

Middle States Commission on Higher Education Self-Study Report



Presented by:
SUNY Niagara
January 2025

Chief Executive Officer:
Lloyd Holmes, Ph.D., President

Dates of Middle States Team Visit:
March 9-12, 2025

SUNY NIAGARA

SUNY Niagara
3111 Saunders Settlement Road
Sanborn, New York 14131-9460
(716) 614-6222 www.niagaracc.suny.edu

Katherine D. Alexander, Chair, Board of Trustees
Lloyd Holmes, Ph.D., President

SUNY Niagara Board of Trustees	
Katherine D. Alexander	Chairperson
Kevin Clark	Vice Chairperson
Sheila Smith	Secretary
Gail Tylec	Financial Secretary
David Haylett, Jr.	Trustee
William L. Ross	Trustee
Gina I. Virtuoso	Trustee
Lee Wallace	Trustee
Jacob Joseph Fleming Jr.	Student Trustee

Table 1 – SUNY Niagara Board of Trustees

TABLE OF CONTENTS

Chapter One: Introduction, Self-Study Approach, and Executive Summary	5
Introduction	5
Self-Study Approach	6
Self-Study Executive Summary	10
Chapter Two: Standard I – Mission and Goals	13
Standard I, Criterion 1: Clarity	13
Standard I, Criterion 2: Realistic Goals	18
Standard I, Criterion 3: Focus on Students	19
Standard I, Criterion 4: Assessment	19
Chapter Three: Standard II – Ethics and Integrity	21
Standard II, Criterion 1: Academic Freedom	21
Standard II, Criterion 2: Respectful and Diverse Culture	22
Standard II, Criterion 3: Grievance Policy	24
Standard II, Criterion 4: Conflict of Interest	26
Standard II, Criterion 5: Fairness and Impartiality in Employment	28
Standard II, Criterion 6: Truth in Marketing and Communication	29
Standard II, Criterion 7: Informed Decision-Making and Affordability	31
Standard II, Criterion 8: Compliance with Policy, Law, and Regulation	33
Standard II, Criterion 9: Periodic Assessment of Ethics and Integrity	38
Chapter Four: Standard III – Design and Delivery of the Student Learning Experience	40
Standard III, Criterion 1: Degree Credentials and Objectives	41
Standard III, Criterion 2: Faculty and Professionals	42
Standard III, Criterion 3: Programs and Degree Requirements Path	46
Standard III, Criterion 4: Learning Opportunities and Resources for Success	47
Standard III, Criterion 5: General Education	49
Standard III, Criterion 6: Graduate Programing	52
Standard III, Criterion 7: Third-Party Provider Reviews	52
Standard III, Criterion 8: Program Assessment	52
Chapter Five: Standard IV – Support of the Student Experience	55
Standard IV, Criterion 1: Ethical Policies and Processes	55
Standard IV, Criterion 2: Credit Evaluation	61
Standard IV, Criterion 3: Student Information Management	62
Standard IV, Criterion 4: Extracurricular Administration	62
Standard IV, Criterion 5: Third-Party Support Service Evaluation	63
Standard IV, Criterion 6: Assessment of Program Effectiveness	64
Chapter Six: Standard V – Educational Effectiveness Assessment	65
Standard V, Criterion 1: Clear Educational Goals	65
Standard V, Criterion 2: Organized and Systematic Assessments	66
Standard V, Criterion 3: Focus on Students	68
Standard V, Criterion 4: Third Party Assessments	72
Standard V, Criterion 5: Assessment of Learning Outcomes Assessment	72
Chapter Seven: Standard VI – Planning, Resources, and Institutional Improvement	74
Standard VI, Criterion 1: Institutional Objectives	75
Standard VI, Criterion 2: Planning and Improvement	75
Standard VI, Criterion 3: Financial Alignment	77
Standard VI, Criterion 4: Operations Resources and Infrastructure	78

Standard VI, Criterion 5: Decisions and Delegations Processes	80
Standard VI, Criterion 6: Sustainability	81
Standard VI, Criterion 7: Annual Audit and Compliance	83
Standard VI, Criterion 8: Evaluation and Alignment of Resources	83
Standard VI, Criterion 9: Planning, Allocation, and Renewal	86
Chapter Eight: Standard VII – Governance, Leadership, and Administration	89
Standard VII, Criterion 1: Governance Structure	89
Standard VII, Criterion 2: Governance Action.....	90
Standard VII, Criterion 3: Chief Executive Officer.....	94
Standard VII, Criterion 4: Administration	96
Standard VII, Criterion 5: Governance, Leadership, and Administration Assessment.....	99
APPENDIX	101
A. Self-Study Primary Documents	101
B. Middle States Verification of Compliance (VOC).....	102
C. Working Group Membership.....	104
D. Glossary of Terms and Acronyms Used	106
E. Tables and Figures.....	110
F. Evidence Inventory	112

Chapter One: Introduction, Self-Study Approach, and Executive Summary

Introduction

SUNY Niagara was created as Niagara County Community College (NCCC) in 1962, taking its name from the County of Niagara, its local sponsor. The first 343 students were admitted to Niagara County Community College on September 30, 1963, in Niagara Falls, New York. The original building was formerly the office of the Nabisco Shredded Wheat plant. In September 1970, ground was broken for the eight-building Sanborn campus located on 285 semi-wooded acres equidistant from the three major cities in Niagara County: Lockport, Niagara Falls and North Tonawanda. The first classes on the new campus began in the spring semester of 1973. On September 4, 2012, the College established Niagara Falls Culinary Institute (NFCI) as an additional location with 90,000 square feet in downtown Niagara Falls, NY. NFCI specializes in academic programs related to Hospitality and Tourism.

SUNY Niagara is supervised by the State University of New York (SUNY) and is authorized by the Board of Regents of the University of the State of New York to award the Associate in Arts Degree (AA), the Associate in Science Degree (AS), the Associate in Applied Science Degree (AAS), 1-year certificates, and micro-credentials.

SUNY Niagara is governed under policies established by its Board of Trustees (BOT). All ten trustees are area residents, five appointed by the Niagara County Legislature, four appointed by the Governor of New York State and a student trustee elected annually by the student body. SUNY Niagara is part of the State University of New York system.

Funding for SUNY community colleges comes in part from the local sponsor county, unlike the four-year and university centers in the New York State system who do not have local sponsors. Additional funding comes from the State of New York, local, state, and federal grant sources, and the College Foundation. These thresholds are established in New York State law.

SUNY Niagara is led by its mission and vision. The SUNY Niagara mission statement defines the institutional commitment to "...our core values of student centeredness, accessibility, comprehensiveness, collegiality, community partnership, and lifelong learning." The vision statement expresses that the College "will be a leader in providing a dynamic, high-quality educational environment responsive to current and emerging needs of our students and community."

The College's 2023-2025 Strategic Plan operationalizes the Mission through a set of goals and strategies that are reviewed and approved by the BOT and which are implemented by the College's divisions and units via individual action plans. The College's current goals are as follows:

1. Increase adult enrollment by 5% over the next three years.
2. Increase diversity within the College's student population to ensure the demographics match the diversity within the local service area and the broader WNY region.
3. Develop a marketing plan that employs strategies to support enrollment within targeted programs and specific audiences.
4. Increase yield of accepted to enrolled students by 3% over the next three years.
5. Increase retention by 3% over the next three years.
6. Stabilize the College graduation rate and increase rates within specific cohorts/programs.
7. Promote an efficient and innovative system of continuous improvement to support student success.

Throughout the self-study process, SUNY Niagara has been addressing the institutional priorities from the 2019-2022 and 2023-2025 Strategic Plans. The two sets of priorities are very similar and can be visualized as they relate to the MSCHE Standard as follows.

**MSCHE Standards and Institutional Priorities
Strategic Plan 2019-2022**

	I Mission and Goals	II Ethics	III Learning Experience	IV Student Support	V Assessment Student Learning	VI Finances and Improvement	VII Governance
Academic Excellence	X		X	X	X	X	
Community	X	X	X			X	X
Financial Improvement	X	X	X	X		X	
Student Centered Support	X		X	X		X	
Institutional Diversity	X	X	X	X		X	X
Enrollment		X	X	X	X	X	

Table 2 - Strategic Goals and Priorities 19-22

**MSCHE Standards and Institutional Priorities
Strategic Plan 2023-2025**

	I Mission and Goals	II Ethics	III Learning Experience	IV Student Support	V Assessment Student Learning	VI Finances and Improvement	VII Governance
Academic Innovation	X	X	X	X	X	X	
Enrollment & Finance		X	X	X	X	X	
Institutional Diversity	X	X	X	X		X	X
Student Success	X		X	X		X	

Table 3 - Strategic Goals and Priorities 23-25

Self-Study Approach

Overview: SUNY Niagara began the Self-Study in Fall 2022 after attending the Middle States Commission on Higher Education (MSCHE) Self-Study Institute. Utilizing the Standards for Accreditation and Requirements of Affiliation, Thirteenth Edition as a guide, the first group to be formed was the Self-Study Steering Committee (SSSC). Consisting of campus leaders and administrators, this early leadership group took on the responsibility of recruiting self-study members.

As part of developing a team-based approach for writing the Self-Study, the SSSC formed a set of Working Groups and appointed a Chair and the Steering Committee Members. The SSSC maintained

alignment with the Working Groups by assigning a liaison to each Working Group from the SSSC to engage with the chairs and co-chairs as needed or warranted.

The SSSC then set out to complete the first task: development of the Self-Study Design, which was delivered in early 2023 to the College's MSCHE VP Liaison. During this time, the SSSC conducted initial evidence reviews, devised a data collection strategy, and developed a community feedback infrastructure.

In early 2023 a core working team was formed to coordinate the work. The membership initially included the Accreditation Liaison Officer and the co-chairs for the Self-Study Steering Committee (SSSC) and grew to include support staff. This work group remained in place during the entire Self-Study development period.

Once the Self-Study Design was approved and overall infrastructure was in place (mid-Spring 2023), each Working Group was assigned tasks related to the standards-based Self-Study. The College formed five groups to cover the work. The College's staff of approximately 43 administrators was carefully assigned to avoid over-tasking or duplication of work.

The Working Groups were structured as follows:

- Working Group 1: Standards I and VII
- Working Group 2: Standard II and Verification of Federal Compliance
- Working Group 3: Standards III and V
- Working Group 4: Standard IV
- Working Group 5: Standard VI

The five working groups were populated with staff and faculty from the areas covered in the standards. They all received the same charge, covering three primary tasks:

1. Review and address the Requirements of Affiliation associated with each standard.
2. Write the drafts of each chapter.
3. Locate evidence and build the Evidence Repository for each standard.

The timeline for the Working Groups to complete this work was closely adhered to. Full drafts with evidence repositories were given to the Steering Committee during Spring and Summer 2024. Chapter drafts were released to the College community during Spring 2024 to increase awareness and solicit feedback. Additional feedback was also sought prior to releasing a draft to the Peer Review Team Chair and SUNY Council on Assessment (SCOA). A full draft was released in December 2024 for feedback.

The draft document was reviewed in detail on September 25, 2024, by SUNY Niagara's Peer Team Chair, Dr. Brenden Rickards and Standards 5, 6, and 7 were reviewed on November 19, 2024, by a SCOA review team led by Kirk Jones. In anticipation of a late January Self-Study due date, a nearly final draft was released to the Board of Trustee membership on January 7, 2025, for discussion at its retreat on January 14, 2025. The final draft was released to the entire College community a few days later and prepared for submission.

Report Outline and Naming Convention: After attending the Self-Study Institute in Fall 2022, the College decided to adopt the standards-based format for the Self-Study, utilizing a traditional approach, as follows:

- Chapter One: Introduction, Self-Study Approach, and Executive Summary

- Chapter Two: Standard One – Mission and Goals
- Chapter Three: Standard Two – Ethics and Integrity
- Chapter Four: Standard Three – Design and Delivery of the Student Learning Experience
- Chapter Five: Standard Four – Support of the Student Experience
- Chapter Six: Standard Five – Educational Effectiveness Assessment
- Chapter Seven: Standard Six – Planning, Resources, and Institutional Improvement
- Chapter Eight: Standard Seven – Governance, Leadership, and Administration

The Self-Study incorporated a standard naming convention to ensure alignment between the document and the Evidence Repository. All artifacts are identified according to the elements as defined in the following table. This same naming convention also applies to the filing schema within the Evidence Repository and the Evidence Inventory in the appendix at the end of this document. Files are sorted according to Standard, Criterion, and Section, with exact file name representations being cited within this document.

Naming Convention

Element #	What it does	String	Sample
1	Identifies the Standard	S#	S1 (Standard I)
2	Identifies the Criterion	C#	C1 (Criterion I)
3	Identifies the Section (if applicable)	- Section letter	- a (Section a)
4	Name of the File	[Filename]	Unit Goal Report – Academic Affairs
Full Sample String: S1C1 - a Unit Goal Report – Academic Affairs			

Table 4 - Naming Conventions

When referring to multiple related documents in one section, they will be referred to as [Documents] (with brackets). As an example, a full sample string would look like S1C1 – a Unit Plans [Documents].

Self-Study Work Groups: The Self-Study Steering Committee membership included faculty and administrative leaders, the campus MSCHE Accreditation Liaison Officer (ALO), Board of Trustees representation, and institutional and student data experts.

Self-Study Steering Committee Members

Name	Institutional Title	Role
Fabio Escobar	Assistant Vice President of Academic Affairs for Institutional Effectiveness	<ul style="list-style-type: none"> • SSSC Co-Chair • Accreditation Liaison Officer (Starting 1/25)
Andrew Yeager	Instruction and Assessment Librarian	<ul style="list-style-type: none"> • SSSC Co-Chair
Lydia Ulatowski	Vice President of Academic Affairs (through 1/2025)	<ul style="list-style-type: none"> • Accreditation Liaison Officer (Ending 12/24)
Matthew Clarcq	Professor of History	<ul style="list-style-type: none"> • SSSC Member • Standard I and VII Working Group Liaison
Wayne Lynch	Vice President of Administration	<ul style="list-style-type: none"> • SSSC Member • Standard VI Working Group Liaison
Alissa Shugats-Cummings	Vice President of Student Services (through 1/2025)	<ul style="list-style-type: none"> • SSSC Member • Standard II and IV Working Group Liaison
Scott Steiner	Professor of Culinary Art	<ul style="list-style-type: none"> • SSSC Member

Name	Institutional Title	Role
		<ul style="list-style-type: none"> Standard III and IV Working Group Liaison
Deborah Wyzykiewicz	Coordinator and Professor of Massage Therapy	<ul style="list-style-type: none"> SSSC Member Standard III and IV Working Group Liaison
Akie Yanagi	Director of Institutional Research	<ul style="list-style-type: none"> SSSC Member

Table 5 - SSSC Membership

A weekly work group was formed to provide guidance and advice to the Self-Study Steering Committee leadership and the members of the Working Groups. Known as the Core Group, members were recruited as needed, depending on the task at hand.

Self-Study Core Group Members

Name	Institutional Title	Support Role
Tammy Bruno	Assistant Vice President of Academic Affairs	<ul style="list-style-type: none"> Primary Core Group Member Editing Support
Patti Daboll	Administrative Assistant	<ul style="list-style-type: none"> Logistics Support
Angelina DiMascio	Reference Librarian	<ul style="list-style-type: none"> Archival Support
Fabio Escobar	Assistant Vice President of Academic Affairs for Institutional Effectiveness	<ul style="list-style-type: none"> Primary Core Group Member Data Support
Jillian Faddoul	Event Coordinator	<ul style="list-style-type: none"> Logistics Support
Matthew Gagliardi	Web Marketing Specialist	<ul style="list-style-type: none"> Web Support
Ryan Herman	Graphic Designer	<ul style="list-style-type: none"> Web Support
Michale Jones	Website Manager	<ul style="list-style-type: none"> Web Support
Robert McKeown	Assistant Vice President of Student Services and Campus Engagement	<ul style="list-style-type: none"> Standard II Compliance Support
Megan Schutte	Assistant Vice President of Academic Affairs (Humanities and Social Science)	<ul style="list-style-type: none"> Primary Core Group Member Editing Support
Tina Soliday	Reference Librarian	<ul style="list-style-type: none"> Primary Core Group Member Repository Manager
Virginia Taylor	Consultant	<ul style="list-style-type: none"> Primary Core Group Member Standard II Compliance Support
Andrew Yeager	Instruction and Assessment Librarian	<ul style="list-style-type: none"> Core Group Member Primary Campus Liaison

Table 6 – Self-Study Core Group Members

Intended Outcomes of the Self-Study

In SUNY Niagara's Self-Study Design it was indicated that the College would demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation by addressing the following intended Middle States requirements and the outcome expectations for the College. Upon review of the final Self-Study document, it is anticipated that the Peer Review Team will concur that the College has met the following requirements and outcomes.

MSCHE Self-Study Outcome Requirements	<ol style="list-style-type: none"> 1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation. 2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities. 3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
College Outcome Expectations	<ol style="list-style-type: none"> 1. Enhance the college's capacity to work collaboratively within and across all environments. 2. Simplify and improve communication at the college to ensure that all students, faculty, and staff receive information relevant to their jobs.

Table 7 - Requirements and Expectations

Self-Study Executive Summary

SUNY Niagara has attained many important milestones since the last Middle States visit. Significant investments have been made in campus infrastructure, technologies and digital learning environments. The College has maintained high student retention and graduation rates and enrollment has rebounded to pre-pandemic levels. Notably, the College's retention rate for its Fall 2023 cohort returned to 62.6%, just .1% shy of its pre-pandemic (2018 cohort) rate of 62.7%.

Additionally, the College has updated its infrastructure, its branding and signage, and completed two major new construction projects since the 2016 Self-Study. Since the last review, the College created an Equity Diversity and Inclusion Action Plan (2020-2022), a Justice, Equity, Diversity, and Inclusion Plan (2023-2025) and a Strategic Enrollment Management Plan.

The College has fully implemented a student success model, expanded the Educational Opportunity Program, added a Men of Merit program and expanded high school partnerships. The College has transitioned to the Brightspace digital learning environment and students now have access to courses through a variety of modalities, including hybrid, blended and hyflex.

Standard I: Mission and Goals

In 2022, SUNY Niagara undertook a campus wide review that resulted in the creation of the 2023-2025 Strategic Plan. This plan reaffirmed the College mission, vision, and core values and created goals that strive to transform the college around new academic programs and innovative ways to improve student outcomes and metrics. Initiatives are underway to develop new student learning opportunities and improve the institution. Prior to this review an extensive rewrite of the SUNY Niagara Mission occurred in 2019, which established core values, vision and ultimately mission among stakeholders.

SUNY Niagara meets all criteria and sub-criteria for Standard I and the Requirements of Affiliation 7 and 10. The Working Group has affirmed that the College meets these requirements and recommends that the College facilitate early and frequent participation in the development of institutional, divisional and unit plans and offer faculty and staff training and professional development activities related to strategic planning, accreditation and assessment.

Standard II: Ethics and Integrity

SUNY Niagara is committed to ethical practices including academic freedom and respect for diverse viewpoints. The College has well publicized grievance procedures and has policies and practices in place to ensure transparency, avoid conflicts of interest, and comply with legal regulations and standards.

SUNY Niagara meets all criteria and sub-criteria for Standard II and the Requirements of Affiliation 5 and 6. The Working Group has affirmed that the College currently meets these requirements and recommends that the Justice, Equity, Diversity and Inclusion (JEDI) plan be reviewed for alignment with the SUNY Diversity, Equity, and Inclusion Plan expectation(s) and for each of the MSCHE Standards of Accreditation (14th edition). It is further recommended that the College develop a more cohesive web-based approach for posting consumer and compliance-related information.

Standard III: Design and Delivery of the Student Learning Experience

SUNY Niagara strives to provide rigorous and coherent educational experiences by providing sufficient resources designed to foster student engagement and skill development.

SUNY Niagara meets all criteria and sub-criteria for Standard III and the Requirements of Affiliation 8, 9, 10, and 15. The Working Group has affirmed that the College meets these requirements and has the following recommendations:

- Continue the utilization of the Teams curriculum site as the primary communication tool.
- Broaden the use of this portal to include all curricular matters, as appropriate.
- Provide faculty and academic administrators with professional development opportunities on the effective use of the cloud-based learning outcome reports and continue to offer symposium(s) and workshops on emerging innovations for teaching and learning.

Standard IV: Support of the Student Experience

SUNY Niagara is vigilant in the effort to provide effective admission and retention programs, services and processes. The College has made the necessary investments to provide comprehensive support services that are designed to support and facilitate successful student outcomes.

SUNY Niagara meets all criteria and sub-criteria for Standard IV and the Requirements of Affiliation 8 and 10. The Working Group has affirmed that the College meets these requirements and have recommended that the College convene a task group to investigate the current state of the role and responsibilities of contemporary DEI officers and forward a 'best practice' DEI model to the Executive Council by June 2025. There is also an interest in supporting the Strategic Plan Increasing Retention Goal by creating a program designed to support Academic Notice (probation) students to improve their academic standing and provide professional development for faculty advisors working with academically at-risk students.

Standard V: Educational Effectiveness Assessment

SUNY Niagara has established clear educational goals and systematically assesses student achievements in an effort to improve educational effectiveness and support student success.

SUNY Niagara meets all criteria and sub-criteria for Standard V and the Requirements of Affiliation 8, 9, 10, and 15. The Working Group has affirmed that the College meets these requirements and is recommending the establishment of Assessment of Learning discussion forums designed to focus on teaching and learning strategies. A second recommendation is to develop realistic and meaningful ways to increase adjunct professor(s) participation in assessment.

Standard VI: Planning, Resources, and Institutional Improvement

SUNY Niagara has developed a variety of planning processes that align with institutional, divisional, unit and general education goals. The College utilizes dedicated resources to support assessment and

has a long-standing assessment process for resource utilization and redeployment.

SUNY Niagara meets all criteria and sub-criteria for Standard VI and the Requirements of Affiliation 8, 10, and 11. The Working Group has affirmed that the College meets these requirements and recommends continued support for the Strategic Plan Continuous Improvement Goal by encouraging all faculty and staff to participate in the data needs assessment being deployed in Spring 2025. There is a second recommendation related to ensuring that all unit supervisors receive training on how to access new/additional Strategic Plan reports and any new budget/assessment procedures. It is further recommended that the College document the budget allocation process and the relationship to enrollment outcomes and assessment.

Standard VII: Governance, Leadership, and Administration

SUNY Niagara has a transparent structure with clearly defined roles and fiduciary responsibilities. The Board of Trustees supports the Chief Executive Officer, the Mission and the autonomy of the institution.

SUNY Niagara meets all criteria and sub-criteria for Standard VII and the Requirements of Affiliation 12 and 13. The Working Group has affirmed that the College has met these requirements and recommends the creation of a web-based communication platform for documenting and reporting the College Council discussions and initiatives. It is further recommended that the College continue to fine-tune the newly implemented Policy on Policy-making guidelines and that all new and revised policies be required to use a pre-populated policy template. An interest in developing a calendar-based approach to policy development, approval and implementation was also expressed.

As a result of the self-study process the College undertook some timely discussions and initiatives:

1. An in-depth review of the College's Policy Manual, resulting in the creation of a *Policy on Policies* (April 2024) and codification of a *Policy on Planning and Assessment* (October 2024).
2. Committed to a comprehensive review of the College's Diversity, Equity, and Inclusion efforts. One of the assessment goals will be to make recommendations regarding compliance with the Middle States Commission on Higher Education, 14th edition standards.
3. Began the implementation process for *Maxient* software, which will enable campus staff to identify students in need of assistance by coordinating departmental follow-up efforts.
4. Reviewed many of the institutional changes that have been implemented since the pandemic, including the adoption of Microsoft 365, improved digital access to course materials for students through the implementation of Wolf-Packed, and continuing integration of course offerings such as face-to-face enhanced, 100% online, hybrid, blended and hyflex.
5. Began the process of incorporating elements from the *Council for the Advancement of Standards* (CAS) into the Unit Goals of all units in the Student Services Division. This work is now underway, and a crosswalk is under development to identify appropriate standards for inclusion. This will assist the College in measurement of its Institutional Learning Outcomes as well as other learning outcomes.

In conclusion, we are grateful for the opportunities afforded to the Self Study Steering Committee, the Working Groups, and the institution as a whole. We are confident that lessons learned throughout this self-study process have been and will continue to be valuable as we embark on and continue to look for opportunities for improvement and innovation. Upon completion of this self-study, SUNY Niagara attests that we have met the criteria outlined in the MSCHE Standards for Accreditation and Requirements of Affiliation, and Compliance expectations as evidenced in the following report.

Chapter Two: Standard I – Mission and Goals

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

Line of Inquiry: Standard I
<p>What factors should be examined to determine whether the human resources pool and other supporting resources are of an appropriate size to support the College Mission and Strategic Initiatives?</p> <p>Budget requests for human and support resources are currently aligned with the Strategic Plan through Unit Goal Reports – for administrative units – and Action Plan Updates – for academic units. Unit Goal Reports are themselves based on Strategic Plan goals and strategies while Action Plan Updates are rooted in the Program Excellence Evaluation Review (PEER) which assesses each academic program and generates an action plan for improvement. Together these two sets of reports allow our academic and administrative units to fully report on their initiatives, which in turn are aligned with our Strategic Plan.</p> <p>Next-generation resources should be based on the proposed assessment of the proposed intervention at the beginning of the budget request process rather than afterward. While the College currently requires all units to align their requests with the Strategic Plan, it should also move toward a system where the request comes with an Assessment Plan that will be implemented on an appropriate timeline. The College is currently developing such a system and will have it in place for the 2026-2027 Budget. By leveraging its current data repository the College will be able to share both funding allocations and assessment results in one centralized database that informs appropriate stakeholders.</p> <p>We believe this will take the College into the next generation of resource allocation assessments and ensure alignment in a more streamlined and transparent fashion.</p>

Table 8 – LOI S1

Requirements of Affiliation

RoA 7: The institution has a mission statement and related goals, approved by its governing board, that define its purposes within the context of higher education

RoA 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments

Standard I, Criterion 1: Clarity

An accredited institution possesses and demonstrates the following attributes or activities:

S1 C1
clearly defined mission and goals that:

S1 C1 - a
are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;

Response: The College is guided by a mission and vision developed in collaboration by community

stakeholders responsible for institutional development and continual improvement.

Mission: SUNY Niagara provides flexible teaching and learning environments dedicated to educational excellence and commitment to our core values of student centeredness, accessibility, comprehensiveness, collegiality, community partnership, and lifelong learning. Through the liberal arts and sciences as a key component of all academic programs, our College nurtures and empowers students to recognize and to value our common humanity as well as the richness of our diversity. SUNY Niagara offers quality academic programs while providing supportive student and academic services. To produce engaged citizens, SUNY Niagara provides cultural, social, recreational, athletic, and global experiences. SUNY Niagara is a major contributor to economic development through transfer, career and technical education, workforce development, and continuing education. To demonstrate integrity and accountability, SUNY Niagara operates through a collegial model of shared governance, which provides for a comprehensive assessment of all aspects of institutional effectiveness.

Vision: SUNY Niagara will be a leader in providing a dynamic, high-quality educational environment responsive to current and emerging needs of our students and community.

A Strategic Plan is in place covering the years from 2023-2025 and serves as the successor to the previous plan which covered 2019-2022, (S1C1 - a Strategic Plan 2023-2025). To prepare for the current plan, input was received from faculty, staff, and students through a series of surveys and meetings with governance entities and administrative committees. Mission Review was conducted and a decision made to retain the previous Mission and Vision (S1C1-a Mission Review Presentation to Executive Council). The primary committee overseeing plan construction was the Strategic Enrollment Management (SEM) Committee. The SEM Committee was formed in 2022 to perform a comprehensive review of all enrollment management functions at the College, including those related to student success such as persistence, retention, and graduation. Due to this expansive definition, the College incorporated ideas from a wide range of offices. This led to the decision to develop the next Strategic Plan around Unit Plans (S1C1 – a Academic Plan; S1C1 – a Capital Management Plan; S1C1 – a JEDI Action Plan; S1C1 – a Human Resources Strategic Plan; S1C1 – a Strategic Enrollment Management Plan). Divisions manage their own area plans and report outcomes to the Office of Institutional Effectiveness via Unit Goal Reports.

Each of these plans serves the College Mission in its own way. The Academic Plan guides the construction of curricula and courses, establishes the outline of curricular offerings, guides the College's tutoring strategy, and coordinates the work of learning outcomes assessment at the College. The SEM Plan guides student services units which lead recruiting, admission, and support efforts to drive student success. The JEDI Plan sustains an equity, diversity, and inclusion program in academics as well as student life and support. Finally, the Technology Plan helps the College navigate through new technical challenges emerging in higher education and the industries we serve.

The local plans above delineate the typical functions assigned to their areas; those functions are captured in the Strategic Plan through a mapping of Goals and Strategies that are supported by the work of our administrative and academic units. Units are given leeway within their supervisory structures to administer their local plans in accordance with their mission and through appropriate supervisory approvals. While the Board of Trustees is charged with reviewing and approving the Strategic Plan of the College, administration also recognizes the need to encourage independence. Therefore, unit managers and supervisors can modify local plans, thus ensuring broad participation in planning and assessment. A master strategic plan file is maintained by the Office of Institutional Effectiveness and regularly updated to ensure alignment.

S1 C1 - b

address external as well as internal contexts and constituencies;

Response: The College Mission guides the 2023-2025 Strategic Plan by mapping the various Mission elements to the Plan and assigning work at the divisional and unit levels, (S1C1 - b Strategic Plan 2023-2025). Clarity is achieved by ensuring all stakeholders have assigned responsibilities relative to the plan and the College's accreditation obligations. Clarity is defined in this context as possessing direct language that guides action at the employee's and unit's appropriate sphere of control. In other words, the College not only ensures that the language of the Mission and Strategic Plan are clear, but also that individual office goals are aligned with college efforts.

The College maintains relationships with external stakeholders through its Advisory Councils, direct meetings with local sponsors to review budget and physical plant strategies, and extensive engagement with the region's school districts. The College Acceleration Program (CAP – a concurrent enrollment program) provides engagement opportunities with district teachers, principals, and superintendents. To support workforce development efforts, the College establishes and maintains relationships with local employers to deliver needed training programs.

The College Mission contains various elements related to both internal and external constituencies. The College connects these to the communities it serves through the core values of lifelong learning and experiential learning. Our applied arts and science programs, certificates, and micro-credentials show our commitment to regional economic vitality. In addition, the College's focus on student life enhances the communities it serves by creating an inviting point of cultural access.

S1 C1 - c

are approved and supported by the governing body;

Response: The College adheres to a structure of shared governance between the executive leadership of the President's Office, Faculty Senate, Student Government Association, and College Auxiliaries. These bodies combine in their functionality to report to a ten-member Board of Trustees, structured to be equally representative of the public and private sectors.

The College's Board of Trustees reviews and approves the Mission and Goals of the Strategic Plan, (S1C1 - c Board of Trustees Bylaws). This leaves flexibility for the President to administer those goals through strategies and tactics that vary according to context, unit mission, and stakeholder needs.

S1 C1 - d

guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;

Response: The Goals and Strategies of the College's Strategic Plan are foundational for establishing the priorities and responsibilities of college units. The Strategic Plan informs unit-level work so the Mission of the College can be effectively operationalized. The College thus seeks to ensure its Strategic Plan is active and drives its units to do meaningful work. This is accomplished by mapping the Unit Plans to the Strategic Plan. The process is designed to be linear and simple and can be visualized as follows:

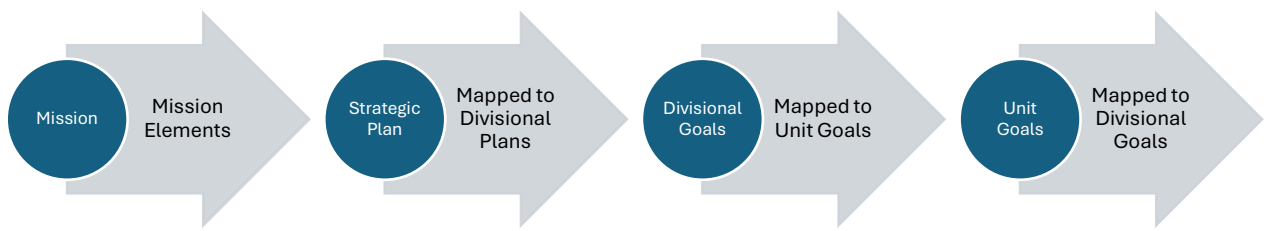


Figure 1 - Strategic Plan Flow

Planning: The College maintains a three-year Social Justice, Equity, Diversity and Inclusion (JEDI) Action Plan intended to drive College action in the JEDI space. The College maintains a JEDI Committee that oversees this plan, which emphasizes:

The creation of an educational space that champions the inclusive practices that make all learners feel as though they are an integral part of the learning process, will ultimately succeed in its mission of providing, “flexible teaching and learning environments dedicated to educational excellence and committed to our core values of student centeredness, accessibility, comprehensiveness, collegiality, community partnership, and lifelong learning” as per the NCCC Mission, (S1C1 - d JEDI Action Plan, 2022-2025).

The committee is tasked with providing guidance on the following:

- creation and maintenance of an inclusive College campus
- prevention of institutional and academic obstructions to the learning environment

Budget and Resource Allocation: Budget and resource allocation decisions are supported by the College Strategic Plan through mapping of budget requests to specific elements in the plan. Initiatives receive additional support if they align with unit action plans or the Mission and Goals of the College, (S1C1 - d Budget Instructions 2023-2024 and 2024-2025).

Program and Curricular Development: The Strategic Enrollment Management Plan lists several goals that align with SUNY’s Mission Statement and SUNY Niagara’s Mission Statement to provide accessible, high-quality, post-secondary education to the community. Goals are aligned between curricular development, faculty and student support services, and business services. For example, the College established a goal to increase adult enrollment by 5% during the Plan period. This is supported by improved evening services, additional childcare services for evening students (longer hours), and additional curricular offerings in the evening, (S1C1 - d Strategic Enrollment Management Plan 2022-2025, p. 2).

Institutional Learning Outcomes and Educational Outcomes: The College maintains Institutional Learning Outcomes (ILO) that focus on the characteristics that it strives to impart to lifelong learners, (S1C1 - d Strategic Plan 2023-2025). The Office of Academic Affairs oversees ILO assessments, which are evaluated alongside the General Education program.

Procedures and Guidelines: The College publishes a procedural document that summarizes the overall process and guides faculty and staff toward appropriate resources (S1C1-d Institutional Effectiveness Procedures 2024-2025). Work is primarily performed within a SharePoint environment, and a training program is in place to assist managers and contributors in using the platform, which is relatively new to the College.

S1 C1 - e

include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

Response: SUNY Niagara's mission and goals are centered around providing educational excellence and promoting lifelong learning. To pursue currency within our faculty and staff, the College supports various internal and external grants to add value to our Professional Development Program. This includes support for faculty professional development mentors in the Faculty Resource Center for Academic Excellence (FRCAE), an annual Instructional Resource Grant process that invites faculty to develop and present innovations to their peers, and a SUNY-sponsored Professional Development program that provides access to training for many of the statewide and SUNY-wide initiatives that impact the College's accreditation and Mission. For example, SUNY has provided intensive training for diversity, inclusion, and equity mentors who have helped institutions develop curricula that are diverse and inclusive.

Faculty tenure and promotion is based on the instructor's effectiveness as a teacher, professional development, and scholarship as shown in the College's evaluation instrument for faculty (S1C1 - e Faculty Evaluation Procedures Rubric Scoring 2019-2020). Specific travel requests to support currency are evaluated according to accreditation and programmatic needs.

The College supports scholarly inquiry and creative activity through a strategic planning structure informed by the Academic Plan, the Human Resources Strategic Plan, and the JEDI Strategic Plan. The units most involved in supporting these goals include the FRCAE, the Professional Development Committee (PDC) of the Faculty Senate, and the Office of Human Resources. All these units pursue goals related to hiring, professional development, and faculty growth and success. FRCAE and PDC are populated and governed by faculty. Administrators oversee FRCAE and serve the PDC in order to ensure communication.

FRCAE sessions are provided in the fall and spring semesters and posted within *SUNY Niagara Today*, a daily news brief of events affecting campus. A multi-day event called *Professional Development Days* is incorporated into the beginning of every spring semester to ensure faculty have the time and opportunity to engage in collegial peer-to-peer learning as well as administrative training to focus on specific College needs. Sessions range from specific training on new administrative procedures to an interactive Technology Showcase sponsored by the faculty at the spring All-Faculty meeting (S1C1 e – PD Days Catalog, 2022, 2023, 2024).

There are three primary plans that guide the College's current approach to supporting scholarly inquiry and creative activity among the faculty and staff including the Academic Plan(s), Human Resources Strategic Plan, and Social Justice, Equity, Diversity and Inclusion (JEDI) Action Plan, (S1C1 – e Academic Plan, 2023-2025 and 2019-2022; S1C1 – e JEDI Action Plan; S1C1 – e HR Final Strategic Plan, 2021-2025).

S1 C1 - f

are publicized and widely known by the institution's internal stakeholders;

Response: SUNY Niagara's Mission, Vision, Institutional Learning Outcomes, and the Strategic Plan are publicized on the College's websites, both within its internal SharePoint portal and within the College's external website (on the President's page). Goal Reports are available in the internal portal for all College staff and faculty to access, and permissions are granted as appropriate to allow editors to update their own plans. To increase stakeholders' awareness of the Strategic Plan, the College regularly updates staff and faculty on the progress toward plan goals through assessment of strategies,

initiatives, and outcomes.

The College is currently undertaking an assessment of institutional effectiveness culture and procedures to ensure widespread awareness, particularly as the College prepares to enter the 2025-2033 accreditation cycle under new standards. This effort is intended to create alignment between the Strategic Plan and the MSCHE Standards, Version 14.

The Strategic Plan is also referenced in the Faculty Handbook for purposes of guiding the College's Program Coordinators, who have duties relative to planning and assessment of programs and program-related functions (S1C1 - f Faculty Handbook).

**S1 C1 - g
are periodically evaluated;**

Response: During the 2021-2022 academic year, the College engaged the campus community by deploying two surveys related to the Mission and Strategic Plan. During the next academic year, the Board of Trustees considered those surveys' feedback. The Strategic Enrollment Committee considered this, and folded responses into its work. This plan was approved by the Board of Trustees as the 2023-2025 Strategic Plan.

The College's Policy on Planning and Assessment establishes a three-year assessment period for all areas of the Plan. These are cross-walked to MSCHE Standards in order to maintain a single aligned plan that addresses both the College's strategic needs as well as excellence relative to the Standards (S1C1 - g SUNY Niagara Policy Manual).

Standard I, Criterion 2: Realistic Goals

An accredited institution possesses and demonstrates the following attributes or activities:

**S1 C2
institutional goals that are realistic, appropriate to higher education, and consistent with mission;**

Response: SUNY Niagara's Mission and Vision, through which the institution operates, are realistic and appropriate for an institution of higher education. Institution-wide deliverables pertain directly to a prescribed list of five institutional learning outcomes promoting independence, knowledge, curiosity, communication, and values. SUNY Niagara's institutional goals were reviewed in-depth during the 2019-2022 strategic planning process and were updated and reaffirmed for the 2023-2028 Strategic Plan. All institutional learning outcomes are publicly available on the Mission and Vision webpage for review, (S1C2 Strategic Plan 2023-2025).

The College's Mission promotes access as a fundamental value and is focused on developing access to lifelong learning for all stakeholders in the region. Our essential strength is providing relevant education to all stakeholders in a highly supportive environment. SUNY Niagara takes pride in making students feel welcome and recognizes the importance of maintaining that focus even as the College continues to expand into other regions and modalities.

Goals are mapped directly to the College Mission Statement, indicating alignment with the Strategic Plan demonstrating that the College's goals are realistic, aligned with the Mission, and achievable. As an example of this alignment, the "Stabilize Enrollment" goal from the 2019-2022 Strategic Plan called for a modest goal of reducing annual losses. Over a three-year period, those reductions were mitigated, going from a total headcount loss of 11.4% in the first year of the pandemic to a loss of only 4.4% in

2022-2023. Fall 2023 was the first term of year-on-year growth in the past five years, and that trend continued into Spring and Fall 2024. Current projections for the full 2024-2025 academic year are trending toward a 7-8% overall gain. A daily enrollment comparison report is delivered to administrators and governance leaders (S1C2 Fall 2024 Enrollment Comparisons Report).

Standard I, Criterion 3: Focus on Students

An accredited institution possesses and demonstrates the following attributes or activities:

S1 C3
goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission

Response: SUNY Niagara's institutional goals are student-centric, focusing on student learning and related outcomes. Embodied in the goals is an underlying commitment to continual improvement through administration, education, and student life programming and services. All institutional learning outcomes are publicly available on the Mission and Vision webpage for review, (S1C3 Strategic Plan 2023-2025). These items are structured to be mutually exclusive of one another. Table 4 below shows specific examples of Student-Focused Goals in the 2019-2022 Strategic Plan along with their outcomes.

Examples of Student-Focused Goals

2019-2022 Strategic Plan	Outcome Response
<p>Create New Curricula to Support Diversity and Inclusion: This goal was the result of analysis by our Chief Diversity Officer and led to significant curriculum development as the College began to implement the new SUNY General Education Framework.</p>	<p>Diversity and Inclusion expectations were met through the creation of new courses. Corresponding assessment plans enable future data analytics. These courses were/are inserted into appropriate programs, meeting students' diverse needs.</p>
<p>Improve Student Orientation: This goal focused on adding new orientation elements to improve student career awareness and early decision-making relative to choosing a major.</p>	<p>A new orientation structure was developed and deployed starting Summer 2023. Designed to emphasize the development of relationships with success coaches and advisors, streamline onboarding processes, and establish the foundation for online instructional tools including the Brightspace Learning Management System.</p>

Table 9 - 2019-2022 Goals and Outcomes

Standard I, Criterion 4: Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

S1 C4
periodic assessment of mission and goals to ensure they are relevant and achievable

Response: To ensure the mission and goals remain relevant and achievable, the College regularly assesses them. Upon expiration, the institutional Strategic Plan is reviewed and renewed for a three-year period. The plan consists of various area plans that govern the work of the local units, each of which tracks its planning and outcomes via Unit Goal Report – for administrative units – and an Action Plan Update – in the case of academic units. The College’s Planning and Assessment Policy drives the expectation, and the documentation is held in a central repository accessible to all staff and faculty,

(S1C4 SUNY Niagara Policy Manual).

The College's new president started his tenure summer 2024 and has worked with college administration and leadership to identify institutional goals that would meet the mission and vision of the College. These goals will provide a framework for the next mission review and strategic plan development.

Enrollment, Student Success, and Planning and Assessment goals are reviewed regularly against College and SUNY data and delivered to administrators and governance leaders (S1C4 Tableau Enrollment Reports, S1C4 Student Success Reports, S1C4 Planning and Assessment Reports).

An overview of the Standard I Assessment Plan is available in the repository, (S1C4 MSCHE Data Culture Assessment Plan).

Detailed assessment plans for the seven MSCHE standards in both v. 13 and v. 14 are housed in *Plans for Assessing the Standards* (S1C4 Plans for Assessing the Standards – Standard I).

Standard I: Findings and Recommendations:

Finding 1: While there are newly implemented assessment procedures and a recently approved Strategic Plan, there is low awareness regarding how unit plan assessment and outcomes relate to the overall Strategic Plan.

Finding 1 recommendation: Facilitate early and frequent participation in the development of institutional, divisional and unit plans through dedicated training on assessment and data culture. This will encourage faculty and staff to increase their understanding of the relationship between the College's Mission Statement and their own local mission, as defined in their Unit Goal Report (Administrative) and Action Plan Updates (Academic). Include external constituents in planning processes, as appropriate.

This is now in progress as the College is conducting a comprehensive assessment of its data and assessment culture in order to identify where stakeholders need assistance with mapping or with goal setting. This assessment began in 2024 and will conclude in 2025.

Finding 2: While strategic planning and assessment training opportunities are available to campus individuals through SUNY Center for Professional Development (SUNY CPD) and the SUNY Association of Institutional Research and Planning Officers (SUNY AIRPO), very few of the College's current workforce has participated in these strategic planning and assessment training opportunities.

Finding 2 recommendations: Develop and offer faculty and staff multimodal training and professional development activities related to strategic planning, accreditation and assessment. Facilitate participation in assessment training by hosting more on campus professional development sessions.

These training sessions began during Spring 2025 Professional Development Days and will continue on an annual and semesterly basis going forward.

Chapter Three: Standard II – Ethics and Integrity

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

Lines of Inquiry: Standard II
<p>Is our current understanding of the SUNY Niagara stakeholders accurate at this point? What information will a review of the stakeholders provide that could inform Standard II and other Standards?</p>
<p>The Mission of SUNY Niagara has clearly defined stakeholders. The College’s model of shared governance continually seeks to improve understanding among all stakeholders of the College’s Mission and Goals. Under the leadership of President Dr. Holmes, a newly formed College Council will broaden stakeholder participation in governance.</p> <p>Campus efforts are framed by the needs of local industries and employers, legislators, and school district officials, all of whom are engaged in the planning and implementation of community-based initiatives. Advisory Boards, both programmatic and workforce, seek input from these stakeholders in an established and deliberate way. This systematic and institutionalized approach provides transparency to all stakeholders and aligns institutional efforts with the College Mission.</p>
<p>How much do current policies and procedures regarding access and affordability apply to all students regardless of instructional modalities?</p>
<p>All prospective and current students, regardless of modality, are provided multiple opportunities to engage with professional staff at all points in the student lifecycle. The College has designed contact points for students to communicate with recruiters and receive assistance completing an application for admission and submitting peripheral documents. Students interact with staff for FAFSA assistance, to complete placement tests, participate in academic advisement and course registration activities, and get continuous support from the retention team to resolve minor issues or address concerns that act as barriers to success and completion.</p> <p>Any of these and similar actions may occur via phone, email, virtual meeting, or in person, according to student preference. In addition to state and federal financial aid, the college offers multiple institutional, and donor funded scholarships, including an institution-funded scholarship to help current students resolve small outstanding bills and continue enrollment.</p> <p>To ensure that college policies support all students regardless of modality, a “Policy on Policies” was created and approved by the Board of Trustees. The Policy on Policies establishes criteria and a timeline for review of policies so that they are updated in a systematic and intentional manner.</p>

Table 10 - LOI S2

Requirement of Affiliation

RoA 5: The institution complies with all applicable government (usually Federal and state) laws and regulations.

RoA 6: The institution complies with applicable Commission, interregional, and inter-institutional policies

Standard II, Criterion 1: Academic Freedom

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C1

a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

Response: SUNY Niagara is committed to the principles of academic and intellectual freedom, freedom of expression, and intellectual property rights in policy and practice.

Academic and Intellectual Freedom: Academic and intellectual freedom are paramount in fostering an environment where diverse perspectives can thrive while enriching learning experiences and encouraging critical thinking. These freedoms empower students and faculty to explore ideas, challenge assumptions, and contribute to the advancement of knowledge within an inclusive educational environment.

The Academic Freedom Policy is included in all employee contracts, (S2C1 Adjunct Faculty Contract, S2C1 Faculty Contract), in the College Policy Manual, (S2C1 SUNY Niagara Policy Manual), and the *Faculty Handbook*, stating “Academic freedom ensures faculty have the freedom to teach or communicate ideas or facts in the classroom,” (S2C1 Faculty Handbook 2022).

Freedom of Expression: SUNY Niagara strives to support freedom of expression as it fosters diverse perspectives, enabling open dialogue and critical thinking which is essential for a vibrant learning environment.

The Policy Manual states, “Freedom of inquiry and expression are essential if the search for knowledge and truth, which are the prime goals of education, are to be achieved,” (S2C1 SUNY Niagara Policy Manual).

The College further supports freedom of expression with clear policies for student, faculty, and employee demonstrations and assemblies, (SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24).

Intellectual Property: Respecting intellectual property rights at SUNY Niagara fosters the College’s academic integrity and innovation while encouraging ethical scholarship and collaboration. Intellectual property integrity is addressed in several policies.

The Copyright Policy in the Faculty Handbook, (S2C1 Faculty Handbook 2022) defines College members’ intellectual property rights for their work while employed at the institution, and it emphasizes that the College does not condone the use of copyrighted materials unless permitted under Fair Use regulations. These ideas are more fully explained in the College Policy Manual Section 2.8 Copyright which has areas that address appropriate intellectual property rights and fair use in research and classroom settings. Also, in section 2.30 Social Media, copyright guidelines are defined under the heading “Respect and Comply with Terms or Use of All Sites You Visit.”

Standard II, Criterion 2: Respectful and Diverse Culture

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C2

a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

Response: SUNY Niagara fosters respect for the diversity of backgrounds, ideas, and perspectives of faculty, staff, administrators, and students. This is evident in policies in SUNY Niagara’s College

Policy Manual, (S2C2 SUNY Niagara Policy Manual), specifically the following:

2.25 Notice of Non-Discrimination: SUNY Niagara is fully committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunities, employment, and access to services, programs, and activities without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. The notice of non-discrimination policy aligns with federal and state laws and regulations prohibiting discrimination and harassment. SUNY Niagara does not discriminate based on race, color, national origin, disability, political belief, age, religion, or sex in acceptance or provision of services, employment or treatment, or implementation of education and other programs and activities.

2.5 Chosen Name and Gender Identity Policy: SUNY Niagara recognizes the need or preference for students and employees to refer to themselves by a preferred/chosen/affirming name other than their legal, given first and/or middle name. This is consistent with Title IX federal law which protects against discrimination based on gender identity and expression and is currently recognized as a best practice for supporting transgender and gender non-conforming members of college communities. This service is not limited to use by transgender and gender non-conforming individuals, however, and is available to anyone who uses a name other than their legal name.

SUNY Niagara expects that all decisions and relationships among employees will be free of unlawful bias, prejudice, and harassment. Illegal discrimination includes any type of action or behavior based on a person's sex, sexual orientation, predisposing genetic characteristics, race, color, national origin, age, religion, creed, marital status, military status, or disability, including pregnancy, or is otherwise a violation of any provisions of the Civil Rights Act of 1964 including Title VII and Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, or New York State Division of Human Rights laws.

SUNY Niagara further fosters respect among faculty, staff, and administrators in a variety of ways. Professional Development Days involve presentations and discussions that encourage collegial discussions and opportunities for understanding and acceptance. The College surveys staff and faculty to gauge their interest. Recent topics have included:

- *Native American and Indigenous Students: Strategies to Improve Engagement and Support*, presented by John Strong (January 2024)
- *Inclusivity Training Workshop*, presented by Kyle O'Neil (January 2024)
- *Principles and Elements of Social Justice, Equity, Diversity, and Inclusion (JEDI) in Non-GE Courses*, presented by Suzanne Buffamanti and John Strong (January 2023)
- *Mentoring Academy*, presented by Fabio Escobar, Jean Linn, Pam Lange and Christina Taylor (January 2023)
- *Shared Governance Best Practices and Practical Applications*, presented by Christy Woods, Wendy Johnston, Jeff Steele, and Elizabeth Sachs (January 2023)

The College furthers inclusion, diversity, and equity through its Diversity, Equity and Inclusion (DEI) committee, established in 2016, later renamed the Justice, Equity, Diversity and Inclusion (JEDI) committee (S2C2 JEDI Action Plan 2022-2025). In August 2020, followed by development of a strategic action plan identifying three objectives to achieve within two years. Within each objective, the

committee identified several actions the College would need to take. In 2022, a modified JEDI Action plan (S2C2 JEDI Action Plan 2022-2025) was developed by the Chief Diversity Officer and integrated into the 2023-2025 Strategic Plan.

Anticipated Outcomes of the JEDI Action Plan:

- All members of the SUNY Niagara community report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead within a diverse world.
- Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate students are diminished and trend towards eradication.
- Employees at all levels, including the executive and management levels, reflect the rich diversity of the national and local talent pools.
- The faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in the fields nationally and locally.
- The campus devotes leadership and resources to enhance and sustain social justice, equity, inclusion, and diversity at SUNY Niagara to realize an environment that fosters belonging for all.

In Fall 2023, the College conducted a comprehensive Campus Climate Survey with SUNY assistance. Results were mixed: while 60% of students agreed that the campus was diverse, only about 53% believe that it is inclusive, compared to the 67% that our peer institutions received. Additionally, while 59% of students agreed that the environment is safe and welcoming, the College would like this number to be at or above the peer value of 66%.

Based on survey data, SUNY Niagara is perceived to be slightly less diverse and inclusive compared to similar institutions, exhibiting fewer respondents agreeing or strongly agreeing with these statements. Overall, survey results do indicate that SUNY Niagara's campus environment is perceived as relatively diverse, inclusive, and supportive despite cross institutional comparisons. The College remains committed to improving in these areas.

Additionally, all SUNY Niagara employees are required to complete annual training on Sexual Harassment and Discrimination Awareness and Prevention as well as Workplace Violence via Vector Solutions training program.

Standard II, Criterion 3: Grievance Policy

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C3

a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;

Response: SUNY Niagara has a set of documented, publicly available grievance policies that provide students, faculty, and staff with fair and impartial avenues to seek prompt, appropriate, and equitable resolution.

SUNY Niagara documented grievances policies for faculty and staff include (S2C3 Employee Grievances [Documents]):

- Administrative Grievance Process

- Faculty Grievance Procedures
- Educational Support Personnel Association (ESPA Bargaining Agreement)
- Technical Support Personnel Association (TSPA Bargaining Agreement)
- Adjunct Grievance Procedure (Bargaining Agreement)
- Accessibility Services Grievance/Complaint Procedures
- Title IX Grievance Policy
- Academic Grievance Procedure

SUNY Niagara has a variety of policies that govern student grievances and concerns, (S2C3 Student Grievances [Documents]):

The following are located within the Student Rights and Responsibilities Handbook:

- Academic Grievance Procedure Overview
- Sexual Harassment Complaint Procedure
- Title IX Complaint Procedure
- Complaint on Bullying

The following is located within SUNY Niagara College Policy Manual (S2C3 SUNY Niagara Policy Manual):

- NCCC FERPA Complaint Confidentiality of Protected Information

The following are located on the College's website:

- Accessibility Services Grievance Procedure
- SUNY Niagara Complaint Procedure for Online Learning Students Residing Outside of New York State

These policies are reviewed and updated regularly to ensure they are in line with changes in federal, state, and SUNY regulations. These policies are available on SUNY Niagara's intranet and are shared via email when new policies are created, or existing policies are modified. If policies are published in the college catalog, they are typically added and take effect when the next catalog following policy completion.

Academic Grievance:

SUNY Niagara strives to resolve any complaints that may arise between faculty and students. The College also has informal and formal Academic Grievance processes in place to address academic issues. A student who feels they have a legitimate academic grievance should first try to resolve their concern informally.

The procedure is as follows:

1. When a student feels there is an academic fairness issue, they are encouraged to discuss it with the instructor first.
2. If the concern is not resolved, the student should meet with the Program Coordinator.
3. If not resolved, the student should then meet with the Division Chair or Assistant Vice President.
4. If not resolved at the Division level, the student can then contact the Office of Academic Affairs.

If a student feels they have a legitimate academic grievance and cannot resolve it through the informal process, the student may seek resolution through the Formal Academic Grievance Process as outlined in Article 4 of the Student Rights and Responsibilities Code of Conduct Handbook, (S2C3 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24).

Employee Grievance:

SUNY Niagara has implemented several strategic initiatives aimed at reducing employee grievances through proactive communication between union leadership and College administration. The approach to addressing employee grievances primarily focuses on enhancing communication and promoting dialogue between management and staff. Regular labor management meetings play a crucial role in this endeavor, providing a platform for open discussion, feedback, and problem-solving. Through these meetings, issues have been addressed at their inception, before they escalate into formal grievances. These efforts have resulted in a significant reduction in the number of formal employee grievances filed over the past four years; the Educational Support Personnel Association (ESPA) union has had no grievance, Technical Support Personnel Association (TSPA) union has had one grievance, and the Faculty Association has had two grievances.

Compliance Officers:

The Assistant Vice President of Human Resources serves as SUNY Niagara’s Civil Rights Compliance Officer and Title IX Coordinator. The Assistant Vice President of Campus Engagement and the Director of Athletics both serve as Deputy Title IX Coordinators and Investigators. The Civil Rights Compliance Officer Co-Coordinators oversee implementation of the College’s Discrimination, Harassment and Retaliation Policy and Title IX Grievance Policy. These Officers review, update, and implement current Title IX policies and coordinate training and resources to ensure effective and timely responses to complaints of misconduct, discrimination, and/or harassment.

Students and employees can formally file a verbal complaint or by completing a complaint form. All reports and complaints are acted upon promptly. Typically, within 10 days of the close of the investigation, the Assistant Vice President of Human Resources or the Assistant Vice President of Student Services, Civil Rights Compliance Officer, Title IX Coordinator, Deputy Title IX Coordinator and/or Investigators will meet with both parties to explain the findings of the investigation. Appeals of formal disciplinary sanctions imposed on employees covered by a Collective Bargaining Agreement or Administrator Conditions of Employment Handbook with the College shall be made according to the discipline procedure set forth, (S2C3 Employee Grievances [Documents]). The College President shall issue a determination within the timeframes set forth in the agreements.

Dissemination of policy changes occurs through websites and *SUNY Niagara Today*, delivered via email and generated by staff and faculty submissions. All academic faculty and staff receive quarterly reminders of the availability and location of all academic policies. Changes to policies are disseminated via email and – if the policy is reviewed by governance – also through Faculty Senate Transmittals. A Transmittal occurs when a governance entity has moved policy forward to the Senate. The Senate then acts and reviews. If the policy is approved, a new Transmittal is generated to the Vice President of Academic Affairs, who manages President and Board of Trustees approvals.

Standard II, Criterion 4: Conflict of Interest

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C4

the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

Response: SUNY Niagara has several policies and procedures in place for avoiding conflict of interest or the appearance of such conflict in all activities and all among constituents. The SUNY Niagara Policy Manual contains the Board of Trustees bylaws, (S2C4 SUNY Niagara Policy Manual; S2C4 Board of Trustees [Documents]). The bylaws reflect a commitment to avoiding conflicts of interest or the appearance thereof in all activities among all constituents, and they establish clear guidelines and procedures to prevent conflicts of interest while promoting transparency, accountability, and integrity in

the governance of SUNY Niagara.

All members of SUNY Niagara's Board of Trustees, the President and Vice Presidents of the College, and SUNY Niagara's Foundation Board members are required to sign a Conflict-of-Interest form annually. The Conflict-of-Interest form allows for the individual to either attest that they are or are not, related to or share the same household with any member of the Board of Trustees or to any officer, faculty, staff or administrator of the College. In addition, the form requires the disclosure of any fiduciary conflict of interest.

The *Code of Ethics policy in Section 2.5* of the Policy Manual, (S2C4 SUNY Niagara Policy Manual) plays a crucial role in ensuring the avoidance of conflicts of interest or the appearance of such conflicts in all activities among all constituents. The Code of Ethics applies to all college officers and employees, including members of the Board of Trustees, ensuring that ethical conduct is the standard for everyone involved in the College's operations.

The Code prohibits college officers and employees from having a financial interest in any contract with the College when they have the power to negotiate, authorize, or approve the contract. This prevents individuals from benefiting personally from their position within the College. Further limitations apply to officers and employees. These are explained to the appropriate audience during onboarding.

Furthermore, the College's *Employment of Family Members Policy* within the SUNY Niagara Policy Manual generally prohibits college employees from initiating or participating in activities that would affect members of their immediate family. Such activities include, but are not limited to, employment or influencing employment, promoting or influencing promotion, supervising or monitoring work activities, evaluating performance, influencing compensation, tenure, leaves of absence, and matters of a disciplinary nature. No exceptions are made to this policy, and if a college employee does have a family member relationship, the policy ensures that neither family member supervises the other.

The College Policy Manual, in which the Code of Ethics policy and the Employment of Family Members policy is located, is provided to and signed by all newly hired employees as part of the onboarding process. The College Policy Manual is available on the College's FYI page (intranet) to which all employees have access.

All search committee members are required to sign an employment conflict-of-interest attestation form, the purpose of which is for them to attest that they do not have an immediate family relationship with the candidate. If a conflict arises, the search committee members must remove themselves from the committee or the candidate has to withdraw from consideration.

The College also has purchasing policies within the Business Office Policies and Procedures which address potential conflicts. The Purchasing Department is responsible for coordinating, ensuring compliance with, authorizing, and executing all procurements for the College. The College is subject to the provisions of General Municipal Law (GML) Section 103, which contains specific requirements associated with procurement, (S2C4 NYS General Municipal Law Section 103). Section 104-b of GML mandates the adoption of internal policies and procedures by governing boards to ensure the prudent use of public funds, guard against favoritism, and facilitate the acquisition of goods and services of maximum quality at the lowest possible cost, (S2C4 NYS General Municipal Law Section 104.b).

The Purchasing Policy, approved by the Board of Trustees, fulfills these requirements and applies to all officials and employees involved in the procurement process. College employees are not authorized to make purchase commitments or enter contracts without the authority of the Purchasing Department. Personal purchases for employees are prohibited, and disclosure is required if an employee stands to benefit financially from a college transaction. Confidentiality of proprietary vendor information is also

ensured, and notification of procurement activities is provided to the Board of Trustees.

Standard II, Criterion 5: Fairness and Impartiality in Employment

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C5

fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;

Response: The College maintains a fair and impartial process for hiring, evaluation, promotion, discipline, and separation of employees.

Hiring: The hiring process is triggered by the identification of need within a unit, (S2C5 Hiring and Promotion [Documents]). The Vice Presidents of the College manages this process through discussions with their direct reports as well as formal resource allocation requests made through the annual budget process. Once a position is approved through committee or the President’s Office, Human Resources follows a standard hiring workflow that begins with reviewing the job description and making necessary adjustments to post the new position.

Faculty teaching positions are identified by the Division Chair or AVP. Once the Division Chair/AVP has approved the search packet, it is sent to HR, and then the VP of Academic Affairs approves the hiring proposal via PeopleAdmin.

The detailed flowcharts for posting and hiring are shown as follows:

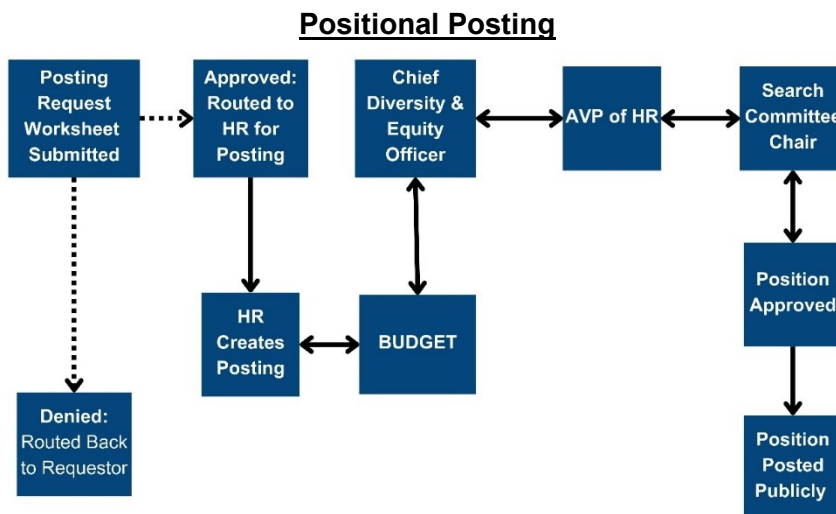


Figure 2 - Posting Process Flowchart

Hiring Process



Figure 3 - Hiring Process Flowchart

Evaluation, Promotion, Discipline, and Separation: After hiring, the College maintains fairness and impartiality in employee evaluations. The following evaluation processes are defined separately according to the College’s contracts and defined policies or procedures. It should be noted that three of these processes are defined by established collective bargaining contracts (S2C5 Collective Bargaining Agreements [Documents]):

1. Administrators (Non-Union)
2. Educational Support Personnel Association (Union) (ESPA)
3. Faculty Association of Niagara County Community College (Union) (FANCCC)
4. Technical Support Personnel Association (Union) (TSPA)

Each procedure is distinctly defined and presented in the evidence repository.

Standard II, Criterion 6: Truth in Marketing and Communication

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C6

honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

Response: SUNY Niagara strives to promote truth in advertising in all areas of publication and communication efforts.

Announcements and Advertising: The Public Relations (PR) office compiles items submitted by campus employees to create a newsletter called SUNY Niagara Today, which is then emailed to campus employees each day that the College is in session during the fall and spring semesters and each week between commencement and the start of the fall semester. Content includes announcements, event promotion, athletics updates, and links to media coverage of the College. The PR office reviews all items, which affords an opportunity to resolve questions about their correctness or appropriateness. SUNY Niagara Today also identifies who submitted each item to ensure transparency.

The Public Relations office, the Human Resources office, and Office of Information Technology (OIT) occasionally send emails to all campus employees under the cover of SUNY Niagara Today Extra. These share messages that are especially important, time-sensitive, or novel.

The Division of Student Services receives content from across the campus community to create and

deliver the Weekly Wolf, a weekly email to students. It includes reminders about deadlines, descriptions of activities available to students, notifications of changes to service schedules, information about events, and messages from college leadership.

The Student Life office administers a co-curricular engagement platform called *TrippConnect*, named after the College's mascot, Tripp. It includes a web portal and a free app. Student clubs and organizations, and college offices and departments use it to announce, promote, and manage campus events.

The Public Relations office is primarily responsible for generating and disseminating news from the College. Before issuing a news release, the PR office will circulate a draft to appropriate content experts and/or quoted sources who review copy, offering suggestions and noting necessary corrections, (S2C6 [Documents]).

SUNY Niagara's current advertising campaign is based on two facts verified by sources outside of the College: SUNY graduate wages on the annual earnings of graduates from New York colleges; and SUNY's April 2023 report on graduation rates among community colleges, (S2C6 SUNY Graduation Rates Website Capture).

SUNY Niagara's advertising campaign is part of a rebranding initiative convened in 2022 and steered by a 32-member committee that included representatives from each division of the College. This marketing effort is based on market research by a third party to gain the perspectives of current and prospective students, current students' parents, campus employees, and community members. The College's Executive Committee vetted the resultant brand architecture, and the Board of Trustees (BOT) entertained two presentations about it and charged the College President with implementation.

Recruitment and Admissions: The College publishes a catalog for each academic year. The catalog serves as the foundation for recruiting and admissions staff to identify academic programs and ensure that they are developing accurate recruitment and admissions material. For example, the Office of Admissions modifies the admission application based on the current active list of programs. Recruitment is driven by marketing materials developed by the Office of Admissions in collaboration with the Office of Public Relations. Both utilize the catalog as their single source of truth. The catalog itself is vetted through multiple individuals who sign off on new or modified content, and a workflow is built into the College's catalog software in order to ensure accuracy and multiple eyes on all pages. Some processes also involve collaboration with SUNY on the marketing of programs.

Internal Communications: SUNY Niagara has a variety of mechanisms designed to promote honesty and truthfulness in internal communications.

- The Board of Trustee meetings are open to the public and advertised as such. The College publishes, on its website, the BOT's meeting schedule, the agenda, and the minutes. The PR Office also posts a reminder of each BOT meeting in SUNY Niagara Today publication, (S2C6 Board of Trustees Public Documents [Documents]).
- The Faculty Senate holds monthly meetings during the academic year to conduct business and receive committee reports. Any member of the campus community may attend in person or virtually, and the secretary posts the minutes online. The Faculty Senate Executive Committee holds monthly meetings during the academic year to develop the meeting agenda with members of the college's senior leadership often in attendance. The College's Public Relations Director is a member of the Faculty Senate Marketing and Recruitment Committee. Their role is to regularly update the membership on advertising and rebranding efforts and website development projects.
- The Faculty Senate president delivers a report at each BOT meeting and, at times, suggests

institutional initiatives. One example was convening a task force charged with improving crisis communication, which was completed in 2023-2024,

Standard II, Criterion 7: Informed Decision-Making and Affordability

An accredited institution possesses and demonstrates the following attributes or activities:

**S2 C7
as appropriate to its mission, services or programs in place:**

**S2 C7 - a
to promote affordability and accessibility;**

Response: SUNY Niagara Strives to educate and inform community members, prospective and current students about the cost of college and available sources of financial aid.

Affordability and Accessibility: The College promotes affordability and accessibility by keeping its cost of attendance and expenses relatively low compared to the national two-year community college sector, (S2C7 - a SUNY WNY Cost of Attendance, S2C7 - a SUNY Net Price Calculator Website Capture). SUNY Niagara aims to inform students on funding options while simultaneously assisting them with understanding the process and outcomes of those options. The primary goal and purpose of the Financial Aid Office is to provide information and financial resources to students who would otherwise be unable to pursue postsecondary education, (S2C7 - a SUNY Niagara Financial Aid Website Capture).

SUNY Niagara maintains the lowest cost of attendance of any Western New York Community College (IPEDS Comparison).

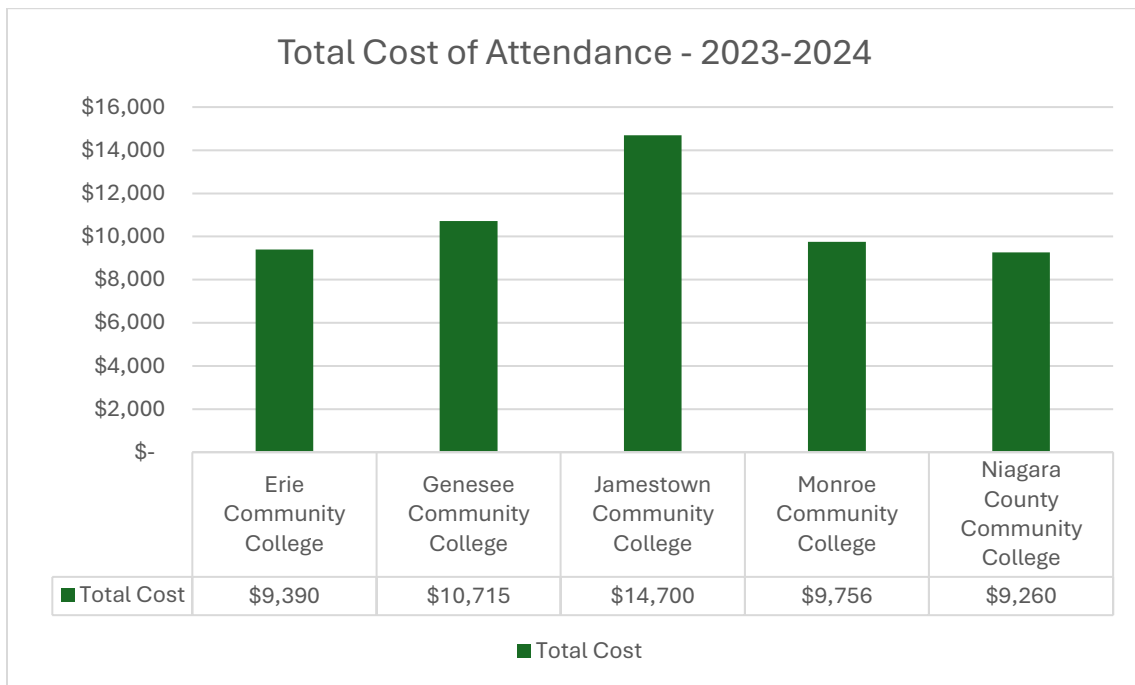


Figure 4 - Cost of Attendance

The College attempts to mitigate financial barriers to attendance caused by cashier holds for students. The College does this by regularly reviewing cashier hold limits and administrative drop process

through an analysis of the number of holds and the dollar value of each hold. Communication between the Student Services Division and the Business Office leads to appropriate adjustments that support more flexibility for students while still minimizing exposure to bad debt for the college. Over the last four years, the College raised its cashier hold limit from \$25 to \$500, allowing more students to continue to attend.

S2 C7 - b

to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

Response: SUNY Niagara students learn about Financial Aid resources through the Financial Aid Office and the Student Accounts Office. The Financial Aid Office provides services to applicants, enrolled students, and parents regardless of FAFSA status. Prospective and current students can meet with financial aid staff to discuss financial aid packages, discuss issues related to the costs of attendance, access financial literacy information through the SUNY Smart Track Financial Literacy tools, and learn about scholarships, including the NYS Excelsior Scholarship. The staff also provide exit counseling to students considering withdrawal. Students are made aware of financial services through presentations at Open House, Orientation, and high school workshops and presentations.

The *Custom IPEDS Data Feedback Report - 2023* found that 83% of SUNY Niagara's full-time, first-time degree seeking student cohort of 2021-22 received some form of grant aid. In Fall 2017, the New York Excelsior scholarship became available to eligible students attending a public college or university in New York. This scholarship enables eligible students to attend college tuition-free providing they agree to live/work in New York State the equal number of years they received the award. Other grant aid is considered when determining the award amount. Financial aid advisors, student success coaches and academic advisors provide information to students on how to maintain their eligibility. In 2023, 127 students met financial eligibility to receive scholarships totaling \$250,777.00, with an average award of \$1975.00.

Funding Sources and Options: A list of the available federal and state programs is available on the College Financial Aid website, (S2C7 - b SUNY Niagara Financial Aid Website Capture). The Financial Aid Office's website also includes a Net Price Calculator in accordance with the Higher Education Opportunity Act of 2008, (S2C7 - a SUNY Net Price Calculator Website Calculator). The Student Accounts Office maintains and annually updates a webpage with current academic costs for tuition, fees, room, and board that is accessible to all current and potential students, (S2C7 - a SUNY Niagara Student Accounts Office Tuition and Fees Website Capture).

Financial Literacy: SUNY Niagara attempts to educate students in financial literacy prior to their enrolling. Financial aid workshops and presentations are provided annually to high school students and their parents and are offered at Admissions events such as registration days and open houses. SUNY Niagara's Admissions Assistants provide basic financial aid information to local high school students. In 2012, SUNY Niagara piloted SUNY Smart Track website facilitating student financial literacy which reduced the student loan default rate from 20% to 13% over the last 12 years.

Students receiving federal student loans are required to complete an online entrance interview which is designed to teach new and returning borrowers about Federal Student Loans and their rights and obligations. Upon leaving the College, those students are asked to complete an exit interview, (S2C7 - b [Documents]).

The College also maintains a wide range of scholarships available to first-time and continuing students (S2C7b Foundation Website Capture).

Standard II, Criterion 8: Compliance with Policy, Law, and Regulation

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C8

compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

S2 C8 - a

the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

Response: SUNY Niagara fully complies with all federal, state, and Middle States Commission on Higher Education (MSCHE) Commission reporting policies regarding full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates.

SUNY Niagara reports accurate, complete, and consistent information regarding its operations, institutional changes, and status to the MSCHE, New York State Department of Education (NYSED), the State University of New York (SUNY), along with any other regulatory body.

SUNY Niagara policies that govern transactions, learning, activities, and commitments are widely available to staff, faculty, and students on the Higher Education Act (HEA) Consumer Information webpage, in the College Catalog, the Faculty Handbook, and the SUNY Niagara Policy Manual, (S2C8 – a [Documents]).

Graduation and Retention Rates: To comply with reporting requirements of the 1965 Higher Education Act (HEA) and the 2008 Higher Education Opportunity Act (HEOA), the College maintains the Higher Education Act Consumer Information webpage. This webpage also complies with the Student Right-to-Know Act, illustrating the graduation rates of full-time, first-time degree-seeking students as well as student athletes receiving athletic-related financial aid.

In accordance with state authorization sections of the institutional eligibility regulations issued under the 1965 HEA, as amended, the Higher Education Act Consumer Information webpage contains information about College programs that are designed to meet requirements for professional licensure or certification in New York, (S2C8 - a Student Consumer Information (HEA) Web Capture).

Certification (External Programmatic Accreditation): As noted in the compliance documentation, SUNY Niagara has six programs that are accredited by external accreditors, (S2C8 - a Accreditation Web Capture).

Program	Accreditor
Baking and Pastry Arts	American Culinary Federation (ACF)
Culinary Arts	American Culinary Federation (ACF)
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Nursing	Accreditation Commission for Education in Nursing (ACEN)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Surgical Technology	Commission on Accreditation of Allied Health Education Programs

Licensure Information: Professional licensure disclosures can be found on the Academic Affairs website and the individual department program webpages, (S2C8 - a SUNY Niagara Licensure Web Capture).

Despite the number and complexity of applicable federal, state, and Commission reporting policies, regulations, and requirements with which the institution must comply, SUNY Niagara has a strong record of adherence and compliance.

S2 C8 - b

the institution's compliance with the Commission's Requirements of Affiliation;

Response: SUNY Niagara complies with the Commission's Requirements of Affiliation, which are discussed throughout the chapters of this self-study. The College reports any substantive changes to MSCHE, including distance learning and off-site location changes. The Assistant Vice President of Academic Affairs oversees the curriculum change process, facilitates monitoring, and communicate substantive curriculum or delivery format changes to all interested stakeholders.

The SUNY curriculum review process further supports this reporting by prompting institutions to consider if a curriculum proposal requires a substantive change request. Academic Affairs provides comprehensive and innovative academic and support services, in addition to facilitating programs and initiatives that support and celebrate diversity in its broadest sense.

The Middle States Working Groups were assigned the task of reviewing the Requirements of Affiliation and Verification of Compliance as related to their area of study. A crosswalk was developed to track the evidence for each Working Group, (Appendix B). The Core Work Group reviewed documentation for RoA 1, 2, 3, 4, and 14.

A summary of the evidence review is found below:

SUNY Niagara Requirements of Affiliation Evidence Review

Requirements of Affiliation	Evidence
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region.	Institutional Review: The University of the State of New York (USNY) NYSED Data Site The State University of New York (SUNY) Website
2. The institution is operational, with students actively enrolled in its degree programs.	Institutional Review: SUNY Niagara General Website SUNY Niagara College Catalog
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning	Not Applicable SUNY Niagara was initially accredited in 1970 and was reaffirmed for accreditation in 2016. SUNY Niagara MSCHE

Requirements of Affiliation	Evidence
outcomes.	
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	Institutional Review: Not applicable. All official business of all public entities in the State of New York is conducted in English.
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.	Reviewed by Standard II Working Group (RoA 5 and 6). Primary evidence reviewed: <ul style="list-style-type: none"> • SUNY Niagara Policy Manual • Student Rights and Responsibility Handbook • SUNY Niagara Consumer Information Website • Also, see Standard II, Criterion 8d and the Institutional Federal Compliance Report, located in the SUNY Niagara MSCHE evidence repository.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies.	Reviewed by Standard II Working Group (RoA 5 and 6). Primary evidence reviewed: <ul style="list-style-type: none"> • SUNY Niagara Policy Manual
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.	Reviewed by Standard I Working Group (RoA 7 and 10). Primary evidence reviewed: <ul style="list-style-type: none"> • SUNY Niagara Strategic Plan 2023-2025 • SUNY Niagara Unit Plans
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Reviewed by Standard III Working Group (RoA 8, 9, 10, and 15), Standard IV Working Group (RoA 8 and 10), Standard V Working Group (RoA 8, 9, 10, and 15), and Standard VI Working Group (RoA 8, 10, and 11). Primary evidence reviewed: <ul style="list-style-type: none"> • SUNY Niagara Strategic Plan • SUNY Niagara Unit Plan(s) • SUNY Niagara College Policy Manual (Planning and Assessment Policy) • SUNY Niagara General Education Assessment Plan • SUNY Niagara PEER Program Assessment Procedures
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree	Reviewed by Standard III Working Group (RoA 8, 9, 10, and 15) and Standard V Working Group (RoA 8, 9, 10, and 15). Primary evidence reviewed:

Requirements of Affiliation	Evidence
level or delivery and instructional modality.	<ul style="list-style-type: none"> • SUNY Niagara PEER Program Assessment Procedures • SUNY Niagara General Education Assessment Plan • SUNY Niagara Faculty Handbook • SUNY Niagara College Catalog
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	<p>Reviewed by Standard I Working Group (RoA 7 and 10), Standard III Working Group (RoA 8, 9, 10, and 15), Standard IV Working Group (RoA 8 and 10), Standard V Working Group (RoA 8, 9, 10, and 15), and Standard VI Working Group (RoA 8, 10, and 11).</p> <p>Primary evidence reviewed:</p> <ul style="list-style-type: none"> • SUNY Niagara Strategic Plan 2023-2025 • SUNY Niagara Unit Plans • SUNY Niagara College Policy Manual (Planning and Assessment Policy) • SUNY Niagara General Education Assessment Plan • SUNY Niagara PEER Program Assessment Procedures
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	<p>Reviewed by Standard VI Working Group (RoA 8, 10, and 11).</p> <p>Primary evidence reviewed:</p> <ul style="list-style-type: none"> • SUNY Niagara Strategic Enrollment Plan • SUNY Niagara College Policy Manual
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	<p>Reviewed by Standard VII Working Group (RoA 12 and 13).</p> <p>Primary evidence reviewed:</p> <ul style="list-style-type: none"> • SUNY Niagara Policy Manual (includes Board of Trustees Bylaws) • SUNY Niagara Faculty Senate Bylaws • SUNY Niagara Student Government Association Constitution
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure	<p>Reviewed by Standard VII Working Group (RoA 12 and 13).</p> <p>Primary evidence reviewed:</p> <ul style="list-style-type: none"> • SUNY Niagara Policy Manual (includes Board of Trustees Bylaws) • SUNY Niagara Faculty Senate Bylaws • SUNY Niagara Student Government

Requirements of Affiliation	Evidence
and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.	Association Constitution
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	Institutional Review: SUNY Niagara Policy Manual (includes Board of Trustees Bylaws)
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.	Reviewed by Standard III Working Group (RoA 8, 9, 10, and 15) and Standard V Working Group (RoA 8, 9, 10, and 15). Primary evidence reviewed: <ul style="list-style-type: none"> • SUNY Niagara Faculty Handbook • SUNY Niagara Faculty Senate Bylaws

Table 12 - External Evidence Review

S2 C8 - c

substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

Response: As part of the Commission’s accreditation review cycle and monitoring policy, SUNY Niagara submits Annual Institute Updates that include data submitted to IPEDS regarding enrollment, student achievement, and financial information. The College discloses substantive changes promptly and accurately.

The College communicates any changes in accredited status through the Vice President of Academic Affairs. Documents are submitted through that office with input from various members of the faculty, staff, and administration as needed and appropriate. Any substantive change documentation is reviewed and approved by the Vice President of Academic Affairs and the President prior to final submission to the Commission. Faculty and staff applying on behalf of the College for program accreditation or reaccreditation through other accrediting bodies consult with the Vice President of Academic Affairs.

SUNY Niagara has received approval for two substantive changes since the Periodic Review Report was approved, (S2C8 - c MSCHE Periodic Review Report Web Capture) including:

1. August 27, 2018 – Included additional high school locations.
2. September 25, 2023 – Added additional location for Small Business Development Center.

S2 C8 - d

the institution’s compliance with the Commission’s policies;

Response: SUNY Niagara complies with all applicable Commission policies by tracking all policy changes at MSCHE as well as United States Department of Education (USDE) regulatory changes. In addition to the cyclical report that the College compiles along with its Self-Study, the College adheres to policies that may have an impact on its business operations. For example, the College modified its internal policies by creating a Location Policy in response to the federal government's changes to professional licensure disclosures. While that was not directly a MSCHE policy, it was determined to be a best practice.

In Spring 2024, an Assistant Vice President of Academic Affairs/Institutional Effectiveness was hired. This individual is responsible for understanding the MSCHE expectations and ensuring the College complies with the MSCHE policies. As co-chair of the Middle States Steering Committee, the AVP is instrumental in securing data necessary for Middle States reporting. The AVP also regularly attends the MSCHE Annual Conference to stay current with the MSCHE policies.

The AVP's responsibility also includes Institutional Research to support data-driven decision-making across campus. In Fall 2023, the AVP held meetings to clarify the Standards for Accreditation and Requirements of Affiliation. The AVP also seeks advice from the College's MSCHE Vice-President Liaison overseeing SUNY Niagara's accreditation.

Upon the occurrence of any MSCHE policy changes, the ALO sends material and analysis to appropriate Vice Presidents if any internal changes are necessary. As an example, the SUNY Niagara Policy Manual is in compliance with MSCHE requirements and expectations, (S2C8 - d SUNY Niagara Policy Manual).

Standard II, Criterion 9: Periodic Assessment of Ethics and Integrity

An accredited institution possesses and demonstrates the following attributes or activities:

S2 C9

periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Response: The College maintains a Planning and Assessment Policy that establishes periodic reviews for all assessable functions, specifically identifying assessment expectations for each of the seven MSCHE Standards for Accreditation and Requirements of Affiliation. A distinct assessment plan exists for Ethics and Integrity, therefore, and for each of the assessment criteria within the MSCHE Standards. Because of the timing of MSCHE changes from version 13 to version 14 of the Standards, the College developed assessment plans for both versions at the same time. Differences between the two versions are noted within each plan, (S2C9 SUNY Niagara Policy Manual).

All standards were initially assessed in 2024 following approval of the College's Planning and Assessment Policy. The Assessment Report for Standard II helped establish the present assessment structure and built on the infrastructure for the present Self-Study. The College found most ethics and integrity functions to be responsive to the MSCHE Standards, both the 13th edition as well as 14th. The Assessment Plan identifies both sets of elements for Standard II and creates an action plan for developing the structure for the 14th edition of the Standards relative to Standard II. For example, the College maintains a set of policies and procedures to ensure fair and impartial hiring, evaluation, promotion, discipline, and separation (MSCHE Standards II.5), but it is now also adding a new element to ensure that these five elements are periodically assessed in relation to diversity. That work will be completed during 2024-2025 as the College transitions from the 13th to the 14th edition of the Standards. A full description of the Standard II Assessment Plan can be found in the repository, (S2C9 MSCHE Data Culture Assessment Plan).

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S2C9 Plans for Assessing the Standards – Standard II).

Standard II: Findings and Recommendations

Finding 1: With support from the SUNY system, campus climate indicators are routinely collected and assessed.

Finding 1 Recommendation: Review the Justice, Equity, Diversity and Inclusion (JEDI) plan for alignment with the SUNY Diversity, Equity, and Inclusion Plan expectation(s) and each of the MSCHE Standards of Accreditation (14th edition).

Finding 2: While SUNY Niagara has developed comprehensive consumer and compliance-related websites, the areas are not consolidated into a single, easy to navigate, space.

Finding 2 Recommendation: Develop a more cohesive web-based approach for posting consumer and compliance related information. Support the implementation of the 'complaint' function available through the Maxient software package.

Chapter Four: Standard III – Design and Delivery of the Student Learning Experience

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

Line of Inquiry: Standard III
<p>What improvements can be made to faculty and staff professional development efforts to make them more effective and systematic in addressing the pedagogical factors associated with a rapidly changing teaching and learning environment?</p>
<p>The College has engaged in a wide range of pedagogical training and development during the past five years. While many of the College’s offerings have been necessarily related to pandemic or post-pandemic planning, the College has taken a broader view of its needs, relative to the changing face of education. SUNY Niagara has focused on various development <i>series</i> that are organized around a particular theme of interest and need to our faculty. The College currently maintains two distinct series each year, including in topics such as New Faculty Orientation and the Online Teaching Academy.</p> <p>The College will enhance these offerings through the following action plan, to be embedded in its Strategic Plan:</p> <ol style="list-style-type: none"> 1. Create and staff a position to manage all faculty orientation and professional development. 2. Invite the Faculty Senate to contribute to the ongoing development and assessment of Academic Plan elements that relate to faculty professional development, making an annual recommendation that drives resource allocation discussions. Formalizing this relationship recognizes the centrality of faculty in pedagogical innovation and integrates the Senate more closely into the College’s overall assessment work.

Table 13 – LOI S3

Requirements of Affiliation

RoA 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

RoA 9: The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

RoA 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

RoA 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.

Standard III, Criterion 1: Degree Credentials and Objectives

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C1

certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

Response: SUNY Niagara offers students 60 diverse program choices including six Associate in Arts programs, 21 Associate in Science programs, 17 Associate in Applied Arts programs, 16 certificates, and 21 micro-credentials. These programs meet the standards of the State University of New York (SUNY), New York State Education Department (NYSED) and the Middle States Commission on Higher Education (MSCHE). Several programs are also accredited by a programmatic accreditor. Program length varies from 60 to 78 credits for two-year programs and 24 to 34 credits for certificate programs. These totals are within the standard range for higher education, (S3C1 Academic Degree and Certificate Programs Website Capture).

All programs are regularly reviewed by Academic Affairs administrators and Program Coordinators through annual Action Plan updates as well as the program's catalog refresh. The PEER process is a five-year review that looks at broader elements like program viability, program mission, program outcomes, and the curriculum as well as learning outcome assessments for the program. The process also identifies potential new programs. For example, the College's review of its education programs led to significant changes to the structure of those programs in order to ensure that there would be greater transferability to a wider range of four-year programs (S3 C1 – Educational Childhood PEER - 2017, pp. 25-28; S3 C1 – Liberal Arts, Humanities and Social Science PEER - 2023). The two samples linked here show both the older and newer versions of our PEER, which was last revised significantly in 2021-2022.

Additionally, most academic programs at the College performed an additional assessment as they reviewed the general education curricula to fit with SUNY's new General Education Policy, released in 2021-2022. Over the 2022-2023 and 2023-2024 academic years, all the AA, AS, and AAS. programs were evaluated and revised to meet these requirements; implementation for AA and AS programs occurred in Fall 2023 and in Fall 2024 for AAS programs.

SUNY Niagara evaluates student learning outcomes and goals by assessing course offerings and mapping the curricula from course outcomes to program outcomes. The assessment process culminates in recommended changes that help maintain academic rigor and student learning outcomes. Program coordinators present these changes which are then reviewed and voted upon by their academic division. Course and program changes may require additional approvals beyond this point, though some minor changes may be approved locally within the division or with the approval of the Office of Academic Affairs, (S3C1 PSY 290 CC Cover Letter; S3C1 – PSY 290 Master Syllabus). More significant changes are managed through the Curriculum Committee, which reports to the Faculty Senate as appropriate to the change's scope, (S3C1 Curriculum Process Calendar, AY19-20 through AY23-24). All changes are reported out during Faculty Senate meetings.

Program coherence is also ensured through the PEER process. Programs are required to have a curriculum map that connects course learning outcomes to program learning and general education outcomes (S3C1 Curriculum Map – Animal Management; S3C1 Curriculum Map – English). The maps guide the assessment of specific courses connected to program learning outcomes and help coordinators establish an assessment schedule with their teaching faculty.

When the need for a new program arises, development is initiated by faculty experts along with Academic Affairs administrators. A formal announcement and a proposal are submitted to the campus governance system as required in the Faculty Handbook, (S3C1 SUNY Niagara Faculty Handbook). Once approved, these documents are then submitted to SUNY and NYSED. Also, during the regular review process, a program may be deactivated.

Standard III, Criterion 2: Faculty and Professionals

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C2

student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

S3 C2 - a

rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

Response: Student learning experiences are designed, delivered, and assessed by full-time and part-time SUNY Niagara faculty. The College's Office of Academic Affairs exercises broad authority over all programs in collaboration with the SUNY Niagara Curriculum Committee, which has broad charge to design new and existing curricula. In addition, the Office of Online Learning assists with oversight of teaching quality within online programs. The College uses an online evaluation rubric called OSCQR, which is a comprehensive and detailed assessment tool for all online program instruction, (S3C1 OSCQR_4.0_Accessible_RSI). The office also uses observation guides to advise faculty of key elements under consideration, (S3C1 SUNY Niagara Online Course Observation Guide (Rev-LS)).

Design: Curriculum design procedures are defined in the Faculty Handbook, which details the specific steps to be taken in creating a course, micro-credential, certificate, or 2-year degree program. These procedures summarize the approval workflow for any design work. For example, an individual course design only requires approval by the division and the Curriculum Committee whereas full 2-year programs require approvals by these as well as the Faculty Senate, the Board of Trustees, the State University of New York, and the New York State Department of Education.

Delivery: Faculty deliver the curriculum via multi-modal course offerings including in-person, online, hi-flex, and hybrid. Those offerings are delivered multiple times per year in academic terms lasting anywhere from two to 16 weeks. The College's standard terms consist of 16 weeks of instruction with approximately 750-800 section offerings. The foundation for these modalities were in place prior to and reinforced improvements through the Pandemic. Flexible course modalities continue to be a campus priority to meet the various needs of all students.

Assessment: All assessment data collection and analysis is conducted by faculty with the administrative assistance of the Office of Academic Affairs and Institutional Effectiveness. Faculty deliver course-level assessment data in relation to their curriculum map and assessment plan for their programs of study, which culminates in the development of a summative assessment report called the Program Learning Outcomes Assessment Report. All programs of study at the College issue this report. Past reports were delivered via a MS Word-based process tied directly to the PEER report. Today, those reports are housed in a centralized cloud-based electronic repository which all faculty and staff can access.

To further the meaningfulness of this extensive work, the Curriculum Committee publishes a Year-End Report that summarizes the work of the faculty and is delivered to the Faculty Senate (S3C2 - a Year-

End Curriculum Report, AY20-21 through AY22-23).

Rigor/Effectiveness of Teaching, Scholarly Inquiry, and Service: The College’s assurance that faculty are rigorous and effective in their teaching assignment begins during the hiring process. Applicants must meet the minimum requirements for a position; they are then reviewed by a search committee that is predominantly composed of faculty. Hiring rubrics include scoring for each of the evaluated elements as delineated in Standard II, Criterion 5, (S3C2 - b SUNY Niagara FT Search Committee Guide 2022).

After hiring, rigor and effectiveness of teaching, scholarly inquiry, and service to the discipline as well as the College are governed by the faculty evaluation process (detailed in the next section).

S3 C2 - b
qualified for the positions they hold and the work they do;

Response: SUNY Niagara is committed to fulfilling its vision of leadership in education by offering dynamic, high-quality learning experiences that cater to the evolving needs of both students and the community. The hiring process supports the visions and goals of the College.

The search process for full-time faculty prioritizes thoroughness and aligns closely with the institution’s Diversity and Inclusion Plan. The three-stage process outlined in the Search Committee Guide ensures a thorough and comprehensive evaluation of candidates, (S3C2 - b SUNY Niagara FT Search Committee Guide 2022).

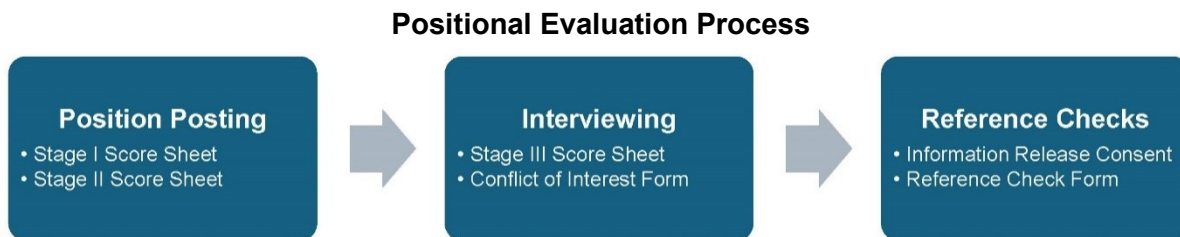


Figure 5 - Positional Evaluation Process

As seen in the example job postings listed in the evidence folder, typically, candidates are required to have a Master’s degree in the related field or a Bachelor’s degree with a certain number of years of experience, which varies by discipline (S3C2 – b Position Posting Examples [Documents]).

S3 C2 - c
sufficient in number;

Response: The most recent available Student Faculty Ratio (SFR) can be viewed at SUNY Niagara’s *College Navigator* entry, (S3C2 - c SUNY Niagara Student Faculty Ratio 2022). These ratios are analyzed through the College’s annual Integrated Postsecondary Education System (IPEDS) submissions. The SFR is calculated based on fall semester enrollments using a worksheet provided through IPEDS and incorporates all students and all types of instructional faculty. The final ratios consider the student data reported by Institutional Research, academic program types, and faculty data reported by Human Resources, (S3C2 - c IPEDS HR 2020 Reported Data; 2021; 2022).

Student-Faculty Ratios – Fall Terms, 2020 to 2023

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Student to Faculty Ratio	18:1	17:1	15:1	20:1

Table 14 - Student to Faculty Ratios

S3 C2 - d

provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

Response: All full-time faculty are contractually required to participate in professional development activities as described in the Faculty Handbook, (Sections 5.1 and 5.2). Adjunct faculty and College Acceleration Program (CAP) liaisons are encouraged to participate as well. The College offers professional development opportunities. For example, mandatory trainings such as the Workplace Violence Training and Title IX Trainings take place annually. In addition to the professional development opportunities hosted by SUNY Niagara, many faculty choose to hold professional memberships at organizations off campus, which the College supports financially. For example, faculty coordinators who oversee programmatically accredited programs of study are affiliated with their accrediting agency and work directly with them and attend in-service or conference offerings as needed to ensure their programs meet accreditation standards.

Current professional development opportunities are described as follows;

V. James Renda Faculty Resource Center for Academic Excellence (FRCAE): FRCAE is a faculty-focused collaborative endeavor whose mission is to provide faculty with consultation, programs, and training to explore and implement innovative teaching practices, which helps them support a diverse student population. Focus areas include creative approaches to faculty-student engagement, course design, course implementation, and the integration of technology into the academic environment. FRCAE hosts several workshops throughout the year on various instructional topics targeting both new and experienced faculty, (S3C2 - d FRCAE Orientation Series [Documents]). Speakers are often members of the faculty or staff who share their knowledge and expertise.

Professional Development Committee: SUNY Niagara has a Professional Development Committee led by faculty, which also includes representation from college staff and academic affairs. The Committee promotes professional development and works closely with FRCAE to develop programming. Specific activities include coordinating and evaluating Professional Development Days, creating new professional development opportunities, marketing and promotion initiatives, and evaluating professional development proposals and program results, (S3C2 - d Professional Development Catalogs [Documents], S3C2 - d Professional Development Committee Charge). The Committee recommends budget appropriations for committee-sponsored professional development programs and activities.

The committee work with the Vice Presidents of Academic and Student Affairs, the Office of Human Resources, FRCAE, and the Staff Professional Development Committee to represent the interests of faculty in coordinating and promoting training and professional development policies, procedures, and programs. Faculty professional development opportunities take place on campus throughout the year such as the SUNY Niagara “Professional Development Days” which occurs every year prior to the spring semester. In addition to presentations by SUNY Niagara faculty and staff, relevant speakers from other campuses and the community are invited to share their expertise.

Online Learning: Participation in online learning training is required for all faculty interested in teaching in an online modality. The Online Learning Department offers training throughout the year focusing on pedagogy, technology, and teaching skills for all modalities, . Each fall and spring semester, a six-week hybrid modality training course is offered, Optimizing Digital Learning (ODL), for those interested in

teaching online, hybrid, HyFlex, or blended courses. The course can be completed entirely asynchronously with the guidance of an instructional designer for the online learning department. Specialized training sessions are offered in person and remotely specific to HyFlex, Hybrid, Compliance, Humanizing Online Courses and sessions on Improving DEI and Course Design with AI tools. Online Learning also works with SUNY to advertise training offered through the SUNY Center for Professional Development and SUNY Online.

In addition to the ODL and HyFlex training, The Online Learning Department offers sessions on topics such as pedagogy, best practices, tools for engagement and Artificial Intelligence, and more. They work with the College during Professional Development (PD) Days to offer an Online Learning Day. (S3C2 - d Online Teaching and Learning [Documents])

The Online Learning Department has also implemented a formal quality review process that is faculty-driven and focuses on the quality of the course while providing constructive feedback aimed at fostering ongoing enhancements and refinements. The review process uses the Online SUNY Course Quality Review (OSCQR) rubric included in the Online Learning Consortium Quality Scorecards, (S3C2 - d SUNY OSCQR Rubric Website Capture).

SUNY-Sponsored Training: The State University of New York offers a variety of pedagogical and technical training for faculty and staff. The College receives an annual allocation of funds for these offerings and is able to deploy those funds through its Office of Academic Affairs. Approximately 10-15 offerings are funded in this manner each year, and this is an additional conference and professional development funding stream that allows the College to more easily stay in sync with SUNY-sponsored initiatives.

**S3 C2 - e
reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;**

Response: The College is committed to providing a supportive learning environment for students and faculty. Faculty performance is key to the success of the learning environment. The faculty evaluation process is detailed in the Faculty Handbook, which calls for clear statements of faculty objectives, appropriate measures for evaluation. (S3C2 - e SUNY Niagara Faculty Handbook).

Student Evaluation: During the spring and fall terms, faculty undergo evaluation by students through SmartEval. Automated reminders are sent to students via email. Faculty members are encouraged to include supplementary questions tailored to their respective courses in the evaluation process, (S3C2 - e SmartEval Faculty Instructions for Adding Questions). The following chart summarizes the data for the past three years, (S3C2 - e SmartEvals Instruction, Timeline, Summary [Documents]). The maximum score is 5.0.

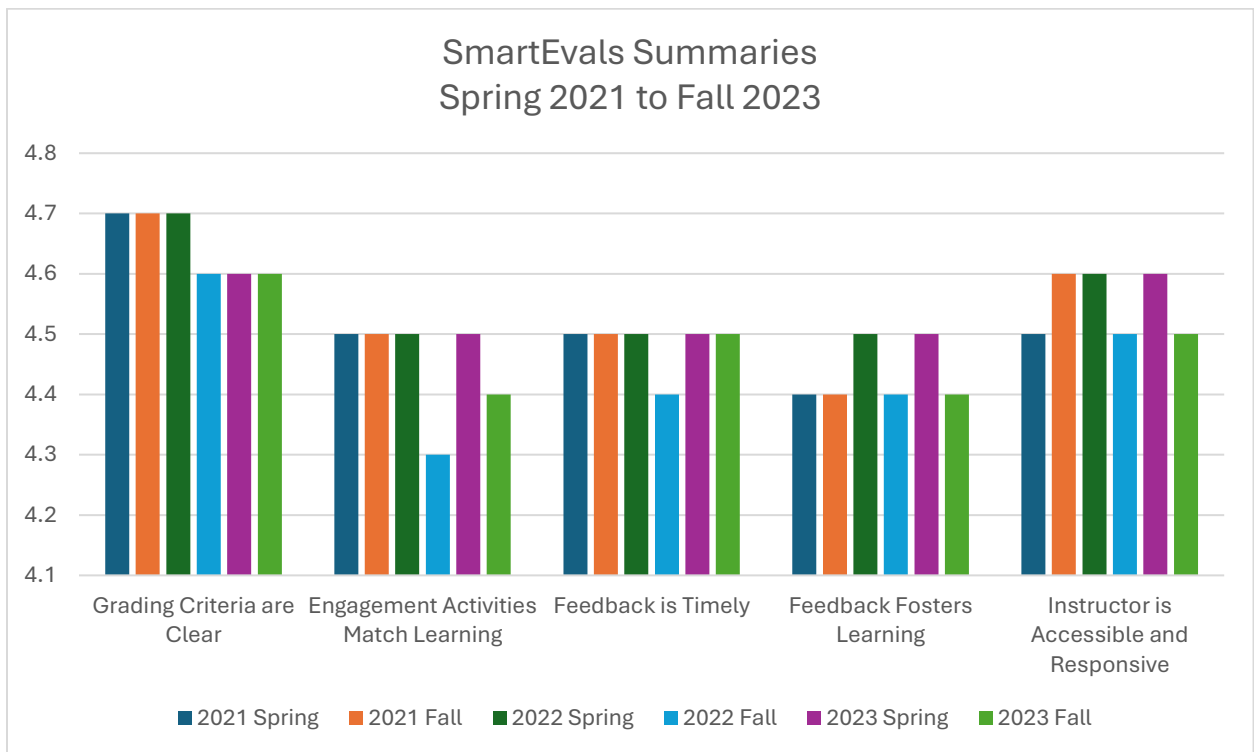


Figure 6 - SmartEvals Summaries

Administrative Evaluation: Administrators conduct classroom observations for full-time faculty, (S3C2 - e Focus Items for Classroom Visits; S3C2 - e In Class Instructor Evaluation Sheet). A specialized observation guide has been developed specifically for asynchronous observations, overseen by an external contractor with expertise in instructional design and online teaching, (S3C3 - e SUNY Niagara Online Course Observation Guide, S3C2 - e Online Course Observation FA20_SP23). Non-tenured faculty undergo classroom observations annually as part of Academic Affairs protocols. Online faculty members are scheduled for observation after teaching for one to two semesters or upon submission of a proposal to develop a new course.

Standard III, Criterion 3: Programs and Degree Requirements Path

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C3

academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

Response: Academic programs of study are described and communicated to students through three principal means: (1) The College Catalog, which contains program descriptions, course requirements, and program learning outcomes; (2) Academic Plans, which are delivered through the College’s degree program evaluation tool, DegreeWorks; and (3) the College website, which is intended as a resource for current students to track their progress. Together, these three elements provide accurate and clear descriptions of all programs as students matriculate to completion. Advisors are available to update student plans as needed.

The College Catalog is published each year in March as advisement and registration for the upcoming academic year begins, (S3C3 College Catalog 2024-2025). This publication gives students all the

information needed to understand their degree requirements. Each program lists the requirements and provides a typical four-semester path for two-year programs and two-semester plans for most certificates. Programs are determined to be “clear and accurately described” on the basis of intensive governance work that precedes the publication of any program of study. These governance workflows are defined in the College’s Faculty Handbook and govern the work of the Curriculum Committee, the Faculty Senate, and the Board of Trustees as appropriate to the offering. SUNY and the New York State Department of Education provide final curricular review and approval, (S3C3 Curricular Process Flowchart).

Following all approvals and catalog publication, the program requirements are then transcribed into Ellucian Degree Works to track student progress toward graduation requirements, (S3C3 Redacted Ellucian Degree Works Audit Example). The College has thus established clear expectations both in its catalog and in its completion tracking software.

Standard III, Criterion 4: Learning Opportunities and Resources for Success

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C4

sufficient learning opportunities and resources to support both the institution’s programs of study and students’ academic progress;

Response: SUNY Niagara provides several resources and services outside of the classroom to support student progress, resilience, and success. Each of these resources and services are represented on the SUNY Niagara website, advertised and marketed through internal student, faculty, and staff email newsletters (such as *SUNY Niagara Today* and *The Daily Wolf* communications), as well as through events like Open House and Student Orientation.

The Academic Center for Excellence, Student Success Center, Advisement Services, Accessibility Services, Online Learning Student Support, and the Henrietta G. Lewis Library provide additional help for students. The following are brief descriptions of each.

Academic Center of Excellence (ACE): The mission of the Academic Center for Excellence (ACE) at SUNY Niagara is to provide students with learning support services that serve as a foundation for academic success, retention, and completion of educational goals, (S3C4 Academic Center for Excellence Web Capture). To accomplish this mission, ACE staff:

- Collaborate and partner with faculty, advisors, and administrators to coordinate a campus-wide network of academic support.
- Foster a safe and collaborative student-centered environment through shared learning experiences.
- Implement diverse types of course-related academic support, such as student tutoring academic coaching, and collaborative study groups.
- Provide individual and group-based workshops for ways to implement successful study skills and strategies.

The vision of ACE is to provide SUNY Niagara students with the strategies and skills needed to assist them in becoming independent learners who rely upon their own strengths and abilities.

The Student Success Center: The Student Success Center (SSC) is committed to providing continuing students at SUNY Niagara with the necessary support services to successfully achieve their personal and academic goals, (S3C4 Student Success Center Web Capture).

Success Center coaches meet with students to answer questions, provide general academic counseling, provide information regarding their Academic Advisor, SUNY Excelsior Scholarships, Student Outcome Tracking (SOT), withdrawal counseling, and change of major processes.

Service	Description
Academic Counseling	SSC coaches are available to answer student academic questions, assist students in fulfilling graduation requirements, and provide referrals to other on-campus support services.
Academic Advisement	Students who wish to inquire about their advisor or change their current advisor can meet with an SSC coach to discuss their options.
Change of Major Process (General)	Change of major applications are available online or can be completed in the Student Success Center in D-102. Students can meet with an SSC coach to discuss how a major change will affect their educational path.
SUNY Excelsior Counseling	The Excelsior Scholarship is NY State’s <i>free tuition</i> program for students. It is recommended that students who receive an Excelsior Scholarship meet with an SSC coach before making any major or schedule changes.
Student Outcome Tracking (SOT) Counseling	SUNY Niagara has implemented Student Outcome Tracking (course eligibility for financial aid). This program assists students in determining financial aid eligibility for each of their courses. Students cannot be awarded financial aid for classes that do not count toward their degree or certificate program requirements. SSC coaches are available to talk about options pertaining to SOT.
Withdrawal Counseling	Although the withdrawal form can be found in the Registration and Records Office, students are encouraged to discuss withdrawal options with an SSC coach prior to withdrawing from SUNY Niagara.

Table 15 – Success Center Services

Advisement Services: Academic planning involves complex decisions that consider student individuality, interests, abilities, study habits, and academic and career goals, (S3C4 Student Advisement Web Capture). It requires the guidance of a knowledgeable advisor who provides accurate information on academic policies, procedures, and curricular requirements. Academic advisement is a professional complement to the teaching functions of the faculty at SUNY Niagara. Faculty are the primary agents in delivering academic advisement.

Advisors facilitate navigation of the collegiate experience by providing personalized advice and direction toward the realization of student goals, assisting students with appropriate course selection from their chosen field of study, and serving as a guiding resource to other college services. Academic Advisors also facilitate the processes of Dual Admissions, transferring to senior colleges, universities, and institutions, and finding career opportunities. Overall, advisors enhance the overall college experience.

Accessibility Services: The mission of Accessibility Services at SUNY Niagara is to provide reasonable academic adjustments and related services to qualified students with disabilities in the most inclusive setting possible and to enhance student independence while promoting self-advocacy in accordance with Section 504 of the Rehabilitation Act and the American with Disabilities Amendments Act. Accessibility Services (AS) staff work to help all qualified students with disabilities pursue their educational objectives, (S3C4 Accessibility Services Webpage Capture). They support and empower students to become their own self-advocates.

Online Learning Student Support: The goal of SUNY Niagara Online Learning Student Support is to help students navigate the College’s Learning Management System (LMS), D2L Brightspace and serve

as a concierge to online learners to support student success, retention, and persistence.

These goals are met by providing the following services:

- Offering online and face-to-face workshops for Brightspace basics and course completion.
- Offering registration workshops in collaboration with SUNY Niagara Student Success Center.
- Manage onboarding documents and communicate with students taking online, hybrid, blended, and hyflex courses.
- Communicate key information to students through Brightspace announcements, email, text, and live chat.
- Providing liaison services between the online learning department and SUNY Online Student Help and Support services.
- Develop and maintain a knowledge base of frequently asked questions, how to videos, and technical solutions for easy reference.
- Maintains the Building Our Students' Success (BOSS) Brightspace course which includes the following modules: Learning to Learn Online, Study Strategies, Computer Essentials for Learners, Brightspace Essentials for Students, and ACE 001-Academic Excellence.

Library Services: The Henrietta G. Lewis Library offers a wide variety of resources and services that facilitate student learning, research, and study as well as accessibility of materials and services through a variety of modalities, (S3C4 SUNY Niagara Henrietta G. Lewis Library Webpage Capture). The library offers the following materials and services:

- A diverse collection including books, CDs, DVDs, course reserves, physical manipulatives, technology, and more.
- Subscriptions to print periodicals such as magazines, journals, and newspapers, academic and popular video/movie platforms, and a multitude of digitally accessible databases.
- Individual and whole class research assistance and instruction.
- General services including circulation, course reserves, interlibrary loan, study rooms, reference assistance, technology equipment, printing, office supplies, instructional and troubleshooting services, as well as access to archives and archival services.
- An online *Ask Us 24/7* chat reference service.

Additionally, all course syllabi include library information including support services, resources, and contact information.

Standard III, Criterion 5: General Education

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C5

at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

S3 C5 - a

offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

Response: SUNY Niagara provides a general education program defined by the SUNY General Education Requirement (SUNY-GER) and includes local requirements. SUNY-GER mandates a general

education program for AA, AS, and AAS degrees. In 2022, these guidelines were modified to add additional expectations for AAS degrees and to create additional required categories, (S3C5 - a SUNY Niagara 2024-2025 Catalog).

NYSED and SUNY General Education Requirements

	Minimum # Program Credits	Minimum # of LAS Credits	Minimum # of SUNY GE Knowledge and Skills Areas
Associate in Arts (AA)	60	45	7/10
Associate in Science (AS)	60	30	7/10
Associate in Applied Science (AAS)	60	20	4/10

Table 16 - SUNY and NYSED General Education Requirements

The College began implementing these changes at the end of 2021. Over the 2022-2023 and 2023-2024 academic years, all AA, AS, and AAS programs were updated for these changes through the College Curricular Process. The updated General Education requirements began in the Fall 2023 semester for AA and AS degree programs and Fall 2024 for AAS programs.

Under this new program, all students enrolled in AA, AS, and AAS degree programs must take at least one course in each of the following areas:

- Communication - Written (COMW)
- Communication - Oral (COMO)
- Mathematics (and Quantitative Reasoning) (MATH)
- Natural Science (and Scientific Reasoning) (NSCI)
- Diversity: Equity, Inclusion, and Social Justice (DVR)

In addition to these required areas, students enrolled in AA and AS programs must also take courses to meet three of the following six Knowledge and Skills areas:

- Humanities (HUMN)
- Social Science (SOCS)
- The Arts (ARTS)
- US History and Civic Engagement (USCV)
- World History and Global Awareness (GLBL)
- World Languages (WLNG)

Starting in the Fall 2023 semester, all new students enrolled in AA and AS programs must earn 30 credits selected from approved general education courses distributed over seven knowledge and skills areas. In the Fall 2024 semester, all new students enrolled in AAS programs must earn 20 credits selected from approved general education courses distributed over the four required knowledge and skills areas. The SUNY GER Core Competencies of Information Literacy and Critical Thinking are infused through the curricula in designated courses.

Between 2015 and 2023, the SUNY General Education program required students in AA and AS degree programs to meet 30 credits of general education approved courses. All students in AA and AS degree programs had to fulfill the Basic Communication requirement by taking a written communication class and an oral communication class. They were also required to take an approved Mathematics course. The other credits of general education allowed students to choose five out of eight Knowledge and Skills Areas. These Knowledge and Skills Areas included American History, Arts, Foreign Language, Humanities, Natural Science, Other World Civilization, Social Science, and Western Civilization.

The general education framework affords students the flexibility and opportunity to explore disciplines outside of their major and gain a new intellectual experience in the classes that they select within the required areas and elective areas. Students will also expand their cultural and global awareness and cultural sensitivity when they complete the course in the Diversity: Equity, Inclusion, and Social Justice (DVRs) area. Several courses will help students make well-reasoned judgments, like the courses in Communication - Written and Oral, Mathematics (and Quantitative Reasoning), and Natural Science (and Scientific Reasoning).

SUNY Niagara’s Faculty Senate General Education Committee is charged with approving general education courses for the College. The Committee reviews materials submitted by a faculty member to determine if the proposed syllabus meets the SUNY General Education Learning Outcomes for the proposed category. The faculty member then submits sample assignments to demonstrate that Student Learning Outcomes align with course content. Approved courses in each category are included in the Catalog as well as the College’s degree audits showing progress toward the student’s award. SUNY Niagara’s Curriculum Committee oversees the updates to program requirements to ensure compliance with SUNY General Education, (S3C5 - a SUNY-Niagara-GE-Grid-MAR-2024).

S3 C5 - b
offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

Response: Both the SUNY General Education program requirements (discussed in the previous section) and the Liberal Arts requirements of each degree program offer students an array of choices to help ensure that each student is educated in written and oral communication skills, scientific reasoning, and mathematical reasoning. With the addition of the Diversity: Equity, Inclusion, and Social Justice (DVRs) Knowledge area, each student will be exposed to diverse perspectives. Each degree program also includes technology, information literacy, and critical thinking competencies. These competencies are recorded in the program curriculum map within the PEER Program review documents.

Our standardized mapping between SUNY-GER/NCCC General Education and Middle States General Education is shown as follows:

SUNY General Education Category	MSCHE - III.5.A.1 - Cultural and Global Awareness and Cultural Sensitivity	MSCHE - III.5.A.2 - Well-Reasoned Judgments Outside as well as Within the Field	MSCHE - III.5.B.1 - Written and Oral Communication	MSCHE - III.5.B.2 - Scientific Reasoning	MSCHE - III.5.B.3 - Quantitative Reasoning	MSCHE - III.5.B.4 - Critical Analysis and Reasoning	MSCHE - III.5.B.5 - Technological Competency	MSCHE - III.5.B.6 - Information Literacy	MSCHE - III.5.B.7 - Values, Ethics, and Diverse Perspectives
SUNY GE - Written and Oral Com		X	X						
SUNY GE - Diversity: Equity, Inclusion, and Social Justice	X								X
SUNY GE - Mathematics					X				
SUNY GE - Natural Sciences				X					
SUNY GE - Humanities									
SUNY GE - Social Sciences									
SUNY GE - Arts									
SUNY GE - US History and Civic Engagement									
SUNY GE - World History and Global Awareness	X								
SUNY GE - World Languages									
SUNY GE - Critical Thinking and Reasoning		X				X			
SUNY GE - Information Literacy							X	X	

Table 17 - Mapping - SUNY General Education to MSCHE General Education

This mapping is used to establish the standard relationship between the College's general education program and the expectations established in Standard III. Some programs of study differ from the standard mapping, but all programs cover all MSCHE. Programs are allowed to either map technological competency to a course or to infuse it within their program, (S3C5 - b SUNY Niagara 2024-2025 Catalog, S3C5 - b SUNY-Niagara-GE-Grid-MAR-2024).

S3 C5 - c
in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

Response: Not Applicable.

Standard III, Criterion 6: Graduate Programing

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C6
in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

Response: Not Applicable

Standard III, Criterion 7: Third-Party Provider Reviews

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C7
adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

Response: Some Non-Credit Workforce Development programs use third-party materials for non-credit course offerings that do not yield college credit. Such vendor relationships are initiated by contractual agreements which are vetted by both parties and agreed upon prior to execution. The College's collaboration with these vendors follows the existing College policy. The only potential pathway to credit for these opportunities is through Portfolio Review that requires faculty evaluation of the material.

Standard III, Criterion 8: Program Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

S3 C8
periodic assessment of the effectiveness of programs providing student learning opportunities.

Response: Program Excellent Evaluation Review (PEER) is the College's program review function and consists of the comprehensive evaluation of an academic program's design, resources, student outcomes, and action plan. All academic programs are reviewed every five years, assuring the College maintains program quality while also adhering to the expectations of SUNY and MSCHE, and other partner agencies. In addition to the PEER assessment cycle, master syllabi for each course offered in a program are revised consistently over a three-year cycle.

The College is aligned with the SUNY general education curriculum, which was last revised and implemented in 2023. Each program is responsible for evaluating learning outcomes according to indicated benchmarks. If a benchmark was not met, programs demonstrate strategies to improve.

Procedures for assessment are published annually, and training is regularly provided to new and current faculty. Faculty contribute course-level assessment data through a standardized data collection form. Those data are then used to evaluate the success of teaching and learning practices relative to the program learning outcomes. The relationship between courses and program learning outcomes is established in a curriculum map provided by all programs of study.

The curriculum map defines the assessment structure of the program and details whether a specific course is to be assessed. Faculty provide information on whether a specific course that is mapped to a Program Learning Outcome (PLO) will be an opportunity to introduce (I), reinforce (R), or assess (A) the learning. The coding summarizes the assessment plan for each course and program learning outcome. For example, PLO 1 is introduced in EDU 101, reinforced in EDU 120, and reinforced and assessed in EDU 201. However, PLO 2 is introduced, reinforced, and assessed within a single course, EDU 201. The Introduce, Reinforce, and Assess (IRA) paradigm is used in all program assessments.

Course-level assessment takes place through a simple online form designed to promote more faculty engagement with assessment. Once all faculty have submitted their data, it is compiled into a single report. This is done by the coordinator of the program and culminates in an Excel report that shows the assessment conducted, the data, the outcomes, and improvements taken. All programs issue a Program Learning Outcomes Assessment Report as follows:

Program Learning Outcomes Assessment Template				Radiologic Technology	2023-2028
				RAD TECH	NPAH
Program Learning Outcome (From Catalog)	Courses Assessed (Subject + Course No.)	Assessment Status	Summary of Findings	Status Date	Actions Taken to Improve or Sustain Outcome
Students will demonstrate clinical competence Student Learning Outcomes. Students will exhibit proper positioning skills.	Laboratory competency form- Question #14. -Final Lab Competency, 1st attempt	Benchmark Met	Students will receive an average score of > 2.5 (maximum 3 point scale) 2022- 2.92 (37 students- 1 did not meet the benchmark) 2021- 2.83 (35 students- 2 did not meet the benchmark) 2020 – No data due to COVID-19 2019 – 2.1 (54 students – 16 did not meet benchmark 2018 -2nd – 2.58 (58 students – 8 did not meet benchmark) 2017 - 2nd –2.35 (60 students total – 12 did not meet benchmark)	Spring 2023	Improvement shown with juniors. Down slightly for seniors but consistent with prior years. Will continue to monitor for another year.

Table 18 - Program Learning Outcomes Assessment Report: Radiologic Technology

This snapshot shows one learning outcome for the Radiologic Technology program, which demonstrates the process. The “Courses Assessed” column comes from the Curriculum Map, which defines what courses are to be assessed in relation to which program outcomes. In this case, the program has determined that the benchmark for the outcome has been met but still recommends follow-up monitoring to ensure success.

Program coordinators maintain this report such that all program outcomes are assessed at least once within the program’s five-year review cycle. Once assessments are completed, notes related to improvements are validated and discussed during the PEER review meeting. A global assessment of the program incorporates not only learning outcomes review, but also viability review, enrollment

patterns, persistence, retention and graduation data, and accreditation elements specifically related to assessment. Recommended actions are then put in the program’s Action Plan and updated annually.

The process is as follows:



Figure 7 - Curriculum Design to Assessment Workflow

Sample assessments are provided in the repository along with PEER documents, (S3C8 PEER [Documents]). The process is policy-driven and has specific deadlines attached to each step. These deadlines and processes are explained on the Institutional Effectiveness website and communicated through the College’s various training opportunities.

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S3C8 Plans for Assessing the Standards – Standard III).

Standard III: Findings and Recommendations

Finding 1: Academic Affairs has established a robust Microsoft Teams curriculum site that has enhanced efficiency and collaboration amongst faculty and administration.

Finding 1 recommendations: Continue the utilization of the Teams curriculum site as the primary dissemination and discussion tool. Broaden the use of this portal to include all curricular matters, as appropriate. Ensure curriculum templates are collected, posted and shared through the Teams portal and other relevant cloud-based environment(s). Utilize new web-based software to update catalogs individual program websites and other web-based environments, as appropriate.

Finding 2: Academic Affairs has developed a cloud-based environment that provides easy access to curriculum maps, course assessment data and learning outcome reports.

Finding 2 recommendation: Provide faculty and academic administrators with professional development opportunities on the effective use of the cloud-based learning outcome reports and continue to offer symposium(s) and workshops on emerging innovations for teaching and learning.

Chapter Five: Standard IV – Support of the Student Experience

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

Line of Inquiry: Standard IV
What are the essential elements of a successful student success program for all student populations at SUNY Niagara?
<p>The essential elements of a successful student success program at SUNY Niagara include interventions to support students in the classroom, internship, and clinical sites. The College employs an early alert system that includes weekly faculty alerts but also promotes student support requests via a text chatbot that integrates with the work of the College’s Success Coaches. Coaches monitor both faculty concerns and student requests and respond accordingly.</p> <p>The student-driven early alerts are managed by a two-way text-based communication plan that allows students to self-report issues and get an immediate response via an AI knowledge base. Faculty and student-driven early alerts are followed up on by Success Coaches who use a case-management approach to help students make decisions and navigate college processes and timelines. This core of student support is further enhanced by wraparound services that address belonging, wellness and mental health, social life, academic skill-building and tutoring, accessibility services for students with disabilities, and online learning course platform support.</p>

Table 19 – LOI S4

Requirements of Affiliation

RoA 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

RoA 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Standard IV, Criterion 1: Ethical Policies and Processes

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C1

clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

S4 C1 - a

accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

Response: SUNY Niagara maintains a central repository of policies and procedures which regulate the admission and student success functions at the College and ensure that students are supported throughout their time at the College. Those policies are combined into a variety of handbooks and guides for faculty advisors, support staff in the College’s Student Success Center and Enrollment

Center, and students themselves, (S4C1 - a SUNY Niagara Policy Repository Student Services Web Capture).

The following sections detail how the College communicates clear and comprehensive information to applicants and students regarding expenses, financial aid, billing, scholarships, and grants and loans.

Accurate and Comprehensive Information: The College strives to provide accurate and comprehensive information to all students regarding expenses, financial aid, scholarships, grants, loans, repayments, and refunds. This happens primarily through the College website and printed enrollment materials. The Student Consumer Information page is a persistent link on all College webpages and provides students with easy access to all relevant financial information.

SUNY Niagara's admissions application is designed to gather data that aids in developing communication streams to inform individuals and cohorts of students in matters pertaining to programs of study, admissions, financial aid, and student accounts offices. The College's constituent resource management system is used to deliver important communications in an efficient fashion through the creation of communication plans for distinct student cohorts.

Information and tools to navigate all aspects of admissions, from inquiry through enrollment, is readily located within the admissions portion of the College website.

Costs and Affordability: Providing access to a high-quality higher education at an affordable price is an essential component of the SUNY Niagara mission. Students pay low tuition and fees while still receiving an excellent education that opens doors to employment opportunities in many different fields. For students residing in Niagara County, the tuition to attend full time (12+ credits) during Fall 2023 and Spring 2024 was \$2,568 per academic term. Students living in other counties within NY State are eligible for the Niagara County tuition rate providing they meet the residency duration requirement and complete the proper paperwork. International students, out-of-state students, and New York State residents who do not provide a certificate of residency paid \$5,136 during Fall 2023 and Spring 2024.

Financial Aid Process: Every student is encouraged to apply for financial aid by submitting a FAFSA and the Financial Aid Office uses this data to determine a student's financial aid eligibility.

The Financial Aid Office reviews each students' financial aid application and determines eligibility. Award packages are then developed including a combination of scholarships, loans, grants, and work programs. An award letter clearly shows the cost of attendance, the expected family contribution, award amounts for all programs listed, any outside scholarships for which the student applied, campus employment (work study), loan eligibility, other resources applicable to students due to circumstances (e.g., veterans resources or Vocational and Educational Services for Individuals with Disabilities) with instructions for accepting or declining any financial aid offered. (S4C1 - a SUNY Niagara Financial Aid-Package Website Capture).

The Financial Aid Office provides tools and resources for students and parents that enable access to accurate information. Instructional FAFSA videos are linked on SUNY Niagara's Financial Aid website providing detailed steps for completing the FAFSA. Many of the financial aid forms that students and parents need, such as the Federal Direct Loan Application and Request for Special Circumstances are in the same location.

SUNY Niagara's best resource is its well-trained staff who are readily accessible and willing to help facilitate the navigation of the financial aid process. New and current financial aid advisors receive training from federal and state financial aid organizations to learn and keep up to date on financial aid regulations. Students can email, call, or make an appointment with the financial aid staff member when

they have questions or need assistance completing forms.

Types of Financial Aid: According to the National Center for Educational Statistics, 81%, (630 students) of SUNY Niagara's full-time beginning undergraduate students receive some type of financial aid. Of all undergraduates (1,901), 63% receive some type of financial aid. Financial aid is offered through various federal and state aid programs, grants, and scholarships to assist with educational expenses. Federal aid programs offered include Federal Pell Grants, Federal Supplemental Educational Opportunity Grant (SEOG), and Federal Direct Student Loan Program (i.e., Stafford Student Loans). To remain fair and unbiased, SUNY Niagara does not have any preferred lender arrangements, nor does it participate in any private student loan programs. Students are educated on the obligations required when incurring debt.

Established in 1987, the College Foundation has raised over \$16.8 million, awarding 3,408 scholarships from 60 donor scholarship funds. This past year over \$200,000 in scholarships were awarded to new and current students, and dual-enrolled (CAP) students. (S4C1 - a Foundation Overview Scholarship Process; S4C1 - a SUNY Niagara (NCCC) Foundation Website Capture).

SUNY Niagara maintains robust websites for financial aid and tuition and fee information, procedures, forms, and related content. Students are able to review tuition and refund liability policies and receive a calculation of tuition and fee liability based on their official or unofficial withdrawal date in accordance with college policy and SUNY regulations. The College's general refund/liability policy for full-term classes is outlined on the Tuition and Fees Refund and Repayment page of the website. (S4C1 - a SUNY Niagara Tuition and Fees Refund and Repayment Website Capture).

S4 C1 - b

a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;

Response: As an open admissions institution, SUNY Niagara has many processes in place to support students who are not adequately prepared for college-level work. Programs and processes are in place to identify, place, and support students in attaining appropriate educational goals.

Identifying Students in Academic Need: SUNY Niagara utilizes placement testing to determine readiness in math and reading for incoming students whose academic records do not demonstrate preparedness for credit-bearing coursework. Testing is done through two methods: (1) via the learning management system, Brightspace, for accepted students, and (2) via email using the in-house reading placement test and Pearson's My MathTests for math. Students' placement test grades determine if they need foundational education courses in those areas.

SUNY Niagara has worked to reduce the number of students needing placement testing, the consecutive levels of developmental courses, and the number of students placed into remedial education. For first-time college students, high school scores that embed multiple measures like motivation and perseverance may exempt them from placement testing. Students not exempted from remedial education based on testing are placed into developmental courses based on an algorithm that includes their high school GPA (60%) and their 11th grade score in specified ELA and math courses (40%), as appropriate, (S4C1 - b SUNY Niagara Math Waivers and Course Placement Apr 2024).

In-house placement exams are available to students. These exams align with developmental courses. There are two levels of developmental math (62 students served in 2022-23), one level of reading (123 students), and one level of writing (141 students). SUNY Niagara offers concurrent enrollment in developmental reading and writing with credit-bearing ENG 101 sections to students just below the

cutoff for ENG 101. For perspective, only 12.9% of the 1,095 seats in first-semester composition (954 credit-bearing and 141 non-credit) were designated developmental in 2022-23.

SUNY Niagara is in the first year of a SUNY supported pilot program designed to promote pedagogical innovations by combining two required courses, Reading Foundations and Writing Workshop, into one integrated reading and writing course and converting all course materials to Open Educational Resources (OER). This initiative will decrease book costs by \$227.50 per student, as well as reduce the number of required foundational credits from six to three thus saving each student another \$809 in tuition and fees. This initiative is designed to improve term-to-term retention and to reduce time to completion. The goal is to apply these innovations to all sections of foundational reading and writing subjects.

Academic Support Services: Extensive support services are provided through the Academic Center for Excellence, Student Success Center, Advisement Services, Accessibility Services, Online Learning Student Support, and the Henrietta G. Lewis Library, (S4C1 - b Academic Center for Excellence Web Capture, Accessibility Services Webpage Capture, Student Advisement Web Capture, Student Success Center Web Capture, SUNY Niagara Henrietta G. Lewis Library Webpage Capture).

**S4 C1 - c
orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;**

Response: SUNY Niagara provides orientation, advisement, and counselling to students throughout their educational experience.

Student support is a key component of the College's strategic planning. Extensive support within advisement procedures, orientation, and counseling has positively impacted retention and completion, (S4C1 - c Census #3 Reporting Faculty Memo Fall 2023, Census Letter to a Student Reported Non-Attending 2023). In recent years, SUNY Niagara has been consistently in the top ten SUNY community colleges for its one-year retention rate. According to the most recent data (Fall 2022), SUNY Niagara's 60.1% retention rate among first-time, full-time students is 6% higher than the SUNY Western New York community college average of 54.3%. Also, the 39.5% completion rate within four years is significantly higher than the SUNY community college average of 30.6% and was the highest of all SUNY community colleges.

These outcomes are achieved through continued dedication to students. This begins with a recruitment plan bolstered by grant-funded initiatives including the Future Leaders Liberty Partnerships Program (FLLPP), the College Acceleration Program (CAP), and New York State Education Department's Pathways in Technology (P-Tech), (S4C1 - c Future Leaders Liberty Partnership Program Website Capture, CAP Student Handbook, NYSED P-Tech Program Website Capture). Each focus on placing at-risk high school students on a path to success before they pursue higher education. As of the 2022-23 academic year, over 500 students were enrolled in FLLPP, 1043 students, or 22.9% of SUNY Niagara's total enrollment, were concurrently enrolled students, with over one hundred on a pathway to an Associate of Applied Science (AAS) degree beginning in ninth grade through their participation in P-Tech.

Orientation: The College offers multiple orientation programs for new students, (S4C1 - c SUNY Niagara New and Transfer Student Orientation Website Capture) including the College-wide new student and Brightspace orientation programs; academic program-specific orientations for Culinary Arts, Baking and Pastry, Hospitality, Animal Management, and Nursing students; support program-specific orientations for the Education Opportunity Program and Accessibility Services; and orientation for Student Housing Village residents.

Advisement and Counseling: SUNY Niagara features both a Student Success Center and Academic Center for Excellence (ACE) dedicated to in-person and virtual student support.

Students meet with an assigned Success Coach upon admission and are assigned a discipline-specific faculty advisor during their first semester. These initial, collaborative meetings between students and their support team provide enrollees with tools to succeed, including academic expectations and program outcomes in completing their degree or credential. Students are trained on Ellucian DegreeWorks, Banner Web, and Brightspace since these are necessary resources for academic planning and accessing course materials. During DegreeWorks and Banner Web training, students work with a Success Coach to map degree plans, understand requirements for program completion, and access financial aid, academic standing, and degree progress information, (S4C1 - c Satisfactory and Unsatisfactory Grades Policy, Student Email Letter Alert for Feedback Friday 2023, Student Email Letter for Academic Notice, Student Email Letter for Academic Notice, Maximum Allowable Credit Hours Letter to a Student Satisfactory & Unsatisfactory Grades 2023).

SUNY Niagara's targeted, student-facing communication plan and partnership-based model for advisement and case management provide opportunities for faculty and professional advisors to collaborate to intervene when students may need guidance in making decisions impacting continuous enrollment. This is achieved through a bimodal system which emphasizes two concurrently early alert systems. Students self-report factors related to their success using the application Edsights. "Feedback Fridays" is a faculty driven early alert tool in which faculty provide feedback to Success Coaches so they can intervene to provide student support, and to students so they are aware of areas which require attention, (S4C1 - c Faculty Instructions & Information for Feedback Friday 2023). Success Coaches work with faculty and students to identify obstacles, create success plans, resolve issues, and provide referrals to appropriate services. The College provides comprehensive wrap-around services to all students, leading to greater retention, completion, and transfer rates.

The SUNY Educational Opportunity Program (EOP) and Men of Merit are unique programs that recruit and retain diverse student populations by providing mentorship and support.

S4 C1 - d

processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;

Response: SUNY Niagara has a variety of processes to support student achievement, including academic planning, degree auditing, transfer services, and career services for jobseekers.

Academic Planning – Program Choice and Course Selection: Academic plan review and revision occur each semester as a collaborative relationship-building effort between the student, their advisor and Success Coach, (S4C1 - d Student Advisement Web Capture). This ensures continuous progress toward degree/certificate completion or, for students planning to transfer, a review of transfer institution requirements.

Student Transfer Support Services: SUNY Niagara's commitment to supporting students is reflected in the broad range of efforts that support transfer to 4-year colleges/universities. For students completing the SUNY Student Opinion Survey, just 3% of students pursuing transfer expressed dissatisfaction with the services provided by SUNY Niagara, (S4C1 - d Transfer Services Website Capture).

Early each semester, SUNY Niagara conducts a text communication campaign to identify students who intend to transfer. Those students are then coded in a transfer cohort which can be seen on the

student's DegreeWorks dashboard. This informs the student's advisor as they build the student's academic plan. This effort is the first of its kind in SUNY.

In addition to the transfer planning that occurs during advisement, more comprehensive transfer planning for colleges without articulation agreements with SUNY Niagara is available through the Student Success Center. The Career and Transfer Services Coordinator is the main point of contact for transfer college advisors and recruiters. SUNY Niagara hosts an Advisor-In-Residence (AIR) program where four-year college transfer advisors and recruiters come to campus weekly to meet one-on-one with transferring students in 15-minute increments. On alternate days, there are AIR tables in the Learning Commons and recruiters go into classrooms to present program-specific transfer pathways and scholarships. Each student gets a unique transfer plan that outlines their course requirement plan at SUNY Niagara and how those courses transfer to their four-year college.

SUNY Niagara participates in the Western New York Consortium of Higher Education, which consists of 21 institutions in the region. This relationship and level of continued collaboration impacts students and programs beyond standard articulation agreements.

SUNY Niagara has over 400 transfer pathways and articulation agreements with four-year public and private institutions, (S4C1 - d SUNY Buffalo State University Transfer Promise Program Website Capture). Pathways are determined according to student needs and desires. Unique partnerships include: a 1-2-1 program that allows students to begin their bachelor's degree at a four-year institution, return to SUNY Niagara for two years, and then transfer back for the final year to complete the degree; a transfer agreement that allows students to transfer credit hours to meet 75% of the four-year college requirements rather than the standard 50%; and an agreement that allows the student to complete their SUNY Niagara degree via in person and on-line learning modalities.

Post Completion Placement Services: The College facilitates strong employment outcomes for students by focusing on the development of programs leading to in-demand and high-paying jobs. SUNY Niagara prioritizes high-quality degrees and certifications that generate positive salary outcomes. Examples include Culinary Arts students' ServSafe certification, a high-demand credential in the field, and a grant through the New York State Office for People with Developmental Disabilities (OPWDD) to implement a micro-credential to improve career advancement opportunities for those currently employed as Direct Support Professionals (DSP).

SUNY Niagara cultivates employer relations in multiple capacities, including through the Career & Transfer Service office. The campus hosts annual job fairs and invites employers to recruit on campus throughout the academic year. The office also works closely with employers to identify candidates in credit-bearing certificate and degree programs who will move directly to the labor market upon graduation.

The College leverages partnerships with employers and stakeholders, particularly Academic Program Advisory Committees, in seeking guidance on development of non-credit and credit-bearing academic programs. Academic Program Advisory Committees are a valuable resource providing qualitative data on current labor market trends, and act as consultants on current program action or revision, curriculum development, professional development opportunities, and program and accessibility gaps.

The College sends an annual survey to over 20,000 Western New York employers in an effort to determine ways to best support students in securing post-graduation employment. A Community Local Needs Assessment (CLNA) is completed by the College every two years guiding the institution in the procurement of funding through the Carl D. Perkins Career and Technical Education Act (CTEA) grant.

SUNY Niagara works closely with Niagara and Erie Counties to ensure alignment with regional and

state labor needs. This includes collaboration with Regional Economic Development Councils (REDCs) and the Department of Labor (NYS-DOL).

The College collects employment data on graduates, which is supplemented by SUNY Gradwages, (S4C1 - d SUNY Graduate Wages Website Capture). SUNY Gradwages assesses post-graduation outcomes by reviewing matched state employment and salary data. This allows the College to generate employment and salary outcomes that go beyond what can be collected internally through surveys sent to graduates. New York State only publishes data several years after student cohorts have matriculated and graduated. Regional Economic Development Council (REDC), NYS-DOL, and the United States Department of Labor reports are meaningful external guides for determining market tendencies and employment outcomes.

Based on internal and external research, SUNY Niagara initiates and executes projects responding to employment gaps for distinct groups of students. A recent example is a \$300,000 National Science Foundation (NSF) grant entitled *Modernization of a Technical Welding Program to Better Serve Non-Traditional Students*, which has increased recruitment activities to populations that are statistically less likely to pursue careers in these fields (e.g., women and students of color).

The College has also become a certification center for the American Welding Society (AWS) which allows those who are unemployed or underemployed to secure or improve their standing within the field through non-credited programs and testing.

The College has enacted a similar approach in other advanced manufacturing fields through the annual allocation of Carl D. Perkins Career and Technical Education Act (CTEA) funding. Including direct support of students with disabilities, a population which has increased to 14% of career and technical education (CTE) students and achieved a retention rate of 67% in the Fall 2022 cohort.

Standard IV, Criterion 2: Credit Evaluation

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C2

policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

Response: The College maintains policies and procedures for the evaluation and acceptance of transfer credits and accepts credits achieved through experiential learning (S4C2 SUNY Niagara Transfer Credit Policy). The processes for submitting transcripts and other documentation for credit consideration are detailed on the College website. Students interested in applying for prior learning credit engage in the process with a representative from the Office of Academic Affairs. This office then coordinates with appropriate faculty to review the submission.

Applicants are required to submit transcripts from all prior institutions with their admissions application. Transfer students must make a formal request for an official transcript from the Registrar's Office at the previous college(s) attended including college credit earned during high school. The College also evaluates AP, CLEP, IB, and military. credit Students have the right to appeal any decision.

In some cases, more extensive evaluation is required for the evaluation of credits. For example, international institution credits are evaluated by a professional credential evaluation agency and credit for prior learning requires a portfolio submission and evaluation.

SUNY Niagara has articulation agreements with several Board of Cooperative Educational Service (BOCES), ProStart (NYSRAEF) and area high schools for students to obtain advanced credits. These agreements allow students choosing to attend SUNY Niagara to waive one or more program specific courses upon matriculation. Most articulation agreements require an 85% average in the approved career and technical education programs.

A standard official transcript evaluation is completed by the Records Office. A new self-service software program, TREQ, allows students to enter coursework taken at other institutions to assess how their credits apply to SUNY Niagara degree requirements. Students may also utilize the online transfer equivalency guide that displays course equivalencies by institution. The Records Office also offers an unofficial transcript evaluation upon request.

Standard IV, Criterion 3: Student Information Management

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C3

policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

Response: SUNY Niagara complies with the Family Educational Rights and Privacy Act (FERPA) affording eligible students certain rights with respect to their education records. Students have the right to inspect, review, request to amend, and request non-disclosure of personally identifiable information.

FERPA permits the disclosure of personally identifiable information from students' education records without the consent of the student if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, related to some judicial orders or lawfully issued subpoenas, of directory information, and to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures, (S4C3SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025).

Certain directory information may be released without the student's permission. SUNY Niagara has defined directory information to include the student's name, address (including email), telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, weight and height (for members of athletic teams), dates of attendance, degrees, and awards received, and the most recent educational agency or institution attended by the student. If needed, a student can complete a Request for Non-Disclosure form to keep their information confidential. (S4C3 Suny Niagara Policy Manual).

Students can choose to allow a parent/guardian to view information online through Banner Web. They may also choose to allow access to personally identifiable information to an outside party by granting proxy access.

SUNY Niagara has adopted the Retention and Disposition Schedule for New York Local Government Records (LGS-1) and adheres to the Community College Schedule. Retention compliance is monitored through an annual report completed by all departments, which includes document type, person responsible, reference to LGS-1 retention requirement, disposal date, and disposal method.

Standard IV, Criterion 4: Extracurricular Administration

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C4

if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;

Response: SUNY Niagara has long offered students the opportunity to participate in athletics, student life, and extracurricular activities. Student Life includes more than 20 clubs and organizations which focus on leadership, community service, cultural, and hobby-based interests. At present SUNY Niagara participates in five sports governed by the National Junior College Athletic Association (NJCAA) for both men and women. Opportunities for students to participate in dance, theatre, and fine arts are supported through the fully equipped Arts and Media Theatre and the Dolce-Valvo Art Gallery. Students participating in these activities must adhere to the policies and practices established by the academic, administrative, fiscal, and student services areas of the College, as established in the College's guiding policy manuals and procedures. The Student Code of Conduct serves as the primary document that regulates students participating in these activities. Supporting documents like the Athlete Code of Conduct and club by-laws address items specific to the activity in question while still adhering to institutional principles as established by the College's guiding manuals and procedures, (S4C4 Code of Conduct for College Athletics, S4C4 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025).

Standard IV, Criterion 5: Third-Party Support Service Evaluation

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C5

if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers;

Response: SUNY Niagara utilizes a variety of web-based software packages that are designed to provide academic support to students. The *SUNY Help Desk* service is assessed using surveys and the *STAR-NY* services are assessed by using a satisfaction survey for students and a quality control process for tutors. The Empire State Library Network *Ask Us 24/7* service is monitored by SUNY Niagara librarians and assessed by reviewing transcripts of questions and responses. This service is also assessed at a broader regional level through the Western New York Library Resources Council using a transcript review model.

The SUNY Help Desk serves as a vital support resource for both faculty and students utilizing Brightspace, offering comprehensive assistance tailored to their needs within the platform. The Help Desk ensures seamless navigation and utilization of Brightspace's features, addressing technical issues, troubleshooting, and providing guidance as needed. Faculty members benefit from support in course design, content creation, and assessment setup, while students receive assistance accessing course materials, submitting assignments, and participating in discussions. The Help Desk can be reached through a variety of methods and is open 7 days a week with hours varying by need or demand. Additionally, Knowledge Base articles and other self-service options are available 24/7, (S4C5 SUNY Help Desk Web Capture).

In Fall 2017, SUNY Niagara, along with other SUNY schools, joined a state-wide tutoring project, STAR-NY (Sharing Technology and Academic Resources). As a consortium, each participating institution provides one subject-specific tutor for one evening per week. The tutoring platform is open and available to students at all participating schools, giving students open access to tutors in a variety of subject areas during the scheduled evening hours. This is a great advantage to SUNY Niagara students since STAR-NY provides tutoring services during hours in which the College is closed and/or in-person tutoring appointments are not available, (S4C5 STAR-NY Consortium Overview Fall 2017).

The Henrietta G. Lewis Library of SUNY Niagara utilizes *Ask Us 24/7*, a consortia chat service through Empire State Library Network (ESLN), which connects patrons to a librarian through an online chat application. SUNY Niagara librarians monitor the SUNY Niagara channel when the library is open. When the library is closed, the chats are answered by a member librarian. SUNY Niagara librarians also monitor the global chat network, (S4C5 Ask Us Chat with a Librarian Service 2023).

Standard IV, Criterion 6: Assessment of Program Effectiveness

An accredited institution possesses and demonstrates the following attributes or activities:

S4 C6

periodic assessment of the effectiveness of programs supporting the student experience.

Response: SUNY Niagara annually assesses student support programs through the review of Unit Goal Reports, which are mapped to the Strategic Plan, (S4C6 SUNY Niagara Strategic Plan 2023-2025). Supervisors and directors make changes to their unit goals based on assessment results. Student support programs are governed by the Strategic Enrollment Management (SEM) Plan, which establishes enrollment-related goals for the College. The 2024 Planning and Assessment Policy established unit-level goals that are mapped to the local SEM Plan and reported annually, (S4C6 Policy Manual; S4C6 Strategic Enrollment Management Plan 2022-2025).

A simple example is the identification of dead wi-fi spots in the Library via a student survey, (S4C6 Project Outcome - Library Academic Space Report 2023). This was easily and quickly corrected after the problem was identified.

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S4C6 Plans for Assessing the Standards – Standard IV).

Standard IV: Findings and Recommendations

Finding 1: SUNY Niagara is undertaking a comprehensive review regarding the responsibilities and initiatives for the role of the Chief Diversity, Equity and Inclusion Officer.

Finding 1 recommendation: SUNY Niagara will convene a task group to investigate the current state of the role and responsibilities of the contemporary DEI officers and forward a 'best practice' DEI model to the Executive Council by June 2025.

Finding 2: Student service administrators shepherded and implemented a variety of DEI initiatives such as the addition of a *Chosen Name* policy, inclusion of disposable menstrual products in all restrooms as per SNY regulations, and other DEI related campus events.

Finding 2 recommendation: Student service staff members will provide recommendations to the newly hired Chief Diversity Equity and Inclusion Officer regarding additional DEI-related policy changes.

Finding 3: In an effort to reduce academic stigma, the *Academic Probation* warning process was retitled *Academic Notice* and rebuilt as an academic rebound program.

Finding 3 recommendation: Support the Strategic Plan *Increasing Retention* Goal by creating a program designed to support *Academic Notice* (probation) students to improve their academic standing and provide professional development for faculty advisors working with academically at-risk students.

Chapter Six: Standard V – Educational Effectiveness Assessment

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

Line of Inquiry: Standard V
What modifications to assessment efforts should be considered in light of evolving pedagogical practices due to the global pandemic and otherwise?
<p>The College has improved its learning outcomes assessment infrastructure during the past several years, creating an integrated system where all program, course, and institutional learning outcomes are held in a centralized repository that allows for global as well as localized reporting. Evolving modifications continue beyond the training for new and existing faculty thus, facilitating the systems’ updates to reflect the needs of higher education and to meet the accreditation expectations in the 14th Edition of the MSCHE Standards. The College aims to accomplish these goals through the following innovations:</p> <ol style="list-style-type: none">1. Collect new data elements: course modality and student demographics.2. Disaggregation of reports by the new data elements.3. Implementation of the Council for Advancement of Standards (CAS) by the Student Services Division. This will facilitate improved assessment of the College’s <i>Institutional Learning Outcomes</i> in the extracurricular environment.4. Development of a self-paced course to assist new and experienced faculty and staff with assessment training.

Table 20 - LOI S5

Requirements of Affiliation

RoA 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

RoA 9: The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

RoA 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

RoA 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.

Standard V, Criterion 1: Clear Educational Goals

An accredited institution possesses and demonstrates the following attributes or activities:

S5 C1

clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;

Response: SUNY Niagara has an institutional vision and mission statement, both of which inform all

educational goals at the College. Additionally, all academic programs have clearly articulated Program Learning Outcomes (PLOs) which are included in the catalog, along with a program-level mission statement and program goals and objectives. Additionally, every course within a major has clearly delineated Course Learning Outcomes (CLOs) that are listed in the College catalog as well as in all master syllabi.

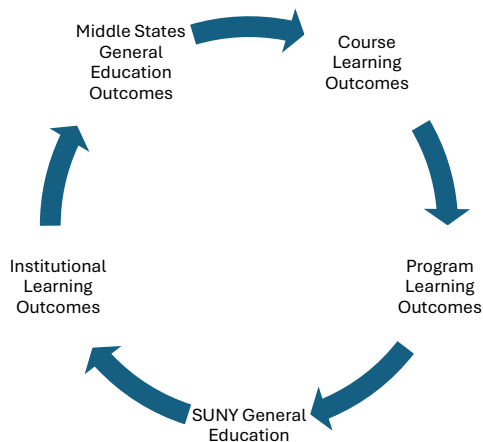


Figure 8 - Learning Outcome Cycle

As part of the periodic Program Excellence Evaluation Review (PEER) process program coordinators construct a curriculum map to represent all courses in a program and the various CLOs with which they connect. A sample of program to course learning outcomes mapping can be found in the evidence repository, (S5C1 Curriculum Map Sample).

Additionally, the curriculum map identifies methods of assessment for each CLO. The PEER process enables program coordinators to evaluate assessment measures, ensuring they are current and relevant, all stated learning outcomes are being met, and these outcomes are measured in an accurate, effective, and appropriate manner.

Every degree program also requires the completion of the SUNY General Education Requirement Framework. Over the past few years, SUNY has revised general education requirements. This revision incorporated four general education categories into each two-year degree of the College: (1) basic communication, (2) mathematics, (3) natural science, and (4) diversity, equity, and inclusion. A task force coordinates the effort with feedback from all SUNY campuses. A framework was created, approved, and implemented, and a guidance document was produced and distributed, (S5C1 General Education Policy Resolution Framework Nov. 2021, S5C1 SUNY General Education Guidance). As of Spring 2024, all SUNY Niagara programs have been revised according to that guidance.

Standard V, Criterion 2: Organized and Systematic Assessments

An accredited institution possesses and demonstrates the following attributes or activities:

S5 C2

organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

S5 C2 - a

define meaningful curricular goals with defensible standards for evaluating whether

students are achieving those goals;

Response: SUNY Niagara publishes Program Learning Outcomes (PLO) which serve as curricular goals for every program of study at the College; these are clearly defined in the annual publication of the College Catalog, and all course syllabi provide detailed learning outcomes. Faculty and administrators systematically evaluate curricular goals through program accreditation processes, curriculum mapping in the PEER program, Program Learning Outcome assessment and SUNY General Education Outcomes assessment.

Faculty establish defensible assessment standards when measuring the outcomes against a reasonable expectation of success. They are advised to use the following structure for PLO Standards: "X% of students will achieve X% performance on Outcome X." This allows faculty to determine an appropriate level of success for each PLO based on what is appropriate for their program.

An example of the culture of assessment at SUNY Niagara is the work done by the English Department, which has been actively assessing, discussing, and revising English 101 and English 102/103 for at least 20 years. These composition/written communication courses are required for most programs in the College. The two-semester sequence is the norm not only for SUNY four-year and Research Universities, but for all colleges nationwide, making the class essential for transfer.

All instructors, full- and part-time, assess the same Course Learning Outcome (CLO) each semester, one for each class (101 and 102/103). The English Department then meets at the start of the next semester, discusses the results, along with data on success rates in each class, and decides how to improve, which could mean anything from developing new assessment tools to revising the syllabi, (S5C2 - a Departmental Course Assessment Report for ENG 101 SLO#4 Spring 2024, S5C2 - a Departmental Course Assessment Report for ENG 102. 103 SLO4 SP24, S5C2 - a ENG Dept Assessment).

Programmatic accreditation requires assessment of standards of quality such as curriculum content, faculty qualifications, facilities, student support services, and educational outcomes. Accreditation at the program level ensures graduates are adequately prepared for their respective fields and are eligible for licensure or certification exams. It also provides assurance to students, employers, and the public that the College's programs meet established criteria for quality education and training.

S5 C2 - b

articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;

Response: Students are prepared for successful careers, meaningful lives, and, where appropriate, further education through a systematic evaluation of program goals, objectives, and student learning outcomes conducted every five years by program coordinators, utilizing the standardized Program Excellence Evaluation Review (PEER) process, (S5C2 – b PEER [Documents]). This process includes curriculum mapping, which defines program learning assessments and how individual courses introduce PLOs to students.

S5 C2 - c

support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

Response: The PEER process also details how program SLOs are identified and measured. These assessments of student achievement are communicated to stakeholders via annual Advisory Board

meetings, (S5C2 – c AB Minutes [Documents]). Each curriculum maintains an Advisory Board, comprised of faculty, personnel from transfer institutions, and leaders in local businesses that are potential employers for SUNY Niagara graduates.

Standard V, Criterion 3: Focus on Students

An accredited institution possesses and demonstrates the following attributes or activities:

S5 C3

consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:

S5 C3 - a

assisting students in improving their learning;

Response: SUNY Niagara uses SmartEvals to collect course feedback from currently enrolled students. SmartEvals are quick surveys that are emailed to students at the conclusion of each course. Feedback collected helps instructors assess course materials and collect suggestions for improvements, (S5C3 - a SmartEvals 2023; S5C3 - a SmartEvals Questions).

As an example, assessment of course data guides the English department in the design and delivery of their courses. The English department tracks the success rates in ENG 099 and ENG 101 as well as AAC 042 (developmental reading), (S5C3 - a Fall AAC Final Report 2023). Due to pandemic-prompted changes in success rates, the English department faculty decided to implement an Integrated Reading and Writing (IRW) approach to foundational reading and writing instruction paired with an Accelerated Learning Program (ALP) version of ENG 101. Since more students were applying to SUNY Niagara with IRW versions of foundational studies, they used a SUNY Open Educational Resource (OER) grant to design and implement an OER version of an IRW class and created ENG 088 (Integrated Reading and Writing). In Spring 2024, the pilot course for ENG 088 was taken concurrently with ALP ENG 101.

In addition to SmartEvals, the College maintains a central online resource entitled *Building Our Students’ Success* (BOSS) to assist students in independently assessing academic progress. BOSS is a repository for online learners with two main courses that allow students to self-assess their preparedness and hone essential skills in a self-paced manner. Through the collaborative efforts of Academic Center for Excellence (ACE) and faculty members, BOSS has expanded into a one-stop-shop that encompasses five distinct courses focused on crucial aspects of academic success. These courses provide support for online learners, in-person, traditional and non-traditional students, and at-risk students to support campus-wide retention efforts. They are accessible to all students and faculty through Brightspace, and faculty can direct students to specific skill sets as needed.

Additionally, any student participating in the Rebound Program, which supports students who are on Academic Notice, can access the BOSS course to complete 10 hours of student success support throughout the semester. Brightspace training allows students to become comfortable with the learning platform environment as they learn to navigate the software. *Computer Essentials for Learners* (11 lessons) helps students gain basic computer skills. *Study Strategies That Work* (10 lessons) explains how students can learn more effectively using strategies based on science, not habit. *ACE 001 Academic Excellence* is designed to help students build the skills they need to be a successful student. Lessons include time management, note-taking, test-taking, reading, and communication skills. Students at all levels benefit from this resource. *Learning to Learn Online* guides students through a journey as an online learner. Topics include how to manage time, communicate professionally, analyze writing assignments, and read strategically.

BOSS integrates gamification, introducing unpredictable elements like hidden badges that ignite students' curiosity and drive them to interact with course content in new ways. This strategy fosters both engagement and motivation. As they progress, students earn certificates and digital badges, symbolizing their achievements and acknowledging their growth. Incoming students are automatically enrolled in this course and faculty guide them toward specific skills. BOSS embodies the essence of teaching presence, cognitive engagement, and active participation, propelling students towards success, (S5C3 - a BOSS Course Contents).

Program Learning Outcome (PLO) reports are compiled by program coordinators for each certificate and two-year program of study. Additionally, grade distribution reports are available to assist with making course-level improvements and connecting those improvements to program or institutional learning outcomes. Reports are accessible to faculty, division heads or vice presidents, and program coordinators through a central repository held by the Office of Institutional Effectiveness.

**S5 C3 - b
improving pedagogy and curriculum;**

Response: SUNY Niagara requires a Program Excellence Evaluation Review (PEER) every five years for its programs of study. The PEER presents information on program design, the faculty working within the program, program resources, Program and Course Learning Outcomes of the program, future direction of the program, and feedback – as appropriate – from outside reviewers and members of program advisory councils, (S5C3 - b PEER [Documents]).

In addition to the PEER process itself, all programs of study are expected to maintain a Program Learning Outcomes Assessment Report that summarizes outcomes for each program learning outcome. Through these connections, faculty see which course-level interventions are impacting their grade distributions and assessment outcomes, thus improving overall program and College outcomes.

**S5 C3 - c
reviewing and revising academic programs and support services;**

Response: The PEER process is the primary way SUNY Niagara reviews and revises academic programs and support services. The PEER provides and collects comprehensive data from programs with a goal of taking an all-encompassing look at programs to make improvements. Suggestions for improvements are listed with projected dates, (S5C3 - c PEER [Documents]).

Additionally, Faculty Senate Committees are charged with monitoring and guiding actions pertaining to the assessment of general education, academic advisement, and student success, (S5C3 - c Academic Advisement Meeting Minutes [Documents]). The General Education Assessment Committee, the Academic Advisement Committee, and the Student Success Committee perform these functions.

**S5 C3 - d
planning, conducting, and supporting a range of professional development activities;**

Response: SUNY Niagara offers a wide range of opportunities to its employees. For four days at the start of the spring semester, *Professional Development Days* offer a variety of professional development courses such as baking or cooking-related topics at the NFCI campus, mental health and stress management skills, work-related computer programs like Brightspace, improving advising skills, or refining an online class, (S5C3 - d Professional Development Catalog 2023 and 2024).

SUNY Niagara employees can also develop professional skills by taking classes offered by other SUNY

campuses or by SUNY in general. Closer to home, the College offers instructional resources to employees, especially instructors teaching online. Additionally, new employees participate in a new faculty orientation, which provides support and an overview of topics important for all new employees.

Participation in online training is a requirement for faculty interested in teaching online. The Online Learning Department offers training throughout the year focusing on pedagogy, technology, and teaching skills. Each fall and spring, they offer a six-week training course, Optimizing Digital Learning (ODL), for those interested in teaching online. In addition, they hold specialized training specific to HyFlex and Hybrid course modalities. Online Learning staff members also partner with SUNY to advertise training offered through the SUNY Center for Professional Development and SUNY Online.

During the 2023 SUNY Summit, Lisa Dubuc and Donna Simiele were honored with first place for the SUNY Effective Online Practices Award. This recognition acknowledges their outstanding contributions to the enhancement of online teaching and learning within the SUNY system. Their winning submission highlighted their six-week Optimizing Digital Learning Blended course. This course, designed to train both novice and seasoned faculty in online, hybrid, and HyFlex instruction, exemplifies innovative best practices in online education. The course has been made available as an Open Educational Resource (OER), enabling widespread dissemination across all SUNY institutions.

S5 C3 - e

planning and budgeting for the provision of academic programs and services;

Response: SUNY Niagara has a long-standing planning and budgeting process designed to support academic programs and services.

Planning and Assessment: The PEER process is the primary method for identifying programmatic needs with budgetary implications. The PEER assessment promotes professional development, and the process contributes to the overall quality of education within the institution. The assessment process of physical resources built within the PEER allows for faculty to examine items that are crucial to a program to ensure a conducive learning environment.

Budgeting and Resource Allocation: Adequate physical resources may include internet capacity, classrooms, laboratories, library holdings, and digital material. All of these greatly impact the quality of education for students. This assessment process is consistent with the institution's mission; to support diverse learning styles, facilitate professional growth and development, and enhance the overall educational experience for students.

Regular assessment of physical resources helps the faculty, and the College identify areas for improvement and effectively allocate resources. For example, funding of new equipment in 2022 and 2023 was performed through a comprehensive review of all academic and non-academic equipment requests with final decisions based on a rubric (S5C3 - e PEER [Documents]).

S5 C3 - f

informing appropriate constituents about the institution and its programs;

Response: SUNY Niagara's Faculty Senate plays a vital role in shared governance. While the Faculty Senate is primarily comprised of faculty, other campus educators attend and contribute. Faculty Senate meetings provide a forum for faculty members to discuss and contribute to decision-making processes related to academic policies, curriculum changes, and institutional matters. These meetings foster collaboration among faculty, administrations, and other stakeholders within the College community, ensuring that diverse perspectives are considered in key decisions, (S5C3 - f Senate minutes [Various]).

As stated in the Faculty Senate Bylaws, (S5C3 - g Faculty Senate Bylaws):

The Faculty Senate is the autonomous governance body of the faculty and represents the collective judgment and voice of the faculty as a whole on matters including but not limited to admission requirements, academic programs and curricula academic standards, courses, grading, student activities and student discipline, faculty morale, personnel policies and practices, financial matters and other affairs bearing on the College's mission and function. The purpose of the Faculty Senate shall be to provide an opportunity for the members to discuss, consider, and deliberate on all matters they deem of importance to the College, and to formulate and forward recommendations to the President of the College for implementation or, where appropriate, for consideration by the Board of Trustees.

**S5 C3 - g
improving key indicators of student success, such as retention, graduation, transfer, and placement rates;**

Response: The College regularly implements assessment processes and targeted intervention strategies. These strategies aim to foster a supportive learning environment that provides a variety of personalized academic services. For example, academic advising facilitates the identification of at-risk students and implements proactive strategies that contribute to improving retention, graduation, transfer, and placement rates among SUNY Niagara students. SUNY Niagara's Student Success Center provides students with support services such as academic counseling, scholarship information, student outcome tracking, withdrawal counseling, and change of major information.

The advisement process within the institution is guided through the DegreeWorks and Banner Web platforms. Advisors at SUNY Niagara provide guidance to students in their academic careers including helping them navigate course selection, clarifying academic goals, and offering support in career planning, including transferring.

The College tracks all indicators through a central data repository that shows outcomes at the program, college, and SUNY levels (S5C3 – g SUNY Niagara Persistence and Retention – Fall 2024). Comparisons can be drawn between similar programs of study at other SUNY institutions, for example, and program coordinators as well as administrators incorporate the data into either their Program Learning Outcomes Assessment Report or their Unit Goal Reports.

Current Tableau reports help the College track performance indicators in these broad areas:

1. Enrollment: Demographics, Comparisons, Programs
2. Student Success: Persistence, Retention, Graduation, and Post-Graduation Outcomes
3. Planning and Assessment: Learning Outcomes Reports, Strategic Plan Reports

**S5 C3 - h
implementing other processes and procedures designed to improve educational programs and services;**

Response: The PEER assessment process allows for assessment beyond the program coordinator. An external review team and administration provide feedback to develop an action plan that improves the educational program and services offered within that program.

Assessment results are used to:

- Identify strengths and weaknesses within an academic program;
- Assess feedback and recognize areas that for improvement;
- Adjust teaching strategies;
- Incorporate diverse instructional methods to cater to different learning styles and engage students;
- Refine course content by evaluating the curriculum Facilitate the update of course content, aligning with current trends and industry requirements, which provides students up-to-date and relevant information;
- Integrate new educational tools and technology suggested by reviewers (e.g., online learning platforms, multimedia resources, or external learning sites such as internship locations);
- Consider areas for faculty professional development Assist in analyzing on whether a program is meeting its intended outcomes;
- Make data-driven decisions on program improvements that align with educational goals.

The PEER assessment process allows for ongoing feedback with the development of action plans by creating a culture of continuous improvement. By including an external review team, the institution is actively seeking feedback from “peers” in the program’s related workforces. This ongoing institutional assessment allows for timely adjustments and ensures the sustained enhancements of SUNY Niagara’s educational programs.

Standard V, Criterion 4: Third Party Assessments

An accredited institution possesses and demonstrates the following attributes or activities:

S5 C4

if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

Response: SUNY Niagara does not purchase any products or services related to third party assessments of educational effectiveness. It contracts with a research group for the review of data and for recommendations based on those data reviews. The research partner has assisted the College on approximately a half dozen individual research projects since August 2023, including a review of the College’s admission data to investigate possible gaps in its enrollment funnel. Recommendations are reviewed by the Office of Institutional Effectiveness and transmitted to College leadership. If adopted, they are incorporated into a unit plan and represented in its Unit Goal Report. Once adopted, they are subject to review until completed or canceled, thus ensuring that decisions stay with the College.

Standard V, Criterion 5: Assessment of Learning Outcomes Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

S5 C5

periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness;

Response: Periodic assessment of the effectiveness of the assessment process at SUNY Niagara is performed on both the program and course level. On the program level, the PEER review process evaluates the effectiveness of an academic program with a focus on Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)(S5C5 PEER Website; S5C5 PEER Process Summary). The PEER process also includes review by an external team, which makes recommendations based on the data, observations, and conclusions contained in the report. On the course level, evaluation of Course Learning Outcomes is conducted in alignment with the program

curriculum map in a manner that facilitates assessment of Program Learning Outcomes.

Faculty have a variety of tools to learn the process of assessment and continuous improvement (S5C5 Assessment Overview for Faculty, S5C5 Institutional Effectiveness Procedures). Training takes place for each fall term and again during Spring Professional Development Days.

Additionally, instructors participate in the SmartEvals process where students provide anonymous feedback to instructors regarding their courses. These data are taken into consideration during faculty tenure and promotion reviews and inform administrators as to which skills to promote for particular faculty members or the general faculty population.

The College's process and requirements for course General Education approval were revised (Fall 2021 to Spring 2022) and implemented (Fall 2022) and exemplars and sample assessment rubrics were required as part of the process. SUNY Niagara's Professional Development Days in 2022, 2023, and 2024 provided guidance to faculty on GE assessment and offered opportunities for feedback.

Beginning in Fall of 2021, a series of improvements were made to the GE Assessment Process. This corresponded with new leadership within the General Education Faculty Senate Committee and an impending change to the SUNY GEN Ed Framework. The following changes were made as a result of that effort:

- As per SUNY, GE courses are now approved in-house, and an approval application process course was established.
- Detailed rationale and exemplary rubrics for each outcome are required.
- The pool of instructors assessing each SUNY GE skill/competency was expanded. Rather than identifying a sample group to perform these assessments, all instructors teaching courses aligned with a scheduled Gen Ed assessment are required to participate. (Instructors brand new to the College are exempt from this for the first cycle.)
- Two faculty leaders for the newly established Diversity Equity and Inclusion (DEI) Gen Ed requirement were appointed from the Faculty Senate Committee. Courses applying for that category are vetted through them. A corresponding guiding document specific to DEIS was distributed to all academic divisions, (S5C5 DEI Course Sample COM 210 - NCCC GE Assessment application Form).
- Several workshops during Professional Development Days in 2023 and 2024 addressed the assessment process and how faculty can improve it.

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S5C5 Plans for Assessing the Standards – Standard V).

Standard V: Findings and Recommendations

Finding 1: Beginning in 2021, SUNY Niagara undertook a major effort geared towards improving the *General Education Assessment* process.

Finding 1 recommendation: Establish *Assessment of Learning* discussion forums designed to focus on teaching and learning strategies.

Finding 2: All newly developed General Education courses now require a sample assessment rubric and exemplars before the final (internal) approval is granted.

Finding 2 recommendation: Develop ways to increase adjunct participation in assessment.

Chapter Seven: Standard VI – Planning, Resources, and Institutional Improvement

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

Lines of Inquiry: Standard VI
What strategies are used to assess and measure the adequacy and effective utilization of institutional resources required to support enrollment?
<p>Enrollment and accurate enrollment projections are key to financial sustainability efforts at SUNY Niagara. The Strategic Enrollment Management (SEM) Plan contains College enrollment targets in alignment with the five-year financial projection updated annually by the College’s Executive Council and Board of Trustees.</p> <p>Strategic Enrollment goals are established within the SEM and strategies for each goal are articulated. Specific tactics for accomplishing these strategies are stated. Daily reports of enrollment progress are disseminated to a wide population, with a benchmark to budget goals as well as year-over-year comparisons. These efforts align with responsible constituencies, whether an academic program or student services unit, so that efforts can be tracked as granularly as possible. Current enrollment reporting breakouts include non-traditional students, regional enrollment outside our immediate service area, diversity as compared to our region, students 25 and older, and other student demographics.</p>
What improvements and training around the data and evidence repository are necessary to provide transparency and access for all campus constituencies in their efforts toward continuous improvement and innovation?
<p>To further establish a culture of assessment at SUNY Niagara, assessment plans and results need to be readily accessible for all campus constituencies. To that end, a common repository of goals, outcomes, and assessment results has been created in Tableau and SharePoint, with summaries being published to various websites. Each administrative unit records their efforts in this way. Training sessions are regularly provided as new technology platforms are adopted and utilized. Effective use of these technologies further promotes a data-informed culture at SUNY Niagara.</p> <p>Access and analysis of all plans is a necessary component of all assessment training efforts at SUNY Niagara. Future recommendations to further enhance this function include recruitment of assessment mentors, offering collaborative workshops for attendees of differing expertise in assessment, and one-on-one training in the use of Tableau and SharePoint.</p>

Table 21 – LOI S6

Requirements of Affiliation

RoA 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes

RoA 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

RoA 11: The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious

sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Standard VI, Criterion 1: Institutional Objectives

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C1

institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Response: The College maintains a Strategic Plan that incorporates divisional and unit plans from Academic Affairs, Human Resources, Justice, Equity, Diversity, and Inclusion, and Student Services, (S6C1 SUNY Niagara Strategic Plan 2023-2025). Institutional outcomes are derived from the Mission and Strategic Plan which are represented in these same documents. These, along with program, unit, and course outcomes are regularly assessed and used for ongoing planning ensuring institutional effectiveness. Outcomes are assessed regularly, tracked within Tableau, documented in the annual strategic plan outcomes report, and used for planning and resource allocation. The budgeting process requires that budget requests be tied to the College's Strategic Plan.

Standard VI, Criterion 2: Planning and Improvement

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C2

clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results;

Response: SUNY Niagara has procedures to measure institutional effectiveness and a Planning and Assessment Policy to ensure a clear process and documented procedures for assessing courses, programs, units, and institutional learning outcomes. The outcomes are regularly assessed and documented in the College's Strategic Plan Outcomes Report (S6C2 Strategic Plan Outcomes 2019-2022).

In 2022 and 2023, the College's Office of Finance and Administration invited College faculty and staff to request equipment from a common fund. To be considered, the request had to include direct impact on student learning.

The College's Capital Management Plan (S6C2 Capital Management Plan) establishes broad priorities for large projects while allowing for a process that facilitates smaller requests. It is supported by a detailed project list found in the 5 Year Capital Plan (S6C1 5 Year Capital Plans, 2024-2029 and 2025-2030). This more detailed plan captures the necessary operational elements to bring a project to completion.

The current Plan reflects an ongoing modernization and updating effort following two new major construction projects that have transformed the College while advancing the Mission:

- Learning Commons Project – this major new construction project built a central commons in the center of the campus spine that unified all of its buildings while creating a large multi-use space

for students. The Learning Commons has become the central meeting and collaboration space of the College and is surrounded by classrooms, the College’s unique art gallery, food service, and the SUNY Niagara Student Success Center, which houses the College’s Success Coaches, master advisors that help guide students through any type of challenge. This project represented a unique collaboration between the facilities and student service areas of the College.

- Niagara County Law Enforcement Academy – this new building was the product of discussions with the County of Niagara and the City of Niagara Falls, which jointly run the Niagara County Law Enforcement Academy. The Academy’s mission is to educate and train new cadets to join the region’s police forces. When the Academy needed a new facility after the expiration of a previous contract, the College entered into an agreement with its law enforcement partners to secure funding for the building and ensure its construction.

The following table lists some additional examples of how various offices collaborated on individual facility projects.

Project Collaborations

Date	Effort	Purpose/Outcome
2022-2025	Nursing Simulation Labs	In response to massive economic and workforce disruption during the COVID-19 Pandemic, the College determined that it would need additional simulation space to train nurses. This has helped the Division of Nursing, Phlebotomy, and Allied Health to reduce the number of clinical sites that it services, thus reducing pressure on the College to hire scarce clinical staff. After an initial drop-off during the pandemic years the College has been able to increase the number of nursing graduates to near-pre-pandemic levels: 2019-2020: 85 2020-2021: 72 2021-2022: 79 2022-2023: 79 2023-2024: 78
2022	Niagara Falls Culinary Institute New Grills	This project was a pandemic response and an effort to continue serving food – both in order to remain a resource for the Niagara Falls community, but also to ensure student educational continuity. As a response, the College funded two outdoor grills that allowed the Division of Baking, Pastry, and Culinary Arts to enroll students in a lunch curriculum and offer outdoor lunches during the late winter and spring. This was an inexpensive project for the College, but it ultimately allowed the program to educate more students since the additional equipment allowed for the offering of an educational program over the summer. Further, this reduced expenses at the Institute by reducing the number of external employees needed for the restaurant.
2024-2025	Lecture Hall Updates	Scheduled for 2024-2025, these improvements will enhance the ability of instructors in large lecture halls to deliver digital content. The primary impact will be to the College’s Arts, Humanities, and Social Sciences division. The College anticipates that students will have a better viewing experience when watching projected or digital content and that this will assist those disciplines which rely on the presentation format.
2023-2027	Natural Science Labs	Physics, Chemistry, and Biology labs are on a SUNY-approved refurbishment schedule, with approximately 1-2 labs being completed per year. Physics was the first lab to be refreshed, and that project was completed in time for Spring 2025. The primary beneficiary of these changes will be the Business & STEM Division.
2022	Student Success Center Moves	In addition to the four projects above serving individual academic divisions, the College’s Division of Administration and Finance also supports needs in the Division of Student Services. This large division supports all students and all faculty in their advisement and support roles. To more directly support students the

		College moved its Student Success Center – one of the primary points of access for support services – to a high-traffic area and away from a low-traffic area.
--	--	--

Table 22 - Inter-Departmental Facility Project Collaborations

Standard VI, Criterion 3: Financial Alignment

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C3

a financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives;

Response: SUNY Niagara has a planning and budgeting process that is aligned with the institution's mission and goals, is evidence-based and is linked to strategic and unit plans.

Alignment with Mission and Goals: The College strives to target fiscal resources to support strategic objectives. Personnel resources are allocated to ensure academic program support, student services, and other priorities are being met.

The College uses a budget justification form to help fulfill action plan items that arise from a strategic initiative, a PEER review, or a newly approved curriculum, (S6C3 Budget [Documents]). Department leaders complete the form(s) which are then submitted to appropriate vice presidents for review/vetting and, if appropriate, approval for a budget submission. The Office of Business and Finance reviews and revises the justification forms periodically assuring alignment with the College’s Strategic Plan.

Evidence-Based Approach: The College has taken steps to share more data/information with stakeholders. A regularly distributed *Flash Report* was introduced to inform the College community of enrollment progress by term, with a benchmark to budget and a target goal. Annually, a five-year financial projection is prepared for the College Executive Council and Board of Trustees. This high-level analysis helps leaders focus on the long-term financial viability of the College and areas of focus to maintain financial viability.

The forecast is informed by:

- The main components of revenue (tuition and fees, County and NYS support and investment income from fiscal reserves).
- Expected escalators on labor rates.
- Other significant expenses such as health insurance are derived from various environmental data and historical trends.

The balance of expenses outside of labor and health insurance receive escalators based on consumer price index (CPI) to account for changes in value over time.

Linkage to Strategic Plan/Objectives: The College strategic plan is linked to financial requests via the Unit Goal Report, which connect individual offices to Strategic Plan goals and strategies, (S6C3 SUNY Niagara Strategic Plan 2023-2025). This link to budgeting is developed from the base unit up and is initiated by a budget request to the divisional vice president. If funding is needed for a project or function it is first listed in the UGR and then submitted through the annual budget request process.

If the SUNY Niagara Strategic Plan references enrollment gains, the increases are projected via changes in enrollment by program and then linked to the required investment to obtain said increases. These investments and resource allocations include labor, capital, and return on investment to justify

action in light of the new plan.

Transparency & Communication: The budget process is transparent and communicative. The College developed an in-house budgeting process relying primarily on Excel and Word documents. There is an extensive budget calendar that managers must use when developing departmental spending plans. Various leadership groups meet to discuss and prioritize spending.

As an example, labor requests are reviewed by all Vice Presidents, the AVP of Human Resources, and the Controller in a collaborative forum to obtain perspective on need versus want, and to provide an avenue to communicate the impact of supporting or denying the request. For non-salary expenses, historical spending and projected run-rate calculations are applied to expenses over \$5,000 in annual spend.

The Business and Finance office utilizes a budget process framework which aligns requests with resources to ensure fiscal solvency in cases where budget requests exceed projected revenues, (Figure 9).

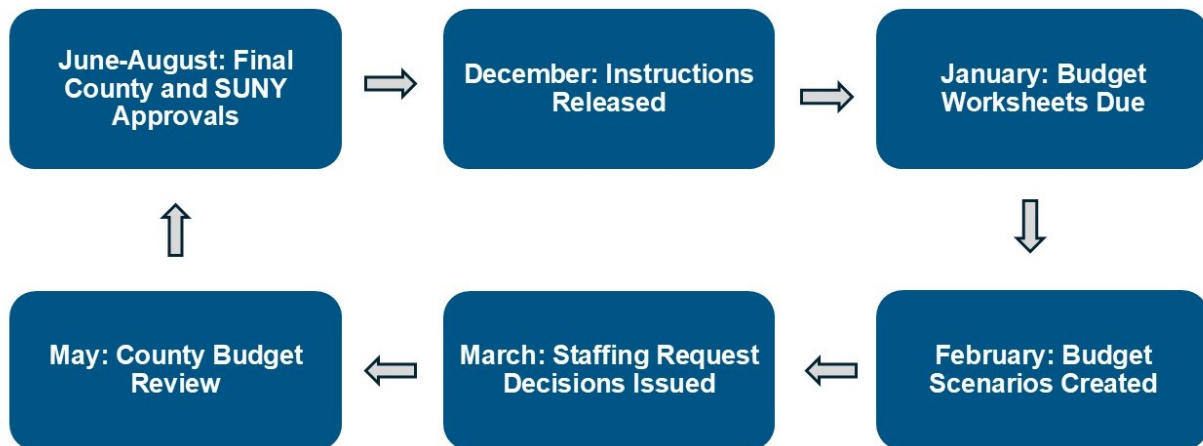


Figure 9 – Annual Budget Process Cycle

Continuous Improvement: In order to improve the budget and resource allocation processes, in 2023 the College issued a request for budgeting software proposals. A decision has yet to be made; however, the College is considering best practices on budget and resource allocation processing to facilitate a more agile financial planning capability.

Standard VI, Criterion 4: Operations Resources and Infrastructure

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C4

fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

Response: Personnel, the largest and most significant College expense used to deliver on its primary mission, is managed, monitored, and realigned annually and in real-time to support the needs of students and the College. SUNY Niagara maintains and augments a dynamic staffing plan that is aligned to support the needs of academic functions, program offerings, and the Strategic Enrollment Management (SEM) Plan.

Fiscal and Human Resources: The annual budget process, previously outlined above in Criterion 3

along with the Position Control Committee, and the President’s Executive Committee support new labor requests for programming or changes in organizational need. This segment of organizational expense accounts for more than 75% of the total operating budget, (S6C4 Position Control Process Flowchart).

During the development of the annual operating budget, the labor component is monitored and analyzed to assure alignment between future expenses and forecasted revenues. This annual process views both the volume and expenditures of staffing within each employee segment such as academics, and support and administrative services. This approach is designed to ensure the College is properly supporting key functions while understanding the changes in volume and expense of staffing.

Full-Time Staffing Headcount Summary

	2020-2201	2021-2022	2022-2023	2023-2024	2024-2025
Faculty	119	121	122	125	131
ESPA	76	71	71	70	69
Administration	36	39	38	40	43
TSPA	34	33	33	33	33

Table 23 - Staffing by Bargaining Unit

The College tracks basic staffing indicators by bargaining unit in order to maintain a clear understanding of staffing trends over multiple years, (S6C4 Staffing [Documents]). There are adequate technical resources to track this data and build an effective budget annually. The College is considering purchasing budget software to make this an easier process for college staff.

Headcount and budget totals are provided in tables 23 and 24. All budget metrics are refreshed regularly, either annually for the budget development process, or monthly for updating budget reports to the Board of Trustees.

Staffing Expense Summary

	2020-2201	2021-2022	2022-2023	2023-2024	2024-2025
Faculty	\$9,158,522	\$8,875,962	\$9,020,155	\$9,300,777	\$9,507,197
ESPA	\$3,313,103	\$3,600,390	\$3,711,781	\$3,945,977	\$3,807,471
Administration	\$2,907,234	\$3,005,061	\$3,218,335	\$3,417,688	\$3,905,324
TSPA	\$1,122,700	\$1,135,938	\$1,415,259	\$1,562,200	\$1,579,865

Table 24 - Staffing Expense Summary

For volume-based staffing segments (e.g., academic instruction), changes in enrollment are used as a benchmark to compare staff numbers versus credit hours. For areas that are non-volume based, the College uses enrollment data to ensure proper control over these labor expense segments. Table 25 shows overall enrollment represented as full-time equivalencies (FTE). New York State classifies 30 credits as a single FTE, and all totals below are represented through the FTE measure.

As shown in the table, the College suffered a significant loss during the pandemic from which it is beginning to recover. Total year-over-year enrollment grew in 2022-2023 compared to 2021-2022. This was the first enrollment growth for the College in the past decade.

Full-Time Equivalent Enrollment

Year	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
FTE Credit	4477.3	4200.1	3968.3	3722.5	3472.1
FTE Non-Credit	197.1	219.1	177.2	175.8	191.3
Total	4674.4	4419.2	4145.5	3898.3	3663.4
Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
FTE Credit	3321.8	2847.2	2697.9	2743.2	2776.7
FTE Non-Credit	121.9	112.7	95.7	92.0	69.2
Total	3443.7	2959.9	2793.6	2835.2	2845.9

Table 25 - Enrollment - 2014-2015 to Present (Actuals and Budget)

Physical and Technical Infrastructure: SUNY Niagara develops and follows five-year Capital Management and Technology plans. These plans are designed to address short- and long-term capital and technical infrastructure needs. Included in these plans is forecasting and assessment for longer-term College needs, (S6C4 SUNY Niagara Five Year Technology Plan Narrative; S6C4 SUNY Niagara Five Year Technology Plan Outcome Summary).

Standard VI, Criterion 5: Decisions and Delegations Processes

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C5

well-defined decision-making processes and clear assignment of responsibility and accountability.

Response: SUNY Niagara utilizes well-defined decision-making processes and clear assignment of responsibility and accountability.

Decisions and Delegations: SUNY Niagara is divided into Academic Affairs, Administration, and Student Services. Each is overseen by a vice president who reports to the president. Units report to different levels of management, many on a consolidated basis, (S6C5 SUNY Niagara Units - Master List; S6C5 SUNY Niagara Organizational Chart 7.9.2024).

There are twelve Organizational Charts for specific areas of SUNY Niagara. Each role on the Organizational Charts has a carefully composed job description reviewed by the institution, and by the department.

The SUNY Niagara College Policy Manual sets forth the policies used by trustees, college personnel, students, and community members for the conduct of relationships and responsibilities relative to the institution's operation, (S6C5 Policy Manual - January 2025). Any federal, state, or local laws now existing, or hereafter enacted, amended, or supplemented, where applicable, will take precedence over SUNY Niagara Policy. The Policy Manual contains the SUNY Niagara Vision and Mission, Board of Trustees bylaws, and policies related to General Administration, Academic Affairs, Facilities, Finance, Information Technology, and Student Services.

Well-defined decision-making procedures also exist for staffing requests. College administrators, program coordinators, and faculty divisions present their staffing requests with documentation including, but not limited to a proposed organizational chart, budget considerations, alternatives to hiring, and anticipated training needs of the proposed new employee. Requests and alternatives are reviewed by supervisors for final budget decisions, (S6C5 SUNY Niagara Position Control Position Control Process and Meetings [Documents]).

Accountability: The Purchasing Department uses a Purchasing Policy. This office is responsible for the coordination, compliance, authorization, and execution of all college procurements and is dedicated to the procuring of the right goods and services at the right price for various departments in a timely manner assuring the prudent and economical use of public monies. The Purchasing Policy and Procedure document was established to provide guidance and instruction to all college personnel in adherence to proper purchasing practices and procedures.

Standard VI, Criterion 6: Sustainability

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C6

comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

Response: SUNY Niagara maintains comprehensive procedures for facilities, infrastructure, and technology management. These areas are all linked to the College's strategic and financial planning processes.

Facilities, Infrastructure, and Technology Planning Process: Engineering studies are conducted by a combination of employed staff, with expertise in facilities and construction, and outside consultants (architects and engineers) hired to review, prepare, and design physical plant changes/augmentations. Centralized work order submissions from end users are then reviewed to identify potential areas of need.

Upon identification of needs, renovations, or capital investments, requests may be submitted for:

1. Emergency system repair or operational need - short term immediate resource allocation utilizing financial operating reserves.
2. Operating budget funding - small renovations, projects, and/or equipment.
3. Development of a capital funding proposal - long term, multi-year process requiring county, SUNY, and NYS approval.

The College maintains an active Technology Plan that is determined with governance assistance and supports academic and student functions. Current priorities include increasing support for cybersecurity and moving some functions to the cloud. For example, the College is currently in the midst of revamping its website and planning has begun to move the College intranet to a cloud-based system accessible off-campus, (S6C6 SUNY Niagara 5year Tech Plan Narrative; S6C6 SUNY Niagara Five Year Technology Plan Outcome Summary).

Sustainability and Deferred Maintenance: The College seeks cost certainty when obtaining and negotiating contractual services. These service contract negotiations work to push the years of service out to 3- and 5-year increments if the year over year escalators can be mitigated. This is most prevalent in Facilities and Operations where contracts are related to required systems such as life safety and Building Management Systems.

In the past, Collective Bargaining Agreements (CBAs) have been delayed, creating a potential retro-active payment cost, masking cash balances, and a false sense of true expense. In the last five years, a more progressive approach has been implemented to resolve this malalignment. The approach has two main functions: (1) fiscal stability and (2) minimization of employee frustration, a key component to

a productive workforce.

Health insurance benefits are +/-20% of total operating expenses. This includes current employees and post-employment retiree benefits to retirees. The College has recently migrated to a self-insured model for a large segment of the employee population, (S6C6 Board-Minutes-Sept.-20-2022 Self-Insured). Campus administrators undertook a review of self-funded plans, created a detailed assessment of historical health care claims, utilized a consultant's expertise to inform future claims predictability and expected cashflow. This resulted in a combined recommendation from human resources and business and finance to the BOT to move to a self-funded model option for employees.

The adoption of the self-insured model was informed by an assessment of insurance costs which was provided to the Board of Trustees by the Finance and Administration staff. Extensive analysis went into the change and the review was rooted in the Board's fiduciary duties toward the College.

The self-insurance model is designed to control health insurance costs that run far above the Consumer Price Index (CPI) in other goods and services. By avoiding premium markups and certain state and federal tax mandates, and eligibility for rebates on prescriptions and other products. The table below shows decreasing costs as a share of total College expenses.

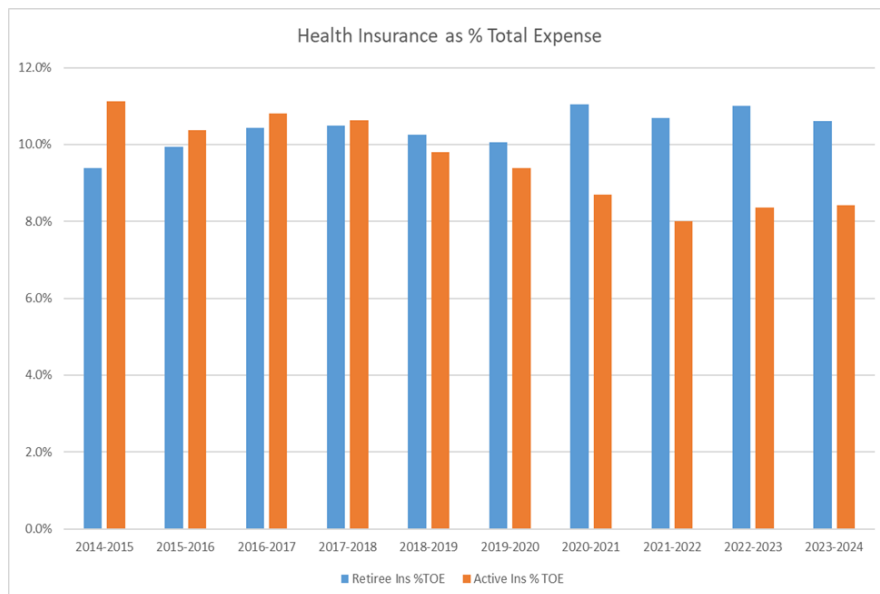


Figure 10 – Health Insurance Expenditure

Utility systems (electric and gas), which make up approximately 2.5% of total expense, are monitored using the following systems and strategies:

- Light Emitting Diode (LED) technology for lighting systems
- Building Management System (BMS) to reduce utility costs
- Consumption reduction smart equipment (e.g., Chillers, Air Handling Units, Variable Frequency Drives)
- Planned installation of a 6 MW solar farm to reduce commodity cost up to \$200k/year

Institutional Research, Academics, and Student Services, together address and provide enrollment projections and academic programming to meet current population needs thus promoting fiscal sustainability. For non-enrollment revenues, the Business and Finance office has taken advantage of the current cash reserves and Treasury Bond market to generate returns of \$795,000 (FY22/23) and a projected \$1 million for FY23/24. Though not a primary operating activity, revenue generation is a

prudent measure to ensure fiscal viability.

Linkage to Strategic and Financial Planning: One linkage between strategic and financial planning is the 5 Year Capital Plan, (S6C6 5 Year Capital Plan 2024-2029 and 2025-2030; S6C6 Five Year Capital Plan (2024-2029)), which is used to address improvement and maintenance of the critical utility systems. Using the Strategic Plan and college budget process, capital investment needs are gathered and vetted for alignment with the College's strategic direction. These needs are then communicated and presented for funding from the County of Niagara, SUNY, NYS, the College Foundation, and other grant sources.

The College maintains a robust periodic maintenance schedule to monitor and evaluate its capital assets. The College began major upgrades of several information technology systems in early 2024 as part of its focus on cloud migrations. Operations leadership meets regularly, along with the external firms involved in the building process, to review and monitor ongoing capital projects and to mitigate risks, issue change orders, address surprises, and deal with cost overruns.

Standard VI, Criterion 7: Annual Audit and Compliance

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C7

an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;

Response: SUNY Niagara contracts an independent accounting agency to conduct annual audits which consistently demonstrate the College's financial viability, (S6C7 Audited Financials [Documents]). These financial statements present fairly, in all material respects, the financial position of the organization and its components. Audits are performed in accordance with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

In the most recent Annual Audit for year ending August 31, 2023, Management and Discussion Analysis, the Financial Highlights section contains the following representative assessments of the College's position:

- "The College has navigated various economic uncertainties in recent years in a manner that has allowed it to remain financially sound."
- "With a stable fund balance, the College still has the ability for strategic investments and implementation of self-directed strategies..."
- "The College's net position improved by \$17m from the prior year. Fiscal year 2023 total revenues of \$54m exceeded total expenses of \$37m."
- "Operating expenses decreased \$4.1m from the prior year, due to decreases in financial aid, scholarship expense, utilities, and depreciation that were offset by increases in personnel services, employee benefits, and supplies and other expenses."

The College uses financial statements to communicate to the public its fiscal health and to demonstrate the rigor of its procedures through clean audits.

Standard VI, Criterion 8: Evaluation and Alignment of Resources

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C8

strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;

Response: SUNY Niagara utilizes established and intentional strategies to measure and assess efficient utilization of resources specific to the College.

Financial Resources: The administrative division's Business and Finance Department oversees and compiles the budget information and submits it to the President and Board of Trustees for approval. The annual budget request is then presented to Niagara County and SUNY for final approvals. The College's financial planning process involves a set of policies and expectations from SUNY and specific processes determined by campus leaders. SUNY Niagara's Business and Finance Assessment, Budget Process, and Budget Timeline guide this financial planning, (S6C8 Business and Finance Assessment, S6C8 Budget Instructions FY 24-25, S6C8 Budget Timeline).

The fiscal plan is annually built based on the previous year's data by predicting expenses for the upcoming year. A portion of the budget revenue of the fiscal plan is derived from student enrollment projections, as revenue is heavily reliant on student tuition. To project enrollment and overall budget revenue for the upcoming year, the Business and Finance Department collaborates with the College's Institutional Research Office and Student Services Office. The Institutional Research Office assists in generating the projected enrollment numbers based on the actual enrollment data from the past few years. These projections are then discussed with the Student Services Office in order to reach a final consensus projection.

To ensure that the institution meets the projected enrollment targets, the College has established a Strategic Enrollment Management Plan, (S6C8 Strategic Enrollment Management Plan 2022-2025). The College also offers summer and winter sessions as additional learning opportunities for SUNY Niagara students as well as to attract regional and online students with additional options for progressing toward their goals. These additional revenue sources were the result of discussions after the 2016 Self-Study that led to the establishment of a Winter Session. Today, that session has grown to offer instruction to hundreds of students, many of whom would not be able to graduate from their programs without the chance to take an extra course during a traditional break period, (S6C8 SUNY Niagara Academic Calendar Website Capture).

The Department employs several strategies to assess the adequacy of institutional financial resources and to ensure proper allocation and utilization of such resources. Specifically, the department establishes four primary goals and strategies, (S6C8 Business and Finance Assessment) to accomplish these goals:

1. Ensure a clean financial audit
2. Provide a forum that embraces shared governance to address the largest expense category on the campus, such as labor and fringe
3. Remove financial barriers created by cashier holds for students to attend the College
4. Ensure financial stability and viability

The Department accomplishes a clean financial audit through internal controls and proper accounting methods, means, and application of fiscal sources as well as the use of external auditors' verification of compliance on an annual basis to ensure the institution meets compliance. The department adheres to their internal control policies and procedures and provides the external auditors with access to required financial records, allowing for an independent audit. The results of the audit are communicated to the Executive Council and Board of Trustees who have fiduciary responsibilities for the institution, (S6C8 Budget Instructions FY 24-25, S6C8 Board of Trustees Bylaws). This process has been completed

each year, and the College has not identified any issues, and on-going concerns have been identified on the College's financial statements, (S6C8 Audited Financials 2022-2023, S6C8 Annual Financial Report 2022).

The largest impact on institutional financial viability, consisting of approximately 80% of all expenses, are the budgeted categories of labor and fringe benefits. To provide a forum that embraces shared governance structures that address these expense categories, the College established a Position Control Committee that was in existence during the COVID pandemic years and into early 2024. The committee membership consisted of key College representatives from Student Services, Academics, Human Resources, and Administration that work together to discuss and decide upon submitted labor requests. Those that requested a new hire were invited to present their justification and be a part of the discussion process for the labor requested.

To provide fiscal stability and viability for the institution, the Department uses a prescribed budget process to reflect expenses and revenues to evaluate how they support the academic, student, and operational needs of the College's mission. This process is administered by the Vice President of Administration and invites individual departments to seek support for their operational and capital needs. Individual offices, units, and departments have budgets for supplies, memberships, and other necessary expenses, and those budgets must be approved before the upcoming fiscal year, which begins on September 1st annually.

The College must adhere to certain regulations provided by the County and State in order to purchase requested materials. The College maintains internal budget procedures to ensure that it adheres to these regulations. The combined budget roll-up is compared to the revenue projections, fiscal reserves, and targeted investments as evidenced in county and state budget forms, (S6C8 Summary of Expenditures, Revenue, and Appropriations 23-24 BOT). The entire process further promotes the College's operational and strategic plan by allocating resources to areas of need, including facilities planning for future curricular needs.

Physical/Material Resources: The Office of Administration's Facilities and Custodial and Grounds Department operates on a set of four goals to ensure proper allocation and utilization of institutional physical resources, (S6C8 SUNY Niagara Operations Standard IV):

1. to ensure a viable functional physical environment;
2. to align capital funding to the strategic plan and academic programs;
3. to ensure a sanitary and clean space for staff and students;
4. to maintain ground and athletic fields.

The Department regularly reviews engineering studies and utility failures, responds to infrastructure and maintenance requests on an as-needed basis through calls and work order form submissions from the campus community, and allocates necessary resources as soon as possible upon their receipt of the requests. The College also maintains timely emergency notification systems through the partnership with Rave Mobile Safety and offering texts and email messages in the event of an emergency, (S6C8 RaveALERT Website Capture).

The work order system utilizes centralized submissions from end users, and results in either funding via operating budgets, developing and soliciting funding via capital funding, or replacing via an emergency based on proper resource allocation. The Department uses the College's Strategic Plan, and the budget process mentioned above to properly allocate the needed resources, (S6C8 Budget Instructions FY 24-25, S6C8 SUNY Niagara Strategic Plan 2023-2025). The College gathers capital investment needs, which are vetted for alignment with the Strategic Plan's direction. These needs are then presented for funding from either the County of Niagara, SUNY, State of New York, or the College's

Foundation, or solicitation by grants. The Office of Administration identifies and submits the 5 Year Capital Plan, which is updated annually, to address the needs for improvement and maintenance of the critical utility systems, such as the electrical distribution system, as well as investment of academic space and equipment, (S6C8 5 Year Capital Plan, 2024-2029 and 2025-2030; S6C8 Five Year Capital Plan (2024-2029)).

Cleaning and custodial services are addressed daily via morning huddles and completed based on staff availability. In order to ensure a sanitary and clean space for the campus community to reflect current campus population and room assignments (adjusted from what was developed in response to COVID-19), the Department is currently developing a comprehensive plan to align custodial staff with physical space sanitization needs. The plan is to be built upon a two-action system; the baseline action is to identify space type (e.g., lab, classroom, food prep, etc.) with an overlay of square footage of the space type, and the secondary action to assign staff to sanitize and clean the spaces based on use type and square footage labor, which can be accomplished within their specified work hours.

A similar set of actions to align staff and resources for maintaining grounds and athletic fields has also been adopted. The Department has been working with the Division of Athletics to provide labor and services based on game and practice schedules to ensure the safe use of the College's athletic fields. This includes snow removal labor available on all three shifts throughout the winter. As these actions depend on the weather and schedules, the Department monitors weather conditions to align equipment purchases to allow for optimal snow removal.

Standard VI, Criterion 9: Planning, Allocation, and Renewal

An accredited institution possesses and demonstrates the following attributes or activities:

S6 C9

periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

Response: The College has established a policy-based period of assessment for its continuous improvement program. This is informed initially by two policies:

- **Planning and Assessment** – Establishes the standard cycles of assessment, assessment expectations for administrative as well as academic units, resource allocation guidelines, and specific assessments to be conducted in relation to the MSCHE Standards;
- **Policy on Policy-Making** – Requires a five-year refresh cycle for all policies.

Together these policies provide guidance and a means to plan for a wide variety of institutional needs leading to institutional improvement that aligns with the College's mission and goals.

Planning and Renewal: The SUNY Niagara Policy Manual and the associated Policy Repository provide guidance to faculty and staff on policies related to academic affairs, governance, student services, general administration, facilities management, and finance (S6C9 Policy Manual - January 2025). These documented policies allow for periodic assessment of planning and assessment to help inform resource allocation that aligns with the College's mission and core values in a wide variety of college initiatives.

The SUNY Niagara Planning and Assessment Policy outlines the policies and strategies that promote continuous improvement in non-academic units through continuous and regular assessment. Assessments are based on the unit's specific mission (aligned to college mission and values) with specific criteria tied to MSCHE standards and criteria. The SUNY Niagara Planning and Assessment

Policy provides examples of non-academic unit's potential findings, concerns and proposed resolutions about unit assessments and policy expectations.

The 2023-2025 Strategic Plan lists a series of initiatives and goals related to enrollment, retention and completion rates at SUNY Niagara, (S6C9 SUNY Niagara Strategic Plan 2023-2025). These are based on principles of student success, financial sustainability, and continuous improvement as described in our goals.

Allocation and Availability of Resources: The following evidence points to the periodic planning and assessment of the College's resource allocations policies and planning strategies.

- College Budget Allocation Process
- College Capital Request Process, (S6C9 Capital Management Plan, S6C9 5 Year Capital Plan, 2024-2029 and 2025-2030).

SUNY Niagara Critical Response Plan: This document outlines, in detail, the proper responses related to planning for the event of an emergency stated as "a manual of the emergency response plans, activities, programs, and systems developed and implemented prior to a disaster/emergency that are used to support and enhance mitigation of, response to, and recovery from disasters/emergencies," (S6C9 SUNY Niagara Critical Response Plan).

While not specifically mentioned in the College's Mission, core values or ILOs, the Colleges critical response plan is a necessary planning document to ensure that students, staff and faculty are aware of how to respond to a variety of emergency situations, allowing for all other institutional outcomes to be achieved in a safe and secure environment.

Budgetary Allocation Process: (S6C9 Budget [Documents]) The budgetary allocation process is led by the business department and features a process by which unit managers must plan for the following academic year in the request for the following:

1. Additional IT equipment
2. New or added contractual arrangements for services or lease arrangements
3. Equipment requests not related to IT
4. Full-Time Personnel and Part-time Personnel from different budget categories (i.e., NON-FANCC PT TA).
5. Maintenance projects

Justification forms must be completed to request assets from the College by unit managers. Detailed justifications must be added to inform college decision makers on how the added asset(s) will benefit a unit (increased FTEs, Reaccreditation need, operational need, needed for new curriculum, etc.) as well as a statement on how the unit may be adversely affected should it not receive the requested asset(s). This process begins in January, budgets and justifications must be submitted by early March to allow for planning and discourse between the business entity and the requesting manager. All personnel and labor allocations are *zero-based* and must be re-requested every new budgetary process. This process, though tedious, forces managers and directors to constantly evaluate budget request allocations through a needs-based planning strategy. The entire process allows for thoughtful consideration and planning that aligns with SUNY Niagara's Strategic Plan.

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S6C9 Plans for Assessing the Standards – Standard VI).

Standard VI: Findings and Recommendations

Finding 1: The Office of Institutional Effectiveness designed and deployed an updated unit goal reporting structure designed to enhance divisional coordination in addressing all Strategic Plan goals.

Finding 1 recommendations: Support the Strategic Plan *Continuous Improvement Goal* by strenuously encouraging all faculty and staff to participate in the data needs assessment being deployed in Spring 2025 and ensure all unit supervisors receive training on how to access new/additional Strategic Plan reports and any new budget/assessment procedures and/or templates.

Finding 2: The Colleges' focus on financial stability and sustainability is directly aligned to the enrollment growth goals that are presented in the Strategic Plan. The use of enrollment projections allows the College to predict labor costs and to determine how to support classroom investments and physical plant improvements.

Finding 2 recommendation: Improve documentation of budget allocation process and the relationship to enrollment outcomes and assessment.

Chapter Eight: Standard VII – Governance, Leadership, and Administration

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

Line of Inquiry: Standard VII
How can the College best improve the health and quality of its shared governance?
<p>The College’s decision to create a College Council is the chief reform effort at the current time. The move to develop a new body was not taken lightly, and there has been a deliberate and steady effort to identify personnel that will round out the body and serve as a useful point of contact to aid in the administration of the College.</p> <p>The current governance structure has the essential elements of effective governance already: a Faculty Senate with an extensive committee structure is the central governance body. Additionally, student governance is managed by the Student Government Association.</p>

Table 26 - LOI S7

Requirement of Affiliation

RoA 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being accomplished.

RoA 13: A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.

Standard VII, Criterion 1: Governance Structure

An accredited institution possesses and demonstrates the following attributes or activities:

S7 C1

A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

Response: The College has a clearly articulated and transparent governance structure comprised of a ten-member Board of Trustees, an Executive Council that constitutes the President’s cabinet, a Faculty Senate, and a Student Senate. In addition to these entities, there are also divisional councils within the College’s chief administrative divisions: Academic Council (AC, Academic Affairs) and the Service Area Managers (SAM, Student Services). While AC works mainly with the Faculty Senate and SAM mainly with Student Government, there is often overlap.

This figure represents the overall governance structure at SUNY Niagara.

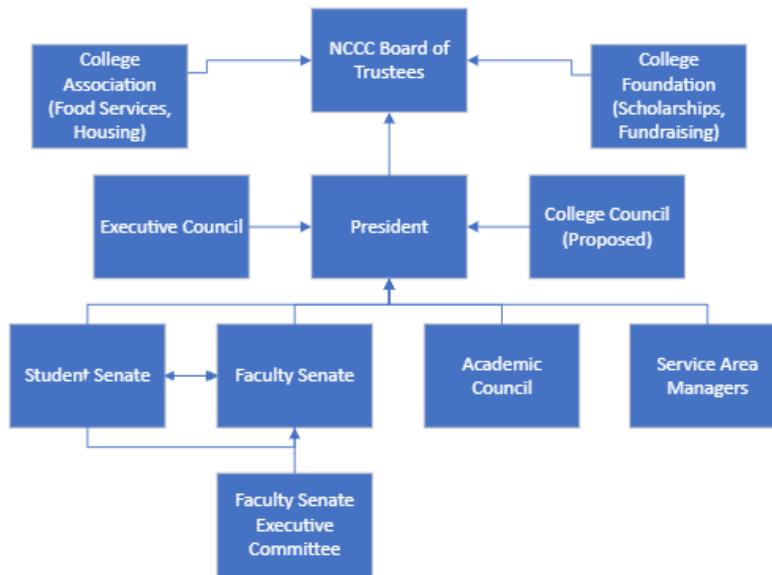


Figure 11 - SUNY Niagara's Governance Structure

The AC and SAM reporting lines are documented on the President's Office website and are shown internally through a variety of documents such as governance committee memberships, meeting schedules, and through related elections and selections of leadership appointments from these groups. All documents are available to internal staff via the intranet in SharePoint and related websites, (S7C1 SUNY Niagara Employee Sharepoint Policy Repository Web Capture).

The College Policy Manual which includes the Board of Trustees Bylaws, the Faculty Senate Bylaws, and the Student Government Association Constitution are institutional documents indicating the policies that regulate governance responsibilities across mentioned levels, (S7C1 Student, Faculty, BOT Governance [Documents]). These documents are reviewed and updated periodically to reflect the evolving needs of the College. Additionally, Board of Trustees meetings comply with New York's Open Meetings Law. Meeting agendas and minutes are available to the public via the College website, publicized with a consent agenda one week before the meeting date providing an opportunity for public input and commentary, (S7C1 SUNY Niagara BOT Website Capture).

Standard VII, Criterion 2: Governance Action

An accredited institution possesses and demonstrates the following attributes or activities:

S7 C2

a legally constituted governing body that:

S7 C2 - a

serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

Response: Community College governance in New York State is determined by a body of laws and regulations that together comprise a comprehensive set of governing rules for our Board of Trustees. These rules establish the Board's composition and detail the specific fiduciary duties of a board member relative to the academic quality of the College's offerings, planning, and fiscal well-being.

Boards are required by NYS Regulations to consist of 10 individuals, four of whom are appointed by the Governor of the State of NY and five of whom are appointed by the Local Sponsor, which NY State designates as the sponsoring counties of the community College. A student trustee brings the total to ten members. The College Policy Manual and the Board of Trustees Bylaws outline board governance responsibilities in accordance with NY State Codes, Rules, and Regulations, Section 600. Section 604.2 specifically establishes the responsibilities of the Board of Trustees inclusive of its fiscal responsibilities as well as duties related to the internal organization and offerings provided by the College, (S7C2 - a [Documents]).

The Board of Trustees annually reviews and approves the financial audit generated by an independent auditing firm. Board members also annually review the institutional strategic goals, and review and approve the collective bargaining agreements for the College's bargaining units. The Board is the final internal approval for any changes to the organizational chart and any proposals for new academic programs or for the discontinuation and deactivation of current academic programs.

S7 C2 - b

has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

Response: The alignment of the College Mission Statement and the SUNY Niagara Code of Ethics ensures that the highest-level ethical conduct becomes the standard for college officers and employees, including all members of the Board of Trustees.

At initial appointment, and annually, each Trustee completes a BOT Member Conflict-of-Interest form, signs a Code of Ethics Acknowledgment Form, and is provided with a copy of relevant sections of the General Municipal Law of New York State. These measures ensure the independence of members from conflicts of interest, (S7C2 - b [Documents]).

S7 C2 – c

ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;

Response: A clear demarcation exists between the governance responsibilities of the Board of Trustees and the operational responsibilities of the executive leadership, faculty, and staff. This distinction is articulated in our institutional policies and communicated to all stakeholders. Within the governing body, two standing committees are authorized to take up Board business: Fiscal, Academic and Student Life. These specific bodies – whose authority is delineated in the Board's bylaws – provide strategic guidance and oversight to ensure alignment with the institution's mission and goals, providing relevant reports rather than delving into the minutiae of day-to-day operations. These guardrails are important to maintain governance best practices and ensure that the President is fully able to administer the College's policies and strategic direction. This is further aided by explicit duties assigned to the President of any NY State College in State Education Law as well as Section 600 of the NYS Code of Regulations, (S7C2 – c [Documents]).

S7 C2 – d

oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

Response: Operating within the framework of state laws and regulations described above, the SUNY

Niagara Board of Trustees has maintained a policy catalogue that establishes specific personnel procedures (through its Human Resources Department and HR Compliance Team), specific procedures for the establishment and discontinuation/deactivation of academic programs, and specific policies for fiscal management inclusive of purchasing, finance, and facilities policies.

Oversight of Teaching and Learning: The College's Planning and Assessment Policy establishes the basic framework for learning outcomes assessment and academic program review. This policy is approved by the Board of Trustees and establishes a reporting mechanism to ensure Board oversight, (S7C2 - d Policy Manual - January 2025).

Approval of Degree Programs and the Awarding of Degrees: The degree approval protocol is governed by the Board of Trustees through the *Faculty Handbook*, which is approved by the Board and includes detailed procedures for the creation and deactivation of academic programs. Policy oversight over the awarding of degrees is managed through the Board's initial review of graduation requirements, as explained in the *Faculty Handbook*, (S7C2 - d SUNY Niagara Faculty Handbook - 9.2024 update).

Personnel Policies and Procedures: These documents and protocols are detailed in the College Policy Manual, Section 2 – General Administration. Policies are inclusive of behavioral regulations, personnel benefits, employee rights, the use of preferred names, and a variety of other policies. All such policies are approved by the Board of Trustees.

Approval of Policies and Bylaws: The Board reviews and approves all official policies and publishes them as the College Policy Manual. Policies encompassing areas such as recruitment, faculty evaluation, tenure, and professional development opportunities contribute to the goal of attracting and retaining talented faculty and staff. The Board also develops and approves policies and bylaws covering such areas as ethical conduct, student rights and responsibilities, research integrity, and campus safety.

Assurance of Strong Fiscal Management: As detailed in Standard VI, campus administrators regularly report on the College's fiscal health to the Board at its Fiscal Committee and at regular Board meetings. Furthermore, a budget-specific meeting is annually held to carefully consider adoption of the College budget. Special protocols governing budget preparation and review help ensure that the Board members remain abreast of all key details and the big picture of the College's financial well-being. Board of Trustee members actively participate in the review of the annual financial audit, thus ensuring sound fiscal oversight, (S7C2 – d SUNY Niagara Board of Trustees Bylaws, SUNY Niagara Financial Statements and Audit FY22-23).

S7 C2- e

plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

Response: As an accredited institution of higher education, the College is governed by a board which plays a central role in policymaking in financial affairs to ensure integrity and sound financial management. Periodic external audits are undertaken on a predetermined basis to review financial statements as well as related documents to assess institutional financial viability. The results of the external audit are finalized and approved by the Board of Trustees annually during their February meeting and are entered into the public record, (S7C2 - e [Documents]).

S7 C2 - f

appoints and regularly evaluates the performance of the Chief Executive Officer;

Response: In accordance with NY State laws and regulations, the College's Board of Trustees is the official governing body and appoints the Chief Executive Officer of the College, known as the President. The President is regularly evaluated in accordance with the Bylaws of the Board of Trustees, (S7C2 – f [Documents]).

The procedures for the appointment and evaluation of the President are detailed in Article 19 of the Board of Trustees Bylaws. Appointment is largely governed by procedures of the State University of New York in accordance with NYS laws and regulations. Evaluation is conducted regularly and 1 year before the President's Contract expires, (S7C2 - f Board of Trustees Bylaws).

The Board of Trustees Bylaws, Article 19 defines the President's appointment as determined "by the Board of Trustees in accordance with policies and procedures of the State University of New York and [the President] shall serve at the pleasure of the Board as mutually agreed in the President's contract" and Article 19.3 identifies the Presidential evaluation timetable and list of components to be assessed. Components of the President's evaluation can be found in Article 19.4.

S7 C2 - g
is informed in all its operations by principles of good practice in board governance;

Response: Each new trustee is oriented extensively to the College and to the procedures of the Board. Whenever possible, new trustees attend the training program for board members provided by the New York Community College Trustees (NYCCT), which is "a voluntary nonprofit consortium of community college trustees established to strengthen the effectiveness of NY community college trustees as an active force in the development and implementation of public policy impacting community colleges." The Bylaws of the Board reflect the principles of good practice in board governance and applicable New York State Education Law.

The new Board member orientation is coordinated by the Board Chair. Members participate in workshops offered by New York Community College Trustees and receive a local orientation to the College's facilities and an Orientation Manual to guide the new members, (S7C2 - g [Documents]).

S7 C2 - h
establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

Response: SUNY Niagara has established and complies with written conflict of interest policies. The College's Conflict-of-Interest Policy is defined by NYS General Municipal Law 800-805. These regulations have been adopted by the Board of Trustees as evidenced in the Policy Manual, Appendix C (S7C2 - h [Documents]).

The Conflict-of-Interest Policy form is filled out by each member of the Board of Trustees. The form outlines financial and family interests which could impair a Trustee's judgement in discharging responsibilities associated with their fiduciary role.

S7 C2 - i
supports the Chief Executive Officer in maintaining the autonomy of the institution;

Response: The SUNY Niagara Board of Trustees supports the Chief Executive Officer in maintaining the autonomy of the institution by establishing clear powers for the President to manage the institution in relation to the Board itself, the Administration, and external stakeholders. These policies are

enshrined in the Board's Bylaws.

For example, the Bylaws authorize the President to oversee "policy development, implementation, and management." This promotes institutional autonomy by giving the President ample authority to govern the institution in the face of possible undue pressure from external stakeholders. The President's authority to hire, administer collective bargaining agreements, and assign responsibilities to college staff are generally supportive of that autonomy.

Furthermore, the President's authority to develop and implement an annual operating budget ensures that the President will always be able to manage the institution in line with broad strategic funding decisions. This promotes the President's autonomy within the boundaries of NY state laws, regulations, and the policy-setting authority of the Board of Trustees, (S7C2 - i Policy Manual - January 2025).

Standard VII, Criterion 3: Chief Executive Officer

An accredited institution possesses and demonstrates the following attributes or activities:

S7 C3

a Chief Executive Officer who:

S7 C3 - a

is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

Response: The Chief Executive Officer of the College is the President. SUNY Niagara's president is appointed by, evaluated by, and reports to the governing body, The President does not chair the governing body. The President attends the meetings of the governing body and provides a report to the Board of Trustees at each regular meeting to update trustees on various topics and issues, as well as inform them of his activities with college stakeholders on campus and in the community, (S7C3 – a SUNY Niagara Board of Trustees Bylaws).

S7 C3 - b

has appropriate credentials and professional experience consistent with the mission of the organization;

Response: In June 2023 SUNY Niagara's seventh president, Dr. William Murabito, announced that he would retire on June 30, 2024. In December 2023 the College announced the engagement of RH Perry & Associates and the search for a new president commenced.

On June 4, 2024, the SUNY Board of Trustees and Chancellor John B. King Jr. announced the appointment of Dr. Lloyd A. Holmes as the eighth president of SUNY Niagara. His appointment followed a national search and became effective July 1, 2024. Dr. Holmes holds a Ph.D. in Educational Leadership and Administration and has community college administrative experience at North Shore Community College, Monroe Community College and Foothill-DeAnza Community College District, (S7C3 - b [Documents]).

S7 C3 - c

has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

Response: The CEO's duties include developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission. To ensure autonomy and authoritative capacity align with positional obligations, the CEO's job description and duties are reviewed as part of a cyclical review process headed by Human Resources and the Board of Trustees in the renewal of the contract, (S7C3 - c SUNY Niagara Board of Trustees Bylaws).

The autonomy of the President is detailed in S7 C2 - c above.

S7 C3 - d

has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

Response: The President, as CEO, is charged with selecting and supporting the senior administrative team and assigning appropriate responsibilities to each campus officer, (Board of Trustees Bylaws). Administrator job descriptions are written with an expectation that appropriate credentials will exist to support the function. The President, Vice Presidents, and Assistant Vice Presidents are thus normally expected to have an advanced or terminal degree. Directors, Assistant Directors, and other administrators may have degrees at the bachelor's level as appropriate to the position, (S7C3 - d Administrative Job Descriptions).

In order to permit the President to move quickly on new appointments the College enacted the Interim Administrator Policy in 2024. This policy outlines the procedure for filling Administrator positions on an interim basis at the College through internal and external searches. If no suitable internal candidates are identified, an external search is conducted. Internal promotions are based on merit, not seniority, and are evaluated through a developed rubric considering performance, experience, and qualifications. Interim appointments last between 6-12 months, with regular feedback and monitoring. After that interim period, the President of the College can determine if the interim appointment will become permanent or if a search should be conducted to fill the position going forward. Equal opportunity is emphasized, and the policy is reviewed periodically to ensure it aligns with the College's goals. Recent 2024 administrator hiring policy, (S7C3 – d Interim Administrator Policy).

The President is supported by six direct reports in addition to the staff in the President's Office (S7C3 - d Office of the President, Administration, and Executive Council Website Capture). The six offices under the President are organized around the two central divisions of Academic Affairs and Student Services. The Division of Finance and Administration provides general infrastructural support in facilities, information technology, and financial backing. The Office of Institutional Advancement supports marketing, public relations, and institutional fundraising. The Office of Justice, Equity, Diversity, and Inclusion supports the College's JEDI Action Plan. Finally, the Office of Human Resources supports all staffing and some professional development as well as compliance functions. The figure below shows a snapshot of the current organizational chart, (S7C3 - d President's Area Organizational Chart).

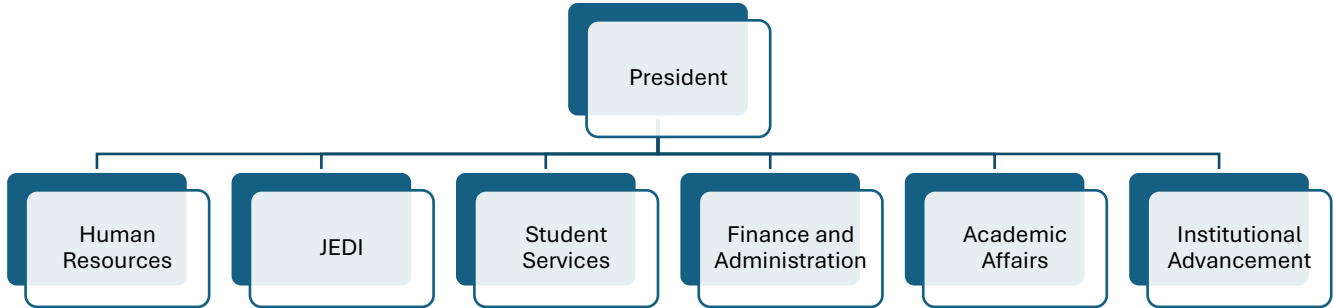


Figure 12 – SUNY Niagara’s Leadership Structure

SUNY Niagara senior staff members are qualified to support the CEO and are sufficient in number to carry out the managerial responsibilities related to their respective roles. A review of comparable SUNY community colleges reveals that SUNY Niagara has a similar number of senior staff members as their peer institutions.

Western New York SUNY Community College Senior Staff Comparison

Campus	Total Enrollment (2023)	Senior Staff Total
SUNY Corning	3,901	7
Finger Lakes Community College	5,331	7
SUNY Genesee	4,323	5
Jamestown Community College	3,756	6
SUNY Niagara	3,838	7

Source: SUNY Community College Websites

Table 27 – SUNY Staff Comparison

SUNY Niagara's CEO is responsible for establishing procedures for assessing the organization’s efficiency and effectiveness. This is accomplished through a variety of means including annual employee reviews for each of the approximately 40 administrators at SUNY Niagara. Those evaluations are conducted by the divisional supervisor and establish annual goals for all employees. Goals are tracked through a mid-year check-in along with the end-of-year evaluation.

Additionally, the College’s Unit Goal Reports provide context for any employee’s performance and allow the President to track progress on strategic plan goals and strategies, (S7C3 – d SUNY Niagara Board of Trustees Bylaws).

Standard VII, Criterion 4: Administration

An accredited institution possesses and demonstrates the following attributes or activities:

S7 C4
an administration possessing or demonstrating:

S7 C4 - a
an organizational structure that is clearly documented and that clearly defines reporting relationships;

Response: SUNY Niagara’s organizational structure is clearly documented through a comprehensive web-based chart that visually delineates all administrative functional areas and individual reporting relationships, (S7C4 - a SUNY Niagara Organizational Charts 7.9.2024, S7C4 – a SUNY Niagara’s Functional Area Administration). These relationships are also further defined within the College’s job

descriptions.

S7 C4 - b
an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

Response: SUNY Niagara has an appropriate pool of administrators tasked with assisting the CEO in fulfilling their responsibilities, and this pool of administrators is in the mid-range of most other similar institutions. The scope of responsibilities for each administrator is determined through an analysis of the tasks that the CEO is ultimately responsible for what is represented in the College Mission. The level of work being done is calculated by the CEO in collaboration with the direct reports to the President, which includes the Assistant Vice President of Human Resources, (S7C4 - b SUNY Niagara Org Chart 7.9.2024, S7C4 - b SUNY Niagara's Functional Area Administration).

The College uses IPEDS and SUNY data to review its current salary as well as student to staff ratios. The following table shows the current ratio of non-instructional staff to students. The College had the 4th lowest Staff-to-Student ratio among mid-sized New York Community Colleges, per our most recent IPEDS analysis.

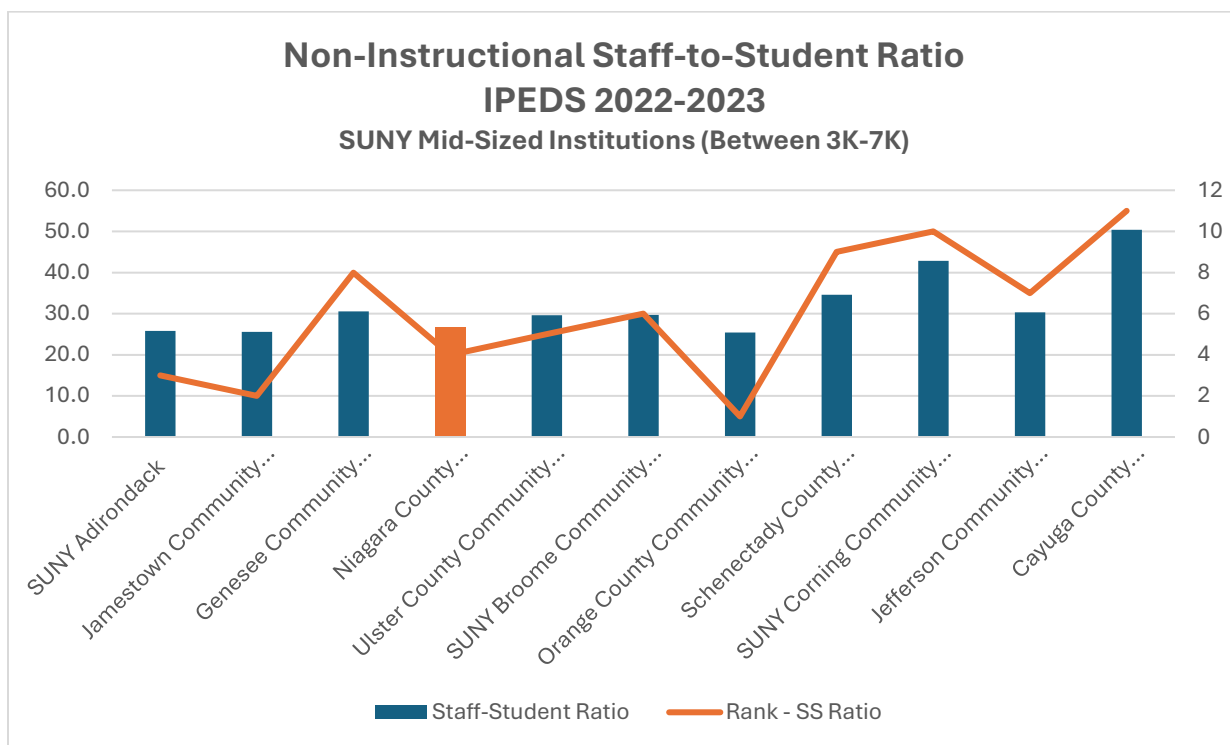


Figure 20 – Staff-to-Student Ratio

College staffing is thus quantitatively analyzed and maintained. Additional metrics are also available through a SUNY Administrative Salaries report that is managed through the Division of Finance and Administration.

S7 C4 - c
members with credentials and professional experience consistent with the mission of the organization and their functional roles;

Response: SUNY Niagara has a well-developed search process that has led to the hiring of highly

qualified candidates. Generally, senior administrators and faculty members possess graduate level degrees while many managers and supervisors have completed baccalaureate degrees. Support staff have generally attained an associate's degree.

Every job description and search posting provide a list of the essential functions, required and desirable qualifications and if applicable, special licenses or required certifications.

S7 C4 - d
skills, time, assistance, technology, and information systems expertise required to perform their duties;

Response: SUNY Niagara ensures that its administrators have or will have the appropriate skills, time, assistance, technology, and information systems expertise to manage their work through a series of specific hiring, onboarding, and supportive procedures. The first step in onboarding takes them through a variety of online and in-person procedural training. Training sessions include both technical training and functional training for specific job functions. Each supervisor is responsible for functional training while the Office of Information Technology and the Office of Human Resources conduct onboarding training around technical needs, (S7C4 – d New Employee [Documents]).

Skill building opportunities include specific professional development activities such as Microsoft Teams and SharePoint Training. Training for Tableau, the College's data tool, is now also being delivered. As the College has moved further into cloud-based collaboration, more offices have taken advantage of this training.

Employees are also encouraged to participate in general professional development activities via SUNY's Center for Professional Development, which the College supports via dedicated allocations from SUNY each year and additional funds provided by SUNY Niagara. For example, in 2023-2024 the College sent technical staff to an Ellucian Banner conference, distance learning staff to a DL conference, and grants staff to a grants workshop.

One of the ways that the College is able to ensure that administrators have enough time to complete tasks is through the annual goal-setting process, Supervisors also use a mid-year check-in designed to ensure that employees are not overloaded and that the departmental goals are on track to be completed.

Administrators are assisted in carrying out their responsibilities in many ways. Some of the most common ways of assisting employees are through one-on-one meetings, group staff meetings, annual evaluations, and access to professional development opportunities and funding. Managers who supervise employees also receive required professional development in management skills.

A robust Helpdesk ticket system is also in place for all employees to assist with ad-hoc assistance requests.

S7 C4 - e
regular engagement with faculty and students in advancing the institution's goals and objectives;

Response: Administrators at SUNY Niagara are regularly engaged with faculty and students through the College's governance framework. Participation in college committees ensures active engagement with students and faculty and provides for a steady stream of intelligence regarding the needs of those populations.

Administrators serve on the Faculty Senate's Student Success Committee, engaging with both faculty and students. Conversations about gatekeeper courses, tutoring support, etc. are common. The College regularly engages faculty and students in college-wide, and targeted surveys designed to promote our continuous improvement. This same type of engagement occurs as the Strategic Plan is developed and assessed.

During the summer of 2024, the College President established a College Council to coordinate communication systems among four key constituent groups; with at least three individuals from the faculty, the student body, non-teaching staff, and administration, (S7C4 – e SUNY Niagara College Council Announcement – November 2024).

S7 C4 - f

systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

Response: SUNY Niagara has procedures for evaluating administrative units and uses data to enhance operations. Systematic assessment of individual administrators, and their units (Financial Aid, Human Resources, etc.) facilitate progress toward institutional goals. Supervisors are held directly accountable for their unit's performance, as members have individual goals that collectively fall into alignment with the overall unit, which in turn are aligned with the Strategic Plan to close the loop. While areas maintain this assessment loop annually, outside agency requirements like Financial Aid or Clery audits require that separate cycles be maintained, (S7C4 – SUNY Niagara Policy Manual, S7C4 - f SUNY Niagara Strategic Plan 2023-2025).

Standard VII, Criterion 5: Governance, Leadership, and Administration Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

S7 C5

Periodic assessment of the effectiveness of governance, leadership, and administration.

Response: SUNY Niagara assesses the effectiveness of governance via review of committee reports and assesses leadership and administration through individual staff evaluations in a goal-based annual review of all administrators.

Faculty Governance: The Faculty Senate maintains an expectation that all Senate Committees will set annual goals and issue a final report at the end of the year. These guidelines are detailed in the Senate's Bylaws (S7C5 SUNY Niagara Faculty Senate Bylaws). A calendar of such expectations, beginning with the first annual meeting and ending with a Year-End-Annual Report are detailed in Section 14.1. The Bylaws establish the minimal expectation as a summary of annual activities and recommendations for the future. Senators are then expected to read the reports and bring action items to the Senate as needed. These detailed procedures within the college's central governance body allow for the college to maintain rigorous outcomes aligned with budget and strategic planning.

Leadership and Administration: The College's evaluation procedure for senior administrators includes a one-on-one annual meeting with the Division Vice Presidents and key personnel culminating in a review with the College President on the status of their strategic goals and objectives, (S7C5 - Employee Evaluation Workflow).

An annual evaluation is done of Assistant Vice Presidents and Divisional Chairs. This involves a self-evaluation, completed by the administrator which is submitted to their direct supervisor through a system called People Admin. The supervisor then completes their final yearly evaluation of this

administrator and submits it for the President's approval. The supervisor will then meet with the administrator to review this final yearly evaluation and goals.

Staffing analysis for the administrator class is annually reviewed as part of budget development. The BOT receives and approves a full list of all positions to be funded in the budget.

The College has developed detailed assessment plans for the seven MSCHE standards in both versions 13 and 14. These are housed in *Plans for Assessing the Standards* (S7C5 Plans for Assessing the Standards – Standard VII).

Standard VII: Findings and Recommendations:

Finding 1: SUNY Niagara welcomes the addition of the newly formed *College Council* governance group.

Finding 1 recommendation: Support the creation of a web-based communication platform for documenting and reporting the *College Council* discussions and initiatives and to enhance connections to the College's Strategic Plan.

Finding 2: SUNY Niagara has a long-standing, decentralized policy development structure, which has allowed for policies to be developed and implemented in differing ways.

Finding 2 recommendation: Continue fine-tuning the newly implemented *Policy on Policy-making* guidelines. All new and revised policies will require the use of a pre-populated policy template.

Finding 3: Typically, SUNY Niagara policies have been refreshed on inconsistent cycles.

Finding 3 recommendation: Develop a calendar-based approach to policy development, approval and implementation.

APPENDIX

A. Self-Study Primary Documents

The SUNY Niagara Middle States Self-Study team reviewed and utilized the following primary documents to complete the study.

- **Accreditation Page:** This is an informational webpage about SUNY Niagara’s institutional accreditation agencies and direct links to the academic program accreditation websites.
- **The Office of the President Page:** The pathway to this webpage starts at the SUNY Niagara homepage, hovering over the *About Us* icon, and selecting *Office of the President*. On this page you can find information about the President, basic information and links to the College’s *Strategic Plan* and links to the Board of Trustees, Administration, Executive Council, Organizational Structures, Contact Forms, and more.
- **SUNY Niagara Faculty Handbook:** Follow this direct link for access to the information contained within the Faculty Handbook. This handbook is designed for informational purposes to acquaint faculty employees with SUNY Niagara and provide information about working conditions, employee benefits, and some of the policies and procedures affecting employment.
- **SUNY Niagara Policy Manual:** Follow this direct link for access to the information contained within the Policy Manual. Included in this Manual are the SUNY Niagara Board of Trustees Bylaws and a Policy on Policies.
- **The Student Consumer Information Page:** Located in the bottom banner, on the lower right corner, of any SUNY Niagara webpage; this site contains a plethora of linked information for the student and public to find regarding SUNY Niagara’s policies, procedures, safety, and statistics. This page acts like a master list of resources and webpages a student might need to find information about the College Catalog, Student Rights and Responsibilities Handbook, Financial Aid, Academic Outcomes and Transfer Information, Student Services, and much more.

B. Middle States Verification of Compliance (VOC)

Table 28 - Standards of Accreditation and Requirements of Affiliation Verification Crosswalk

Verification of each Standard and RoA's: <ul style="list-style-type: none"> • Steering Committee Members • Working Group Members (by Standard) • Core Group Members 	Primary Evidence (Standard II, S2 Compliance Documents [Appendix C – VOC & ROA Crosswalk], S2CA...)
SUNY Niagara meets all criteria and sub-criteria for Standard I and the Requirements of Affiliation 7 (Mission and goals) and 10 (Institution planning).	SUNY Niagara Strategic Plan 2023-2025 SUNY Niagara Unit Plan(s)
SUNY Niagara meets all criteria and sub-criteria for Standard II and the Requirements of Affiliation 5 (Compliance with governmental policies, regulations, and requirements) and 6 (Complying with Commission policies). SUNY Niagara also complies with the Verification of Compliance with Accreditation-Relevant Federal Regulations. 1. Student Identity Verification in Distance and Correspondence Education 2. Transfer of Credit Policies and Articulation Agreements 3. Title IV Program Responsibilities 4. Institutional Record of Student Complaints 5. Required Information for Students and the Public 6. Standing with State and Other Accrediting Agencies 7. Written Arrangements 8. Assignment of Credit Hours	SUNY Niagara College Policy Manual SUNY Niagara Student Rights and Responsibilities Handbook <u>SUNY Niagara Consumer Information Website</u> Refer to the Institutional Federal Compliance Report, located in the SUNY Niagara MSCHE evidence repository.
SUNY Niagara meets all criteria and sub-criteria for Standard III and the Requirements of Affiliation 8 (Systemic evaluation of all programs), 9 (Student learning programs), 10 (Institutional planning) and 15 (A core of Faculty).	SUNY Niagara Faculty Handbook SUNY Niagara College Catalog SUNY Niagara PEER Curriculum Maps and Outcomes
SUNY Niagara meets all criteria and sub-criteria for Standard IV and the Requirements of Affiliation 8 (Systemic evaluation of all programs) and 10 (Institutional planning).	SUNY Niagara College Catalog SUNY Niagara Student Rights and Responsibilities Handbook Code of Conduct
SUNY Niagara meets all criteria and sub-criteria for Standard V and the Requirements of Affiliation 8 (Systemic evaluation of all programs), 9 (Student learning programs), 10 (Institutional planning) and 15 (A core of Faculty).	Faculty Senate Bylaws SUNY Niagara Planning and Assessment Policy SUNY Niagara General Education Assessment Plan SUNY Niagara Program Excellence Evaluation Review (PEER) SUNY Niagara Learning Outcomes Report
SUNY Niagara meets all criteria and sub-criteria for Standard VI and the Requirements of Affiliation 8	SUNY Niagara Strategic Plan

(Systemic evaluation of all programs), 10 (Institutional planning), and 11 (The institution has documented financial resources).	SUNY Niagara Strategic Enrollment Plan SUNY Niagara Unit Plan(s) SUNY Niagara College Policy Manual
SUNY Niagara meets all criteria and sub-criteria for Standard VII and the Requirements of Affiliation 12 (Governance structure) and 13 (Governing board conflicts of interest).	SUNY Niagara Policy Manual (Includes the Board of Trustees Bylaws) SUNY Niagara Faculty Senate Bylaws SUNY Niagara Student Government Association Constitution
SUNY Niagara Institutional Review RoA Alignment	
1: Authorized to Operate	The University of the State of New York (USNY) NYSED Data Site The State University of New York (SUNY) Website
2: Institution is Operational	SUNY Niagara General Website SUNY Niagara College Catalog
3: Graduating One Class Before Accreditation	Not Applicable SUNY Niagara was initially accredited in 1970 and was reaffirmed for accreditation in 2016.
4: Communicating with the Commission in English	Not applicable All official business of all public entities in the State of New York is conducted in English.
14: Governing Board Providing Information	College Policy Manual Includes BOT Bylaws

Table 28 - Standards of Accreditation and Requirements of Affiliation Verification Crosswalk

C. Working Group Membership

Name	Member (M) Liaison (L) Chair (C) Co-Chair (CC) Steering Committee (SC)	Affiliation
Dr. Fabio Escobar	SC, CC	Assistant VP of Academic Affairs and Accreditation Liaison Officer
Andrew Yeager	SC, CC	Librarian
Scott Steiner	SC	CCE, AAC, Professor of Culinary Arts
Lydia Ulatowski*	SC	VP of Academic Affairs and Accreditation Liaison Officer
Working Groups I & VII		
Diane Pytlik-Flammia	CC	Assistant VP of Academic Affairs for Nursing, Physical & Allied Health
Brian Michel	CC	Assistant VP of Academic Affairs
Matt Clarcq	SC, L, M	Professor of History
Robert Morris*	M	Chair and Professor, Division of Arts, Humanities, and Social Sciences
Elizabeth Sachs	M	Faculty Senate President, Professor of English
John Strong	M	Associate Professor of HPE, Chief Diversity & Equity Officer
Sabrina Faso	M	Recruitment Coordinator/Enrollment Center
Working Group II		
Christine Duquin	C	Director of Child Development Center
Alissa Shugats-Cummings*	L, M	Assistant VP of Student Services
Barb DeSimone	L, M	Assistant VP of Institutional Advancement
Austin Brass*	M	Director of Admissions
Julie Schucker	M	Registrar
Andy Aquino	M	Librarian, Instructor
Harold Legg	M	Director of Public Relations & Event Management
Jim Trimboli	M	Director of Financial Aid
Working Groups III & V		
Michele Burke	C	Clinical Coordinator and instructor - Radiologic Technology
Dr. Deborah Wyzkiewicz	SC, L, M	DPT, MS, PT and Professor of Physical Therapist Assistant Program and Massage Therapy
Anne Jowsey	M	Professor, Mathematics and Science
Lindsey Bax	M	Instructor, Medical Assistant and Phlebotomy
Dr. Marissa Pytlak-Surdyke	M	Assistant Professor, Communication Studies
Katherine Croom*	M	Instructor, Psychology
Lindsay Rose	M	Associate Professor, Chemistry and Chair of Curriculum Committee
Bob Borgatti*	M	Professor, Animation and Digital Media
Laura Scarpelli	M	Assistant Professor, Computer Information Systems
Donna Simiele	M	Online Learning Technology Support Coordinator

Working Group IV		
Sandra Lyn Lytle	CC	Interim Director of the Academic Center for Excellence
Jean Linn	CC	Henrietta G. Lewis Library and Assistant Professor/Librarian
Alissa Shugats-Cummings*	L, M	Assistant VP of Student Services
Glory Fox	M	Online Learning Student Support Specialist
Seana Sullivan	M	Instructor, Baking & Pastry Arts
Laura Kowalczyk	M	Academic Coach, Academic Center for Excellence
Dr. Demetrius Sarigiannis	M	Assistant Professor, Engineering Sciences
John Pope	M	Instructor, Culinary Arts
Jennifer Crandall	M	Senior Library Clerk
Gretchen Mittelstaedt	M	Administrative Assistant, Student Services
Working Group VI		
John Eichner	C	Director of Business Services & Executive Director of College Association
Dr. Akie Yanagi	SC, M	Coordinator of institutional Research
Wayne Lynch	SC, L, M	VP of Administration
Suman Baral	M	Instructor, Physics
Steven Hoover*	M	Director of Finance & Business Operations - College Association of NCCC, Inc.
Lisa Dubuc	M	Coordinator of Online Learning
Josh Blumberg	M	Assistant VP of Academic Affairs and NFCI Campus Manager
Catherine Brown	M	Assistant VP of Human Resources
Christopher Herbeck	M	Assistant Director of Grants
Other Primary Core Group Members		
Dr. Ginny Taylor	SC Consultant	
Tina Soliday	SC Administrative Assistant	Reference Librarian
Member*	Member no longer serves in standard group as of January 1, 2025	

Table 29 - Working Group Membership

D. Glossary of Terms and Acronyms Used

Term	Abbreviation	Description
Academic Center for Excellence	ACE	The College's tutoring/skills center
Adult Learners	AL	Individuals 25 or older. Also sometimes captured under the term "non-traditional learners." Age groups will be used for our purposes, but it's important to note that 19-year-olds who are a year out of school might have the same challenges as a 25-year-old who stepped out of college at the age of 20 or 21.
Banner/Banner Web		The College's <i>student information system</i> . This resource is shared with SUNY, which assists with administration and tech support.
Brightspace	D2L	This is the College's learning management system. It is a shared resource with SUNY, which helps oversee administration and technical support.
Building Our Students' Success	BOSS	The College's onboarding tool to upskill students before they begin college. Includes modules on time management, note-taking, and other key success skills.
Cohort		A group of students with the same characteristics and which is tracked as a group. Cohorts can be case-managed or used only for tracking or research purposes.
College Acceleration Program	CAP	The College's Concurrent Enrollment program.
Course Learning Outcome	CLO	The expected student learning (acquired skills and knowledge) upon successful completion of a course.
EdSights		The Early Alert tool utilized by the College to receive student requests for assistance.
Educational Support Personnel Association	ESPA	One of the College's bargaining units.
Enrollment Funnel	EF	A tracking tool to measure the numbers of persons who inquire about the College or may become initial enrollment leads. The funnel includes the following stages: Inquiry, Prospect, Applicant, Admitted Applicant, and Student. Each stage-to-stage progression is defined by a yield.
Faculty Resource Center on Assessment and excellence	FRCAE	The College's support office for faculty development.
For Your Information Page	FYI	College's Employee Intranet Page
Full-Time Student	FT	A student enrolled in at least 12 credit hours during a standard term (Fall/Spring).
Gatekeeper Course		A course that has a high failure rate and is required for at least one program.
Goals, Strategies, Actions		In the strategic planning context, a goal is a high-level institutional or unit outcome to be pursued

Term	Abbreviation	Description
		during the life of the plan. A strategy is a type of action that will support the goal. Strategies are supported by Actions. Goals should be SMART Goals: Smart, Measurable, Actionable, Realistic, and Time-Bound. Strategic Plans typically include Goal and Strategy elements, while implementation plans typically drill down to specific actions that can be tracked.
Graduation Rate	GR	Graduation rates are cohort completion rates for an incoming student class. A student is said to have graduated if they complete a certificate or 2-year degree award at the College. Rates are typically captured at 100% time, 150% time, and 200% time.
Institutional Learning Outcomes	ILO	An outcome that is defined by an institution as the learning that all students are expected to acquire upon the successful completion of a program or learning experience. Institutions have leeway to define institutional learning outcomes in relation to their mission, and all institutions are expected to have such outcomes in order to receive and sustain accreditation.
Institutional Priorities	IP	These priorities connect the MSCHE Standards to SUNY Niagara's Strategic Plan.
Instructional Resources Committee	IRC	A Faculty Senate Standing Committee which reviews applications for innovative instructional resources.
Justice Equity Diversity Inclusion	JEDI	The College's DEI function.
Line/s of Inquiry	LOI	Lines of inquiry are research questions designed to guide the Working Groups and provide context for review of the standards and their criteria.
Middle States Commission on Higher Education	MSCHE	MSCHE is a 100+-year old voluntary organization that is authorized by the federal government to oversee institutions of higher education for the purpose of (a) generally improving education; and (b) ensuring the compliance of educational institutions with federal laws and regulations.
Mission		A mission statement, or simply a mission, is a public declaration that schools or other educational organizations use to describe their founding purpose and major organizational commitments—i.e., what they do and why they do it.
MyMathTests		Placement testing
Niagara Falls Culinary Institute	NFCI	The College's site for its culinary, baking, and pastry programs.
Online Course Quality Review Rubric	OSCQR	A SUNY developed rubric used by SUNY Niagara faculty and staff to review the quality of online courses.
Part-Time Student	PT	A student enrolled in less than 12 credit hours during a standard term (Fall/Spring).

Term	Abbreviation	Description
Pathways in Technology	P-TECH	A program allowing high school students to begin college success skill development in 8 th grade and to begin taking college courses in the 10 th or 11 th grades in order to accelerate degree completion.
Persistence		Persistence is the measure of continuous enrollment across two standard (Fall/Spring) terms. A student is said to persist if she enters the College for the first time in Semester One and is still enrolled in Semester Two. We typically measure spring persistence for first-time and incoming transfer students in the fall term.
Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth	PRODiG	SUNY grant funded initiative to partially and temporarily subsidize diversification within faculty institutional positions.
Program Excellence Evaluation Review	PEER	The College's Program Review tool.
Program Learning Outcome	PLO	The course goals and expected student learning (acquired skills and knowledge) upon successful completion of a program.
Retention		The measure of continuous enrollment across three standard terms. A student is said to be retained if he is still enrolled in the College two standard terms after their first enrollment term.
Self-Study Design	SSD	This document summarizes the elements of SUNY Niagara's Self-Study.
Self-Study Preparation Visit	SSPV	Conducted in February of 2023, this visit helped NCCC (SUNY Niagara) prepare its Self-Study Design. Our VP Liaison from Middle States, Dr. Anne Wahl, met separately with various stakeholder groups and summarized the MSCHE expectations for the Self-Study project.
Self-Study Steering Committee	SSSC	This group oversees the Self-Study Project.
Vision		A vision statement, or simply a vision, is a public declaration that schools or other educational organizations use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission.
Working Groups	WG	Working Groups are teams of people established to conduct evidence review for each standard and to develop first drafts for each chapter of the Self-Study.
Yield		The number of individuals who progress from one enrollment funnel stage to another. Yield measures include the following: <ul style="list-style-type: none"> • Prospect to Applicant • Applicant to Accepted Student • Accepted Student to Registered Student

Table 30 - Glossary of Terms and Acronyms Used

E. Tables and Figures

Page #	#	Table	Figure
2	1	SUNY Niagara Board of Trustees	
6	2	Strategic Goals and Priorities 19-22	
6	3	Strategic Goals and Priorities 23-25	
8	4	Naming Conventions	
8	5	Self-Study: Steering Committee (SSSC) Membership	
8	6	Self-study Core Group Members	
9	7	Requirements and Expectations	
13	8	LOI S1	
16	1		Strategic Plan Flow
19	9	2019-2022 Goals and Outcomes	
21	10	LOI S2	
28	2		Posting Process Flowchart
29	3		Hiring Process Flowchart
31	4		Cost of Attendance
33-34	11	External Program Accreditation	
34-37	12	RoA Evidence Review	
40	13	LOI S3	
43	5		Positional Evaluation Process
44	14	Student to Faculty Ratios	
46	6		SmartEvals Summaries
48	15	Success Center Services	
50	16	SUNY and NYSED General Education Requirements	
51	17	Mapping – SUNY General Education to MSCHE General Education	
53	18	Program Learning Outcomes Assessment Report: Radiologic Technology	
54	7		Curriculum Design to Assessment Workflow
55	19	LOI S4	
65	20	LOI S5	
66	8		Learning Outcome Cycle
74	21	LOI S6	
76-77	22	Inter-Departmental Facility Project Collaborations	
78	9		Annual Budget Process Cycle
79	23	Staffing by Bargaining Unit	
79	24	Staffing Expense Summary	
80	25	Enrollment – 2014-2015 To Present	

Page #	#	Table	Figure
		(Actuals and Budget)	
82	10		Health Insurance Expenditure
89	26	LOI S7	
90	11		SUNY Niagara's Governance Structure
96	12		SUNY Niagara's Leadership Structure
96	27	SUNY Staff Comparison	
97	20		Staff-to-Student Ratio
102-103	28	Standards of Accreditation and Requirements of Affiliation Verification Crosswalk	
104-105	29	Working Group Membership	
106-110	30	Glossary of Terms and Acronyms Used	

F. Evidence Inventory

*This is an index of all evidence stored in the Teams Guest Portal (and mirrored in the MSCHE upload portal). **All evidence is searchable** within the **Teams Guest Portal**.

Standard I

S1C1 - a

- S1C1 - a Unit Plans **[FOLDER]**
 - S1C1 - a 5 Year Capital Plan - 24-29 and 25-30
 - S1C1 - a Academic Master Plan
 - S1C1 - a Capital Management Plan
 - S1C1 - a Human Resources Strategic Plan 2021-2025
 - S1C1 - a JEDI Action Plan 2022-2025
 - S1C1 - a Strategic Enrollment Management Plan 2022-2025
 - S1C1 - a SUNY Niagara Five Year Technology Plan Narrative
 - S1C1 - a SUNY Niagara Five Year Technology Plan Outcome Summary
- S1C1 - a Strategic Plan 2023-2025
- S1C1-a Mission Review Presentation to Executive Council

S1C1 - b

- S1C1 - b SUNY Niagara Strategic Plan 2023-2025

S1C1 - c

- S1C1 - c Board of Trustees Bylaws

S1C1 - d

- S1C1 - d Budget Instructions 2023-2024
- S1C1 - d Institutional Effectiveness Procedures 2024-2025
- S1C1 - d JEDI Action Plan 2022-2025
- S1C1 - d Strategic Enrollment Management Plan 2022-2025
- S1C1 - d Strategic Plan 2023-2025

S1C1 - e

- S1C1 - e Professional Development **[FOLDER]**
 - S1C1 - e PD Days Catalog 2022
 - S1C1 - e PD Days Catalog 2023
 - S1C1 - e PD Days Catalog 2024
 - S1C1 - e Professional Membership Reimbursement
 - S1C1 - e SUNY CPD Training Sessions
 - S1C1 - e Travel Authorization Form
 - S1C1 - e Travel Expense Voucher
 - S1C1 - e Travel Guidelines
- S1C1 - e Unit Plans **[FOLDER]**
 - S1C1 - e Academic Affairs Master Plan - 2019-2022
 - S1C1 - e Academic Master Plan 2023-2025
 - S1C1 - e HR Final Strategic Plan 2021-2025
 - S1C1 - e JEDI Action Plan 2022-2025
- S1C1 - e Faculty Evaluation Procedures and Rubric Scoring 2019-2020

S1C1 - f

- S1C1 - f Faculty Handbook
- S1C1 - f Strategic Plan 2023-2025

S1C1 - g

- S1C1 - g SUNY Niagara Policy Manual

S1C2

- S1C2 Strategic Plan 2023-2025
- S1C2 Fall 2024 Enrollment Comparisons

S1C3

- S1C3 Strategic Plan 2023-2025

S1C4

- S1C4 MSCHE Data Culture Assessment Plan
- S1C4 SUNY Niagara Policy Manual - January 2025
- S1C4 Tableau Enrollment Reports
- S1C4 Tableau Planning and Assessment Reports
- S1C4 Tableau Student Success Reports

Standard II**S2 Compliance Documents**

- Compliance Q3.3 NCCC Founding Document 1962
- Compliance Q3.3 Niagara CC - SUNY Counsel Letter
- Compliance Q3.4 FPRD 6.13.2018
- Compliance Q3.5 SUNY Niagara Audit FY20-21
- Compliance Q3.5 SUNY Niagara Audit FY21-22
- Compliance Q3.5 SUNY Niagara Audit FY22-23
- Compliance Q6.2 SUNY Niagara USDE PPA
- Compliance Q8.2 (Course) PSY 290 CC Cover Letter
- Compliance Q8.2 (Course) PSY290 BioPsych 2025
- Compliance Q8.2 Faculty Handbook 9.1.24
- Compliance Q8.2 Program Evaluation Excellence Review - Hospitality – 2023
- MSCHE Federal Compliance 1_24_25
- ROA1 - County Authorization to Operate
- ROA1 - SUNY Authorization to Operate
- S1C1 - a Institutional Effectiveness Procedures 2024-2025
- S2AC - College Planning and Assessment Policy
- S2AC 5 Year Capital Plan
- S2AC Academic Plan
- S2AC Capital Management Plan
- S2AC Human Resources Strategic Plan 2021-2025
- S2AC JEDI Action Plan 2022-2025
- S2AC NCCC GE Assessment Plan 2023
- S2AC Strategic Enrollment Management Plan 2022-2025
- S2AC Student Government Association Constitution (2021)
- S2AC SUNY Niagara 2024-2025 Catalog
- S2AC SUNY Niagara Faculty Handbook

- S2AC SUNY Niagara Faculty Senate Bylaws
- S2AC SUNY Niagara Five Year Technology Plan Narrative
- S2AC SUNY Niagara Five Year Technology Plan
- S2AC SUNY Niagara Master Unit List

S2C1

- S2C1 Adjunct Faculty Contract
- S2C1 Faculty Contract
- S2C1 SUNY Niagara Faculty Handbook – 9.2024 Update
- S2C1 SUNY Niagara Policy Manual
- S2C1 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025

S2C2

- S2C2 JEDI Action Plan 2022-2025
- S2C2 SUNY Niagara Policy Manual

S2C3

- S2C3 Employee Grievances **[FOLDER]**
 - S2C3 Adjunct Grievance Procedure
 - S2C3 Admin Grievance Process
 - S2C3 Collective Bargaining Agreement Adjuncts Association
 - S2C3 Collective Bargaining Agreement Educational Support
 - S2C3 Collective Bargaining Agreement Faculty Association
 - S2C3 Collective Bargaining Agreement Technical Support
 - S2C3 Conditions of Employment Handbook for Administrative Employees 8.2023
 - S2C3 ESPA Grievance Procedure
 - S2C3 Faculty Grievance Procedure
 - S2C3 SUNY Niagara Accessibility Services Program Manual 03-2024
 - S2C3 SUNY Niagara Faculty Handbook – 9.2024
 - S2C3 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24
 - S2C3 Title IX Grievance Policy
 - S2C3 Title IX Policy Handbook
 - S2C3 TSPA Grievance Procedure
- S2C3 Student Grievances **[FOLDER]**
 - S2C3 Accessibility Services Grievance Policy
 - S2C3 SUNY Niagara Complaint Procedure OLS Website Capture
 - S2C3 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24
- S2C3 SUNY Niagara Policy Manual
- S2C3 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24

S2C4

- S2C4 Board of Trustees **[FOLDER]**
 - S2C4 Board of Trustees Bylaws
 - S2C4 BOT COI Form Example Kevin Clark
 - S2C4 COI Foundation Example Turner
 - S2C4 COI in Employment Form
 - S2C4 Conflict of Interest form (blank)

- S2C4 NYS General Municipal Law Section 103
- S2C4 NYS General Municipal Law Section 104.b
- S2C4 SUNY Niagara Policy Manual

S2C5

- S2C5 Collective Bargaining Agreements **[FOLDER]**
 - S2C5 Collective Bargaining Agreement Adjuncts Association
 - S2C5 Collective Bargaining Agreement Educational Support
 - S2C5 Collective Bargaining Agreement Faculty Association
 - S2C5 Collective Bargaining Agreement Technical Support
 - S2C5 Conditions of Employment Handbook for Administrative Employees 8.2023
- S2C5 Hiring and Promotion **[FOLDER]**
 - S2C5 Faculty Contract Promotion, Evaluation, and Discipline
 - S2C5 Faculty Promotions and Tenures 2015 – 2023
 - S2C5 Fulltime Employee Turnover Figures
 - S2C5 Fulltime Employee Turnover FY 2018-2023
 - S2C5 Interim Promotion Procedure
 - S2C5 SUNY Niagara (NCCC) Search Committee Training 5.2021
 - S2C5 SUNY Niagara FT Search Committee Guide 2022
- S2C5 SUNY Niagara Faculty Handbook – 9.2024

S2C6

- S2C6 Board of Trustees Public Documents **[FOLDER]**
 - S2C6 BOT Agenda 6-18-2024
 - S2C6 BOT Agenda 6-20-2023
 - S2C6 BOT Agenda 6-21-2022
 - S2C6 BOT Fiscal Committee Agenda 6-12-2024
 - S2C6 BOT Fiscal Committee Agenda 6-14-23
 - S2C6 BOT Fiscal Committee Agenda 8-9-2022
 - S2C6 BOT Fiscal Committee Minutes 6-12-2024
 - S2C6 BOT Fiscal Committee Minutes 6-14-2023
 - S2C6 BOT Meeting Schedule 2024
 - S2C6 BOT Minutes 5-21-2024
 - S2C6 BOT Minutes 6-20-2023
 - S2C6 BOT Minutes 6-21-2022
 - S2C6 SUNY Niagara BOT Website Capture
- S2C6 College Annual Report 2014-2015
- S2C6 College Annual Report 2022-2023
- S2C6 Program Sheet Sample Liberal Arts and Sciences Humanities and Social Sciences AA
- S2C6 Program Sheet Sample Nursing AAS
- S2C6 Publicity Tools
- S2C6 Student Loan Default Rates 2018-20
- S2C6 SUNY Graduate Wages Website Capture
- S2C6 SUNY Graduation Rates Website Capture

S2C7 - a

- S2C7 - a Student Loan Default Rate 2018-20
- S2C7 - a SUNY Net Price Calculator Website Capture
- S2C7 - a SUNY Niagara (NCCC) Foundation Website Capture
- S2C7 - a SUNY Niagara Financial Aid Other Aid Programs Website Capture

- S2C7 - a SUNY Niagara Financial Aid Website Capture
- S2C7 - a SUNY Niagara Student Accounts Office Tuition and Fees Website Capture
- S2C7 - a SUNY WNY Cost of Attendance

S2C7 - b

- S2C7 - b SUNY Net Price Calculator Website Calculator
- S2C7 - b SUNY Niagara Applying for Financial Aid Website Capture
- S2C7 - b SUNY Niagara Applying for Loans Website Capture
- S2C7 - b SUNY Niagara Financial Aid Website Capture
- S2C7 - b SUNY Niagara Student Accounts Office Tuition and Fees Website Capture
- S2C7 - b Re-Enroll Kickoff Website Capture
- S2C7 - b Re-Enroll Outcomes Website Capture

S2C8 - a

- S2C8 - a Accreditation Web Capture
- S2C8 - a SUNY Niagara Student Consumer Information (HEA) Website Capture
- S2C8 - a SUNY Niagara College Catalog 2023-2024
- S2C8 - a SUNY Niagara Faculty Handbook
- S2C8 - a SUNY Niagara Licensure Web Capture
- S2C8 - a SUNY Niagara Policy Manual

S2C8 - b

- S2C8 - b SUNY Niagara College Catalog 2024-2025
- S2C8 - b SUNY Niagara Faculty Handbook - 9.2024
- S2C8 - b SUNY Niagara Policy Manual
- S2C8 - b Student Rights and Responsibilities Code of Conduct 2024 SY 2024-2025 UD 11.17.24

S2C8 - c

- S2C8 - c MSCHE Periodic Review Report Web Capture

S2C8 - d

- S2C8 - d SUNY Niagara Policy Manual

S2C9

- S2C9 MSCHE Data Culture Assessment Plan
- S2C9 SUNY Niagara Policy Manual

Standard III

S3C1

- S3C1 Curriculum [**FOLDER**]
 - S3C1 AY21-22 Curriculum Process Calendar
 - S3C1 AY22-23 Curriculum Process Calendar
 - S3C1 AY23-24 Curriculum Process Calendar
- S3C1 Academic Degree and Certificate Programs Website Capture
- S3C1 Curriculum Map – Animal Management
- S3C1 Curriculum Map – English
- S3C1 Educational Childhood PEER – 2017
- S3C1 PSY 290 CC Cover Letter

- S3C1 SUNY Niagara Faculty Handbook

S3C2 - a

- S3C2 - a Curriculum Year End Report AY 2020-2021
- S3C2 - a Curriculum Year End Report AY 2021-2022
- S3C2 - a Curriculum Year End Report AY 2022-2023
- S3C2 - a OSCQR_4.0Accessible_RSI
- S3C2 - a SUNY Niagara Online Course Observation Guide (Rev-LS)
- S3C2 - a SUNY Niagara Online Learning Guide on Teaching Instruction for Online

S3C2 - b

- S3C2 - b HR Description of the Search Committee Structure
- S3C2 - b Posting Position Example Accounting Assistant Professor
- S3C2 - b Posting Position Example Biology Instructor
- S3C2 - b Posting Position Example Childhood Education Instructor
- S3C2 - b Posting Position Example Music Instructor
- S3C2 - b Posting Position Example Nursing Assistant Professor
- S3C2 - b Posting Position Part Time Culinary Arts Instructor
- S3C2 - b Part time English Instructor
- S3C2 - b Posting Position Part Time Physics Instructor
- S3C2 - b Posting Position Example Psychology Instructor
- S3C2 - b Faculty Handbook 2022
- S3C2 - b SUNY Niagara FT Search Committee Guide 2022

S3C2 - c

- S3C2 - c IPEDS HR 2020 Reported Data
- S3C2 - c IPEDS HR 2021 Reported Data
- S3C2 - c IPEDS HR 2022 Reported Data
- S3C2 - c SUNY Niagara Student Faculty Ratio 2022
[Student Faculty Ratio (SFR) College Navigator
<https://nces.ed.gov/Collegenavigator/?q=niagara+county&s=all&id=193946>]

S3C2 - d

- S3C2 - d FRCAE Orientation Series Fall 2023
- S3C2 - d FRCAE Orientation Series Spring 2022
- S3C2 - d Online Learning Environment Website Capture
- S3C2 - d Online Learning Guide on Teaching Instruction for Online
- S3C2 - d Online Learning Training Flyer FA23
- S3C2 - d Online Teaching Academy Faculty Support Website Capture
- S3C2 - d Online Teaching Academy Instructor's Course
- S3C2 - d Online Training Calendar SP24
- S3C2 - d Professional Development Catalog 2023
- S3C2 - d Professional Development Catalog 2024
- S3C2 - d Professional Development Committee Charge
- S3C2 - d SUNY OSCQR Rubric Website Capture

S3C2 - e

- S3C2 - e Focus Items for Classroom Visits
- S3C2 - e In Class Instructor Evaluation Sheet
- S3C2 - e Online Course Observation FA20_SP23

- S3C2 - e SmartEval Faculty Instructions for Adding Questions
- S3C2 - e SmartEval Timeline FA23
- S3C2 - e SmartEvals Summary 2023
- S3C2 - e SUNY Niagara Faculty Handbook
- S3C2 - e SUNY Niagara Online Course Observation Guide

S3C3

- S3C3 Curricular Process Flowchart
- S3C3 Redacted DegreeWorks Audit Example
- S3C3 SUNY Niagara 2024-2025 Catalog

S3C4

- S3C4 Academic Center for Excellence Web Capture
- S3C4 Accessibility Services Webpage Capture
- S3C4 Student Advisement Web Capture
- S3C4 Student Success Center Web Capture
- S3C4 SUNY Niagara Henrietta G. Lewis Library Webpage Capture

S3C5 - a

- S3C5 - a SUNY Niagara Catalog 2024-2025
- S3C5 - a SUNY-Niagara-GE-Grid-MAR-2024

S3C5 - b

- S3C5 - b SUNY Niagara Catalog 2024-2025
- S3C5 - b SUNY-Niagara-GE-Grid-MAR-2024

S3C5 - c

- N/A

S3C6

- N/A

S3C7

- NOTHING LISTED

S3C8

- S3C8 PEER ACAS Section I + J
- S3C8 PEER Business Management Student Learning Outcomes
- S3C8 PEER HOSP Sections H – J
- S3C8 PEER HUMA Section H 2021
- S3C8 PEER Massage Therapy Student Learning Outcomes
- S3C8 PEER Music Student Learning Outcomes
- S3C8 PEER PED Sections H - K

Standard IV

S4C1 - a

- S4C1 - a Foundation Overview Process
- S4C1 - a SUNY Niagara (NCCC) Foundation Website Capture
- S4C1 - a SUNY Niagara Financial Aid Website Capture

- S4C1 - a SUNY Niagara Policy Repository Student Services Web Capture
- S4C1 - a SUNY Niagara Tuition and Fees Refund and Repayment Website Capture

S4C1 - b

- S4C1 - b Academic Center for Excellence Web Capture
- S4C1 - b Accessibility Services Webpage Capture
- S4C1 - b Student Advisement Web Capture
- S4C1 - b Student Success Center Web Capture
- S4C1 - b SUNY Niagara Math Waivers and Course Placement Apr 2024

S4C1 - c

- S4C1 - c CAP Student Handbook
- S4C1 - c Census #3 Reporting Faculty Memo Fall 2023
- S4C1 - c Census Letter to a Student Reported Non-Attending 2023
- S4C1 - c Faculty Instructions & Information for Feedback Friday 2023
- S4C1 - c Future Leaders Liberty Partnership Program Website Capture
- S4C1 - c Maximum Allowable Credit Hours Letter to a Student Satisfactory & Unsatisfactory Grades 2023
- S4C1 - c NYSED P-Tech Program Website Capture
- S4C1 - c Satisfactory and Unsatisfactory Grades Policy
- S4C1 - c Student Email Letter Alert for Feedback Friday 2023
- S4C1 - c Student Email Letter for Academic Notice
- S4C1 - c SUNY Niagara New and Transfer Student Orientation Website Capture

S4C1 - d

- S4C1 - d Student Advisement Web Capture
- S4C1 - d SUNY Buffalo State University Transfer Promise Program Website Capture
- S4C1 - d SUNY Graduate Wages Website Capture
- S4C1 - d Transfer Services Website Capture

S4C2

- S4C2 SUNY Niagara Transfer Credit Policy

S4C3

- S4C3 Policy Manual
- S4C3 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025

S4C4

- S4C4 Code of Conduct for College Athletics
- S4C4 SUNY Niagara Student Rights and Responsibilities Handbook SY 2024-2025 UD 11.17.24

S4C5

- S4C5 Ask Us Chat with a Librarian Service 2023
- S4C5 STAR-NY Consortium Overview Fall 2017
- S4C5 SUNY Help Desk Web Capture

S4C6

- S4C6 Policy Manual
- S4C6 Project Outcome - Library Academic Space Report 2023

- S4C6 Strategic Enrollment Management Plan 2022-2025
- S4C6 SUNY Niagara Strategic Plan 2023-2025

Standard V

S5C1

- S5C1 Curriculum Map Sample
- S5C1 General Education Policy Resolution Framework Nov. 2021
- S5C1 SUNY General Education Guidance

S5C2 - a

- S5C2 - a Departmental Course Assessment Report for ENG 101 SLO#4 Spring 2024
- S5C2 - a Departmental Course Assessment Report for ENG 102. 103 SLO4 SP24
- S5C2 - a ENG Dept Assessment

S5C2 - b

- S5C2 - b PEER Business Management Student Learning Outcomes
- S5C2 - b PEER Massage Therapy Student Learning Outcomes
- S5C2 - b PEER Music Student Learning Outcomes

S5C2 - c

- S5C2 - c AB Minutes Business 5-16-23
- S5C2 - c AB Minutes Computer Science CIS Meeting Minutes Spring 2023
- S5C2 - c AB Minutes Horticulture 4-23
- S5C2 - c AB Minutes NFCI 2-7-23
- S5C2 - c AB Minutes Nursing Spring 2023
- S5C2 - c AB Minutes Surg Tech 5-17-2023

S5C3 - a

- S5C3 - a BOSS Course Contents
- S5C3 - a Fall AAC Final Report 2023
- S5C3 - a SmartEvals 2023
- S5C3 - a SmartEvals Questions

S5C3 - b

- S5C3 - b PEER ACAS Section I + J
- S5C3 - b PEER HOSP Sections H – J
- S5C3 - b PEER HUMA Section H 2021
- S5C3 - b PEER PED Sections H – K

S5C3 - c

- S5C3 - c Academic Advisement Meeting Minutes 10.4.2023
- S5C3 - c Academic Advisement Meeting Minutes 2.12.2024
- S5C3 - c PEER ACAS Section I + J
- S5C3 - c PEER HOSP Sections H – J
- S5C3 - c PEER HUMA Section H 2021
- S5C3 - c PEER PED Sections H – K

S5C3 - d

- S5C3 - d Professional Development Catalog 2023

- S5C3 - d Professional Development Catalog 2024

S5C3 - e

- S5C3 - e PEER ARPC Section D
- S5C3 - e PEER CRIM Section D 2021
- S5C3 - e PEER HOSP Section D
- S5C3 - e PEER PHLB Section D

S5C3 - f

- S5C3 - f Faculty Senate Bylaws
- S5C3 - f Faculty Senate Minutes 02.28.2023
- S5C3 - f Faculty Senate Minutes 09-22-2020
- S5C3 - f Faculty Senate Minutes 10.25.2022
- S5C3 - f Faculty Senate Minutes 10-26-2021
- S5C3 - f Faculty Senate Minutes 4-27-2021
- S5C3 - f Faculty Senate Minutes 5-10-2022

S5C3 - g

- S5C3 - g SUNY Niagara Persistence and Retention - Fall 2024

S5C3 - h

- NOTHING LISTED

S5C4

- NOTHING LISTED

S5C5

- S5C5 DEI Course Sample COM 210 - NCCC GE Assessment application Form
- S5C5 - a SUNY Niagara (NCCC) GE Assessment Plan 2023

Standard VI

S6C1

- S6C1 SUNY Niagara Strategic Plan 2023-2025

S6C2

- S6C2 5 Year Capital Plan - 2024-2029
- S6C2 5 Year Capital Plan - 2025-2030
- S6C2 Capital Management Plan
- S6C2 Strategic Plan Outcomes 2019-2022

S6C3

- S6C3 Budget Instructions 2023-2024
- S6C3 Budget Instructions FY 24-25
- S6C3 Budget Justification, Additional IT Equipment 2023-2024
- S6C3 Budget Justification, Additional IT Equipment FY 24-25
- S6C3 Budget Justification, Contractual 2023-2024
- S6C3 Budget Justification, Contractual FY 24-25
- S6C3 Budget Justification, Equipment (Non-IT) 2023-2024
- S6C3 Budget Justification, Equipment (Non-IT) FY 24-25

- S6C3 Budget Justification, Full-time Personnel 2023-2024
- S6C3 Budget Justification, Full-time Personnel FY 24-25
- S6C3 Budget Justification, Maintenance Projects 2023-2024
- S6C3 Budget Justification, Maintenance Projects FY 24-25
- S6C3 Budget Justification, Part-Time Personnel 2023-2024
- S6C3 Budget Justification, Part-time Personnel FY 24-25
- S6C3 Budget Timeline 2023-2024
- S6C3 Budget Timeline FY 24-25
- S6C3 SUNY Niagara Strategic Plan 2023-2025

S6C4

- S6C4 Position Control Process Flowchart
- S6C4 Staffing Expense Summary
- S6C4 Staffing Headcount Budget Summary
- S6C4 SUNY Niagara Five Year Technology Plan Narrative
- S6C4 SUNY Niagara Five Year Technology Plan Outcome Summary

S6C5

- S6C5 SUNY Niagara Policy Manual - January 2025
- S6C5 Position Control Meeting 2.1.24
- S6C5 Position Control Meeting 5.18.23
- S6C5 Position Control Meeting 8.30.23
- S6C5 Position Control Process
- S6C5 SUNY Niagara Organizational Chart 7.9.2024
- S6C5 SUNY Niagara Units - Master List

S6C6

- S6C6 5 Year Capital Plan - 2024-2029
- S6C6 5 Year Capital Plan - 2025-2030
- S6C6 Board-Minutes-Sept.-20-2022 Self-Insured
- S6C6 Capital management Plan
- S6C6 SUNY Niagara 5year Tech Plan Narrative
- S6C6 SUNY Niagara 5year Tech Plan Outcome Summary

S6C7

- S6C7 Audited Financials 2020-2021
- S6C7 Audited Financials 2021-2022
- S6C7 Audited Financials 2022-2023

S6C8

- S6C8 5 Year Capital Plan - 2024-2029
- S6C8 5 Year Capital Plan - 2025-2030
- S6C8 Annual Financial Report 2022
- S6C8 Audited Financials 2022-2023
- S6C8 Board of Trustees Bylaws
- S6C8 Budget Instructions FY 24-25
- S6C8 Budget Timeline 2023-2024
- S6C8 Budget Timeline FY 24-25
- S6C8 Business and Finance Assessment

- S6C8 Capital Management Plan
- S6C8 External SUNY Niagara (NCCC) Maintenance-Facilities Reservation Form
- S6C8 RaveALERT Website Capture
- SS6C8 Strategic Enrollment Management Plan 2022-2025
- S6C8 Summary of Expenditures, Revenue, and Appropriations 23-24 BOT
- S6C8 SUNY Niagara Strategic Plan 2023-2025
- S6C8 Unit Goal Report - Business and Finance
- S6C8 Unit Goal Report - Operations

S6C9

- S6C9 5 Year Capital Plan - 2024-2029
- S6C9 5 Year Capital Plan - 2025-2030
- S6C9 Budget Instructions 2023-2024
- S6C9 Budget Justification, Additional IT Equipment FY 24-25
- S6C9 Budget Justification, Contractual FY 24-25
- S6C9 Budget Justification, Equipment (Non-IT) FY 24-25
- S6C9 Budget Justification, Full-time Personnel FY 24-25
- S6C9 Budget Justification, Maintenance Projects FY 24-25
- S6C9 Budget Justification, Part-time Personnel FY 24-25
- S6C9 Capital Management Plan
- S6C9 Policy Manual - January 2025
- S6C9 SUNY Niagara Critical Response Plan
- S6C9 SUNY Niagara Strategic Plan 2023-2025

Standard VII

S7C1

- S7C1 Governance Flowchart
- S7C1 Policy Manual - January 2025
- S7C1 Student Government Association Constitution
- S7C1 SUNY Niagara Board of Trustees Bylaws
- S7C1 SUNY Niagara BOT Website Capture
- S7C1 SUNY Niagara Employee Sharepoint Policy Repository Web Capture
- S7C1 SUNY Niagara Faculty Senate Bylaws

S7C2 - a

- S7C2 - a NYS Code of Regulations Section 604.2
- S7C2 - a NYS Education Code Title 7, Article 126
- S7C1 Policy Manual - January 2025
- S7C2 - a SUNY Niagara Board of Trustees Bylaws

S7C2 - b

- S7C2 - b NYS General Municipal Law Sections 800-809 [conflict of interest]
- S7C2 - b Policy Manual - January 2025
- S7C2 - b SUNY Niagara Board of Trustees Bylaws

S7C2 - c

- S7C2 - c NYS [Code](#) of Regulations Section 604.2
- S7C2 - c NYS Education [Code](#) Title 7, Article 126
- S7C2 - c Policy Manual - January 2025

- S7C2 - c SUNY Niagara Board of Trustees Bylaws
- S7C2 - c SUNY Niagara Faculty Senate Bylaws

S7C2 - d

- S7C2 - d Policy Manual - January 2025
- S7C2 - d SUNY Niagara Board of Trustees Bylaws
- S7C2 - d SUNY Niagara Faculty Handbook - 9.2024
- S7C2 - d SUNY Niagara Faculty Senate Bylaws
- S7C2 - d SUNY Niagara Financial Statements and Audit FY22-23

S7C2 - e

- S7C2 - e Policy Manual - January 2025
- S7C2 - e Board of Trustees Bylaws
- S7C2 - e BOT Minutes 5-21-2024
- S7C2 - e BOT Minutes 6-20-2023
- S7C2 - e BOT Minutes 6-21-2022
- S7C2 - e SUNY Niagara BOT Website Capture
- S7C2 - e SUNY Niagara Financial Statements and Audit FY20-21
- S7C2 - e SUNY Niagara Financial Statements and Audit FY21-22
- S7C2 - e SUNY Niagara Financial Statements and Audit FY22-23

S7C2 - f

- S7C2 - f Board of Trustees Bylaws
- S7C2 - f Policy Manual - January 2025
- S7C2 - f Presidential Search Pre-Search Study Schedule November 2023
- S7C2 - f SUNY Niagara Organizational Charts 7.9.2024
- S7C2 - f SUNY Niagara Strategic Plan 2023-2025

S7C2 - g

- S7C2 - g Policy Manual - January 2025
- S7C2 - g SUNY New York Community College Trustees Website Capture
- S7C2 - g SUNY Niagara Board of Trustees Bylaws (Article 32)

S7C2 - h

- S7C2 - h BOT Conflict of Interest Form (blank)
- S7C2 - h NYS Code 801 and 802 Website Capture Conflicts of Interest Prohibited
- S7C2 - h Policy Manual - January 2025
- S7C2 - h SUNY Niagara Board of Trustees Bylaws

S7C2 - i

- S7C2 - i Policy Manual - January 2025

S7C3 - a

- S7C3 - a SUNY Niagara Board of Trustees Bylaws (Article 12.2 and Article 19)

S7C3 - b

- S7C3 - b Office of the President, Administration, and Executive Council Website Capture
- S7C3 - b SUNY Niagara Executive Search Profile - President 2024

S7C3 - c

- S7C3 - c SUNY Niagara Board of Trustees Bylaws

S7C3 - d

- S7C3 - d Administrative Job Descriptions
- S7C3 - d Interim Promotion Policy
- S7C3 - d Office of the President, Administration, and Executive Council Website Capture
- S7C3 - d President's Area Organizational Chart
- S7C3 - d SUNY Niagara Board of Trustees Bylaws

S7C4 - a

- S7C4 - a SUNY Niagara Organizational Charts 7.9.2024
- S7C4 - a SUNY Niagara's Functional Area Administration

S7C4 - b

- S7C4 - b SUNY Niagara Organizational Charts 7.9.2024
- S7C4 - b SUNY Niagara's Functional Area Administration

S7C4 - c

- NOTHING LISTED

S7C4 - d

- S7C4 - d New Employee 30-day check in
- S7C4 - d New Employee 60-day check in
- S7C4 - d New Employee 90-day check in
- S7C4 - d New Employee Checklist-Links
- S7C4 - d New Employee Onboarding Process
- S7C4 - d New Employee Orientation - Supervisor Checklist
- S7C4 - d Professional Development Days 2025

S7C4 - e

- S7C4 - e SUNY Niagara College Council Announcement - November 2024

S7C4 - f

- S7C4 - f SUNY Niagara Policy Manual – January 2025
- S7C4 – f SUNY Niagara Strategic Plan 2023-2025

S7C5

- S7C5 Employee Evaluation Workflow
- S7C5 SUNY Niagara Board of Trustees Bylaws