resources into a Group Evidence Folder within their individual Working Group folder in Microsoft Teams. Working Groups are charged with completing the initial evidence collection by June 2021.
2. Creation of a Master Evidence Folder and Index — Working Group VIII is responsible for the development and refinement of the final Evidence Inventory. Once the initial evidence collection period has ended, Working Group VIII will move all the uploaded documents to the Master Evidence Folder, accessible to all Working Group members. Working Group VIII will also create and maintain a Master Evidence Index. The index will include a reference number for each document, the document name, a brief description of the document, a link to the document, version/date of publication, the Standard(s) of Accreditation or Requirement(s) of Affiliation that it supports, and an indication of whether it will be included in the final Evidence Inventory. Resources in the Master Evidence Folder will be refined and curated into the Final Evidence Inventory to be uploaded with the Self-Study Report.
3. Ongoing Evidence Collection — Working Groups will continue to collect evidence and populate the Evidence Inventory Template and upload documents into the Group Evidence folders. Working Group Chairs will notify Working Group VIII so new evidence can be added to the Master Evidence folder and index.

4. Gap Analysis — After initial evidence collection, Working Groups are charged with identifying and addressing gaps in evidence. After reviewing the Evidence Inventory Template, Working Group Members will identify Standards, Criteria or Requirements for which evidence is deemed insufficient. Working Group members will complete the Gap Analysis Template to document where the gaps exist and provide recommendations for addressing these areas. The Gap Analysis Template will be completed by June 2021. The Steering Committee will review and develop a plan to address the gaps to complete the Evidence Inventory.
5. Development of Final Evidence Inventory — The Master Evidence Folder, complete with all relevant documents/resources/evidence to support Standards of Accreditation and Requirements of Affiliation will be maintained and made available to the Evaluation Team and Commissioners upon request. In addition, a final Evidence Inventory will be created that includes only the critical documents referenced as support in the final Self-Study Report and will be uploaded with the Self-Study in the spring of 2022.