



**State University of New York College of
Agriculture and Technology at Cobleskill**

Self-Study Design Document

Spring 2020



Middle States Commission on Higher Education (MSCHE)

Self-Study Design Document

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I. Institutional Overview

The State University of New York College of Agriculture and Technology at Cobleskill has a rich academic and applied learning tradition that spans more than 100 years. Today, approximately 2,200 students are enrolled in the 59 certificate, associate, and baccalaureate degree programs offered through The School of Agriculture and Natural Resources and The School of Business and Liberal Arts & Sciences. SUNY Cobleskill has been consistently recognized for its accomplishments, named a Best Regional College in the North, a Best College for Veterans, a Best Value School, and a Top Public School by *U.S. News & World Report* for 2019. The faculty and staff commitment to meeting student needs is the hallmark of a Cobleskill education. The College offers small classes, excellent facilities, and a hands-on learning environment that features extensive experiential learning opportunities through internships and field experiences. Notably, SUNY Cobleskill was the first institution in SUNY to make applied learning a graduation requirement.

In 2017, the College realigned its focus through the strategic planning process and the renewal of the institutional vision, mission, and values. *Designing the Future: Presenting a Vision for the Next Century* was the result of a collaborative process led by community members and sponsored by President Marion Terenzio. The new strategic plan consists of one overarching goal – “to sustain a thriving and effective college” and eight initiatives to which members of the campus community have committed themselves:

- Determining and implementing a contemporary institutional structure for forward-thinking presentation of ourselves to internal and external audiences;
- Developing an institution-wide branding campaign and narrative that reflects the vision, mission and values;
- Maximizing learner access, progression and success;
- Creating greater opportunities for diversity, inclusion, belonging and community – to be ‘One Coby’;
- Achieving fiscal and operational sustainability;
- Being a great place to work;
- Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community; and
- Creating global citizens.

The collective vision, mission, and values statements appear below:

Vision

As the premier educational institution of agriculture and technology, SUNY Cobleskill calls all learners to grow, to sustain and to renew the world and its citizens.

We continue to be guided by our founding vision: “Education is the hope of the world...If our young men and women are to grow quality in their lives they must learn to direct their own thinking, their own wanting, and their own doing.” (1921 College Catalog)

Mission

SUNY Cobleskill sets the standard for applied education that extends theory into practice. We cultivate our students to positively affect the cultural, economic, natural and technological forces in their lives.

In pursuit of our mission we strive to honor our history, teach by doing, forge pathways for success, think globally and across disciplines, cultivate sustainability, embrace and support our community, and promote personal growth.

Values

SUNY Cobleskill is a campus community characterized by empathy, inclusivity, respect, personal growth, integrity, and a collaborative spirit fostering well-being and sustainable practices. We recognize and celebrate student, faculty and staff achievements. We take pride in our campus and encourage collaboration with our surrounding communities.

The new strategic plan provides the framework for SUNY Cobleskill to adapt within a rapidly-changing higher education landscape. Consistent with national trends, the College has experienced a decrease in enrollment over the past five years (9.7%), as noted in the following table:

Enrollment Trends					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-time	2337	2197	2202	2176	2085
Part-time	109	107	96	118	123
FTE	2373	2233	2234	2215	2126
Total	2446	2304	2298	2294	2208

The combined Associate/Bachelor retention rate has remained relatively stable, taking into consideration that a larger number of students are enrolled in Associate degree programs (retaining at 50%) as compared to Bachelor's degree programs (retaining at 77%, up from 70% in 2015). Noted in the table below are the three-year rates:

Retention				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Associate	57%	52%	50%	50%
Bachelor	70%	72%	74%	77%
College Total	60%	57%	57%	56%

As we continue to evolve our academic enterprise, we have taken on the role of stewards of place, owning our responsibility as both a regional public and a rural-serving institution. This is demonstrated through the development of SUNY Cobleskill's *Institute for Rural Vitality*, the mission of which is "to engage the substantial resources of SUNY Cobleskill in collaboration with regional partners to enhance community and economic vitality in rural New York." Through its five distinct centers—Farm and Food Entrepreneurship, Business Development, Community Advancement, Arts and Culture, and Rural Legal and Policy Services—the Institute addresses the region's most pressing issues to develop and enact sustainable solutions. SUNY Cobleskill students and faculty are at the fore of community partnerships and coalitions, adding their expertise to that of their partners to support economic development initiatives. Additionally, through the development of partnerships with regional K-12, BOCES, Community Colleges, and Graduate Schools, SUNY Cobleskill has demonstrated a commitment to developing educational pathways to support student learning.

Remaining focused on its mission—and within the context of a continually changing higher education landscape—SUNY Cobleskill continues strategically to evaluate and to enhance its academic programming and delivery, organizational structure, facilities, and recruitment and marketing strategies.

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

SUNY Cobleskill has identified four priorities to be addressed in the self-study:

- Developing an institution-wide branding campaign and narrative that reflects the vision, mission and values;
- Maximizing learner access, progression and success;
- Creating greater opportunities for diversity, inclusion, belonging and community – to be ‘One Coby’;
- Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community

These priorities are among those developed as part of the institutional strategic planning process undertaken in 2017. This was an inclusive and iterative process that, over the course of a year, grew the participation of campus stakeholders. The initial strategic planning task force, which was co-chaired by a faculty member and a professional staff member, was divided into five strategic teams; at each phase of the planning process, members of the campus community were added to ensure broad representation of faculty, staff, students, administration, and the College Council. A Strategic Planning Operational Team currently oversees the strategic planning process and consults with Cabinet and faculty governance (Fiscal Affairs and Strategic Planning Committee) to monitor the plan and to ensure that it remains relevant.

The aforementioned institutional priorities align with the mission of the College, as represented in the table below:

Table 1: Alignment of Mission with Institutional Priorities				
Elements of the Mission Statement	Priority 1: Developing an institution-wide branding campaign and narrative that reflects the vision, mission and values	Priority 2: Maximizing learner access, progression, and success	Priority 3: Creating greater opportunities for diversity, inclusion, belonging and community – to be ‘One Coby’	Priority 4: Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community
Teach by doing	Admissions, Marketing and Advancement campaigns, media hub	Adaptation of facilities to meet changing program needs (e.g. Canine); internships, practicum, clinical placements; field experiences; Carriage House	‘Generations Together’ program, clubs and organizations, Orange Carpet, SURC, Student Research Showcase, Teams, Chief Diversity Officer and DEI initiatives	ITS Helpdesk students and ITS interns; campus farm; Schoharie Fresh

Place based focus	Admissions, marketing and communications campaigns	Applied learning	Ensuring accessible Facilities	Membership on local boards of hospitals, downtown revitalization organizations, workforce development programs
Meaningful pathways	PACE advertising	Learning communities, degree completions, BOCE and College in the High School	Listening sessions with students, Presidential Forums, budget sessions, community service	Regional partners for community service/service learning, business and industry partnerships
Creating change agents	Highlight student interns and honors students through internal and external outlets, including donor receptions and funding campaigns	Faculty-led study trips, student leadership opportunities	Clubs and organizations, Coby Quest, Honors program, RA programming	COIL, Institute for Rural Vitality initiatives
Cultivating global thinkers	Promotion of study abroad opportunities, diversity programming	COIL	Fulbright program (FLTA)	Articulation program with HAS and Franklin Universities

Additionally, institutional priorities align with Commission standards as represented in Table 2:

Table 2: Alignment of Institutional Priorities with Commission Standards				
	Priority 1: Developing an institution-wide branding campaign and narrative that reflects the vision, mission and values	Priority 2: Maximizing learner access, progression, and success	Priority 3: Creating greater opportunities for diversity, inclusion, belonging and community – to be ‘One Coby’	Priority 4: Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community

Standards for Accreditation				
I.Mission and Goals	Reorganization of Marketing and Communications; Front Door campaign, New branding campaigns (“When the World Slows We Need People Who Do Not,” “And So I Learn”) M/V/V will soon be displayed in all academic buildings Carnegie/Dartlet perception study	Rapid move to remote education ensured continuation of learning access, progression and success. Policy review and changes – matriculation, S/U, etc. Financial Aid Matrix	Orange Blazers, Academic Peer Advocates, Mentoring, MERITS and EOP	Scholarships/donors
II.Ethics and Integrity	Administrative Conference work (alignment of policies, removal of barriers, adoption of best practices)	Administrative Conference work (alignment of policies, removal of barriers, adoption of best practices)	Administrative Conference work (alignment of policies, removal of barriers, adoption of best practices)	Administrative Conference work (alignment of policies, removal of barriers, adoption of best practices) JCOPE training and compliance
III.Design and Delivery of the Student Learning Experience	Admissions recruitment materials	Professional and Continuing Education (degree completions, continuing education), College in the High School, PTECH, articulation agreements New academic programs: Canine, Cyber-security, micro-credentials in development	Academic Transformation Plan, Student Development Curricular Approach Handicapped accessibility, closed captioning	Institute for Rural Vitality (Fellowships), Advisory Committees (networking) Program review?

		Facilities adaptation to meet academic program needs. Expansion of SGA to include meetings with cabinet members		
IV.Support of the Student Experience	Open Houses, ASD, Orientation 360 tours Enhanced online experience Videos featuring students	Educational Support Services, Student Academic Support Services, Master Faculty Advisors, faculty governance (Academic Policies Committee) Development of the “Coby Connectors” model: focused on retention, safety nets for students and communication	Clubs and organizations, conference attendance, undergraduate research	Advancement Annual Fund (supports student academic experiences) Support of SUCF in facilities improvements
V.Educational Effectiveness	Web pages, program sheets	Assessment Committee, Development of Institutional Effectiveness office, DegreeWorks Educational planner	Assessment of Student Development programming; Diversity, Equity, and Inclusion Curriculum sub-committee	Advisory Committees, Industry partners, accrediting bodies, International partnerships
VI.Planning, Resources, and Institutional Improvement	Front Door Campaign, Advancement (Foundation and Alumni Associations)	Institutional Effectiveness Guidebook	Institutional Effectiveness Guidebook SAUCY and NICE	Institute for Rural Vitality (Business Incubator, STARTUP NY)

			Professional development series	
VII. Governance, Leadership, and Administration	Reorganization of administration; Strategic Planning process Coby Now Presidential communications	Shared governance (faculty and institutional); Diversity, Equity, and Inclusion Council Changes in academic policies	Shared governance (faculty and institutional); Diversity, Equity, and Inclusion Council; establishment of Executive Council Revamping of committees	Institute for Rural Vitality Role alike groups (SUBOA, SUHRA, etc.)

III. Intended Outcomes of the Self-Study

Intended outcomes of the self-study process include the following:

- Demonstrating how SUNY Cobleskill currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation;
- Focusing on continuous improvement in the attainment of SUNY Cobleskill’s mission and institutional priorities;
- Engaging the campus community in an inclusive and transparent way in the self-study process;
- Identifying and eliminating barriers to student success through the review of academic pathways, policies, and procedures;
- Identifying the need, and creating an action plan, for general education reform;
- Evaluating effectiveness of the delivery of applied learning experiences;
- Improving the integration of planning, budgeting, and assessment

IV. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

- Standards-Based Approach
- Priorities-Based Approach

Provide a brief rationale for using either of the two approaches.

After participating in Middle States’ Town Halls, the Self-Study Institute, and the Annual Conference, the Steering Committee Chairs, Chief Compliance Officer, and Provost reported back to the campus Steering Committee. There was a general consensus that, given the size of our campus, coordination and communication of the self-study process would be achieved most effectively using a standards-based approach.

V. Organizational Structure of the Steering Committee and Working Groups

Provide information about the membership of the Steering Committee and Working Groups.

Include the following about the **Steering Committee**:

The Steering Committee is comprised of two Co-Chairs, the Chief Compliance Officer, all members of working groups, and Cabinet Liaisons (see membership chart below). Opportunities for interaction are provided at all meetings of the full Steering Committee; in addition to reporting out on progress to date, all members are expected to provide feedback and to identify common areas of inquiry. All Steering Committee and Working Group meeting minutes are posted on SharePoint, allowing for transparency with regard to work being undertaken.

Steering Committee Co-Chairs, in concert with the Provost, are responsible for identifying resources to assist Working Groups. These include self-study modules located on the Middle States website, as well as updates from webinars, conferences, Town Hall meetings, and workshops facilitated by Middle States or SUNY staff. In addition, Steering Committee Co-Chairs will meet regularly with the Chairs of each Working Group to ensure appropriate support for evaluation and assessment of Commission Standards and institutional priorities. Further, support is provided by the Chief Compliance Officer and by the Chief Strategic Planning and Institutional Effectiveness Officer. The latter’s role in overseeing institutional research and assessment functions, as well as in leading the strategic planning operational team, is integral to the work of the Steering Committee.

Middle States Steering Committee Membership	
Co-Chairs	Katherine Brent, Associate Librarian Kathy Johnson, Associate Professor
Compliance Working Group	Chair: Ed Asselin, Chief Compliance Officer <u>Members</u> Justin Burdick, Information Technology Erica Hoerz, Student Development Brian Smith, Financial Aid Kestral Sucsy, Business Office
Standard I Working Group Mission and Goals	Chair: Dave Campbell, Professor Cabinet Liaison: John Zacharek, VP Advancement <u>Members</u> Lynn Berger, Interim Director of Development

	<p>Jim Feldman, Chief Communications Officer</p> <p>Eric Stein, College Council</p> <p>Jennifer Walrath, Professor</p> <p>Anita Wright, Director of Professional and Continuing Education</p>
<p>Standard II Working Group</p> <p>Ethics and Integrity</p>	<p>Chair: Laura Gross, Controller</p> <p>Cabinet Liaison: Scott Ferguson, Chief Diversity Officer</p> <p><u>Members</u></p> <p>Paul Gemmiti, Professor</p> <p>Bill Tusang, Associate Professor</p>
<p>Standard III Working Group</p> <p>Design and Delivery of Student Learning Experience</p>	<p>Chair: Mike McCaskey, Professor</p> <p>Cabinet Liaison: Susan Zimmermann, Provost and VPAA</p> <p><u>Members</u></p> <p>Alisha Huth, Office Assistant (Registrar's Office)</p> <p>Tim Marten, Associate Professor</p>
<p>Standard IV Working Group</p> <p>Support of Student Experience</p>	<p>Chair: Donna Pesta, Director of the Center for Career Development</p> <p>Cabinet Liaison: Anne Hopkins Gross, VP Student Development</p> <p><u>Members</u></p> <p>Jennifer Golden, Associate Director of Educational Support Services</p> <p>Doug MacLeod, Associate Professor</p> <p>Brittany VanDuzer, Student</p>
<p>Standard V Working Group</p> <p>Educational Effectiveness Assessment</p>	<p>Chair: Ben Weikert, Assistant Professor</p> <p>Cabinet Liaison: Tara Winter, Chief Strategic Planning and Institutional Effectiveness Officer</p> <p><u>Members</u></p> <p>Amy Quinn, Associate Professor</p> <p>Crystal Zettl, Senior Admissions Advisor</p>
<p>Standard VI Working Group</p> <p>Planning, Resources, and Institutional Improvement</p>	<p>Chair: Tom Poltynski, Farm Coordinator</p> <p>Cabinet Liaison: Wendy Gilman, VP Business and Finance</p> <p><u>Members:</u></p> <p>Mary Guerrant, Assistant Professor</p>

	Josie Motyl, Assistant Director for End-User Services
Standard VII Working Group Governance, Leadership, and Administration	<p>Chair: Anne Rogan, Professor</p> <p>Cabinet Liaison: Bonnie Martin, VP Operations</p> <p><u>Members</u></p> <p>Sophie Ano, Associate Professor</p> <p>Barbara Brabetz, Professor and Presiding Officer of the Faculty</p> <p>Linda Cross, College Council</p>

Middle States Steering Committee Roles and Responsibilities	
Co-Chairs	<ul style="list-style-type: none"> • Keep the committee focused and on-task with the timeline • Communicate with the rest of the campus • Support the standard sub-groups, responds to information requests, and ensures they meet deadlines • Synthesize and edit the separate sub-group reports into one coherent document with a single voice • Make arrangements for campus visits from Middle States
Steering Committee	<ul style="list-style-type: none"> • Develop the self-study design to critically analyze compliance with Middle State’s Standards, Requirement of Affiliation, and federal Verification of Compliance • Gather evidence for the inventory, conduct the gap analysis, address areas marked as in need of improvement, and identify areas in need of improvement/innovation • Conduct the self-study process to develop and refine the College’s priorities and intended outcomes to enhance the strategic plan • Determine how those priorities, outcomes, standards, and requirements are achieved • Recommend a campus communication plan
Working Groups	<ul style="list-style-type: none"> • Come to a common understanding of the task at hand • Identify relevant documents, policies, by-laws, financial statements, and procedures related to the Standard and Requirement of Affiliation <u>or any gaps that exist</u> • Analyze documents and processes to assess extent compliance to the standard and meeting strategic priorities (Do we have it? Do we do it? Does it work?) • Demonstrate periodic assessment of evidence and processes and how the results were used for improvement • Draft reports <p><i>Each Working Group will need</i></p> <ul style="list-style-type: none"> • Chair – keeps group on task and on schedule and drafts the report for the Standard • Scribe – keeps the minutes and types them up using the template • Poster – responsible for posting minutes and other material to Share Point folders

Charge and Specific Lines of Inquiry for Working Groups

Working Group I: Mission and Goals

Standard I addresses the development, alignment, and assessment of the institution’s mission and goals.

Q1: How clearly defined and communicated are the institution’s mission and goals?

Q2: To what extent is the process for developing and reviewing the mission and goals collaborative and inclusive?

Q3: In what ways do the mission and goals support the success of all students?

Q4: To what extent do the mission and goals focus on institutional improvement?

Q5: What evidence is the institution able to provide to demonstrate progress toward, and attainment of, its mission and goals?

Working Group 2: Ethics and Integrity

Standard II addresses the institution's commitment to its mission, adherence to its policies, and honest presentation of itself both internally and externally.

Q1: To what extent does the institution promote an environment that fosters academic and intellectual freedom, freedom of expression, and respect for intellectual property?

Q2: How does the institution demonstrate fair, consistent, and equitable application of policies and procedures?

Q3: To what extent are the institution's hiring, evaluation, promotion, counseling, disciplinary, and separation practices applied fairly and consistently?

Q4: How does the institution demonstrate honest representation of itself in both internal and external communications, including recruitment and marketing materials?

Working Group 3: Design and Delivery of the Student Experience

Standard III addresses the breadth, quality, and coherence of the student learning experience.

Q1: Does the institution offer certificate, undergraduate, and/or professional programs that lead to degrees or other recognized higher education credential?

Q2: In what ways does the institution provide support services to enable student success?

Q3: What evidence exists to show that the institution has faculty and staff sufficient in number, and who are appropriately credentialed, to deliver its programs?

Q4: To what extent are resources available to faculty and staff to support professional development that enhances student success?

Q5: What evidence is there to show that the institution undertakes periodic assessment of its effectiveness in student learning and demonstrates a commitment to continuous improvement?

Q6: To what extent does the institution have a defined program of general education that is periodically assessed?

Working Group 4: Support of the Student Experience

Standard IV addresses the institution's commitment to, and delivery of, services to support student learning and success.

Q1: To what extent are the institution's admission policies and procedures clearly stated, consistent with its mission, and aimed at student success?

Q2: In what ways do existing processes accommodate students who have diverse learning needs?

Q3: How effective are these services in supporting the student experience: Student Financial Services, the Registrar, the Center for Career Development, Educational Support Services (including AccessAbility Resources), the Wellness Center?

Q4: What evidence is there of clear institutional policies relating to the transfer of credit, residency, and matriculation?

Q5: In what ways does the institution assess on a regular basis its policies, procedures, and support services?

Working Group 5: Educational Effectiveness Assessment

Standard V addresses the institution's commitment to, and effectiveness at, evaluating student learning and using findings to inform decision-making and resource allocation.

Q1: To what extent does the institution have an assessment process that is clear, systematic, appropriately communicated, and utilized by faculty to evaluate student and program learning outcomes?

Q2: In what ways does the institution's organizational structure support the assessment process?

Q3: Does the institution have valid and defensible standards for evaluating whether or not students are achieving their academic goals?

Q4: What evidence does the institution have to document the use of assessment findings in decision-making, budgeting, and resource allocation?

Working Group 6: Planning, Resources, and Institutional Improvement

Standard VI addresses the alignment of the institution's planning, resources, and decision-making and its ability to support and to sustain its operations.

Q1: In what ways does the institution demonstrate the clear link between the assessment of student learning outcomes, administrative and academic unit goals, and the institutional mission?

Q2: To what extent are assessment findings used in decision-making, budgeting, and resource allocation?

Q3: To what extent does the institution have sufficient resources to support its operation?

Q4: What evidence exists to show that the institution's comprehensive planning process is sufficient to support facilities, technology, and infrastructure?

Q5: What steps is the institution taking to ensure its short- and long-term financial viability?

Working Group 7: Governance, Leadership, and Administration

Standard VII addresses the manner in which the institution is governed and administered and its impact on the institution's ability to realize its mission and goals.

Q1: What evidence does the institution have of a clearly articulated governance structure, within which there are clearly defined roles (including those of College Council and Student Government)?

Q2: Do all members of the senior leadership team, administrators, faculty, and staff have the appropriate credentials to serve in their respective positions at the institution?

Q3: What evidence does the institution have to document the periodic assessment of the effectiveness of governance, leadership, and administration?

VI. Guidelines for Reporting

Steering Committee Co-Chairs, with the assistance of the Chief Compliance Officer, are responsible for ensuring that Working Groups stay on task by meeting regularly, recording and posting notes of all meetings in SharePoint, contributing to the Evidence Inventory, and reporting out on progress at each meeting of the full Steering Committee. Co-Chairs will provide a style guide and template for Working Group draft submissions (see below).

Working groups are responsible for completing the following: Evidence Inventory, Gap Analysis, Documentation Roadmap, Meeting Minutes, and a Draft Report. Initial drafts are due in May 2020 with follow-up meetings scheduled in June 2020 among Steering Committee Co-Chairs and the Chair of each Working Group.

Middle States Draft Reports Style Guide

Structure:

- List your standard (whole text)
- How standard aligns with campus mission & goals
- Assessment of how evidence demonstrates standard
- Conclusions
- Opportunities for Improvement (Gaps/Weaknesses)
- Opportunities for Innovation
- Next Steps

Include as Appendices:

- Glossary of Cobleskill-specific terms
- Definition of acronyms
- List of evidence cited
- List of any tables

Style/editing

- Use Word's built-in headings with meaningful section titles
- In-text citations with document title & date (ex., Faculty Handbook 2019)
- Narrative paragraphs that reference the criteria/standard and how it's being met
- Number recommendations/suggestions
- Spell out acronyms the first time they are used in the narrative
- Arial, 12 pt., single-spaced paragraphs, 1" margins, left-justified, double space between paragraphs and after headings, one space after period at end of the sentence, use default bullets
- Use present tense, unless referring to past or future events or practices

Refer to (in Sample Self-Study Reports on SharePoint):

- Montclair’s narrative structure
- SCCC’s sources lists

Middle States Draft Reports Template

Standard

Include the text of your standard.

Alignment

How does the standard align with the campus’s mission & goals?

Assessment/Findings

How does the evidence you have selected demonstrate that the campus is meeting the standard?

Conclusion

Summary of your analysis/assessment.

Opportunities for Improvement

What areas for improvement exist for your standard? Include recommendations here.

Opportunities for Innovation

What opportunities for innovation exist? Include recommendations here.

Next Steps

List some possible next steps (1-5 years) for the campus related to your standard and recommendations.

Appendices

- Glossary
- Acronyms
- Evidence cited
- Tables

VII. Organization of the Final Self-Study Report

The Final Self-Study Report will be organized as follows:

Table of Contents

- I. Executive Summary
- II. Introduction/Institutional Overview
 - a. leadership
 - b. changing higher education landscape
 - c. evolving role of institutions of higher education
- III. Mission and Goals
 - a. strategic plan development and implementation
 - b. evidence of living our mission, vision, and values
- IV. Ethics and Integrity
 - a. fair and consistent hiring, evaluation, promotion, counseling, and disciplinary practices
 - b. honest communication, to both internal and external audiences
- V. Design and Delivery of the Student Learning Experience
 - a. breadth of relevant and accessible programming
 - b. support for students and faculty
 - c. excellence in teaching, as evidenced by periodic assessment of student learning
- VI. Support of the Student Experience
 - a. alignment of policies, procedures, and resources to support access
 - b. ongoing assessment of the effectiveness of policies, procedures, and resource allocation
- VII. Educational Effectiveness Assessment
 - a. improvements since last self-study
 - b. enhancement of a culture of assessment
- VIII. Planning, Resources, and Institutional Improvement
 - a. policies, processes, and mechanisms that have been put in place to integrate planning and resource allocation
 - b. effective communication of, and compliance with, the above
- IX. Governance, Leadership, and Administration
 - a. enhancements to shared governance – communication, committee structure, processes
 - b. realignment of administrative functions
 - c. restructuring of senior leadership team
- X. Conclusion
 - a. charting the future
- XI. Appendices

VIII. Verification of Compliance Strategy

A Compliance Working Group has been established, led by the Chief Compliance Officer. Membership includes representation from the following areas:

- Information Technology – Justin Burdick

- Student Development – Erica Hoerz
- Financial Aid – Brian Smith
- Business Office – Kestral Sucusy

The Chief Compliance Officer will serve as the conduit among the Compliance Working Group, Steering Committee Co-Chairs, and the Middle States Steering Committee.

IX. Self-Study Timetable

The self-study timetable, established in collaboration with the Steering Committee, is included below:

Self-Study Timetable	
Date(s)	Activity/Task
July/August 2019	Assemble Steering Committee
September 2019	Assemble Working Groups
November 2019	Self-Study Institute
December 2019	Begin to draft SSD
January 2020	Remote meeting with Commission staff liaison
January-May 2020	Working Groups gather and analyze data and submit progress reports to Steering Committee
May 2020	Submit draft SSD
June 2020	Commission staff liaison Self-Study Prep Visit to campus
August 2020	Revisions and acceptance of SSD
August-December 2020	Self-Study drafted and shared with campus community
January-April 2021	Self-Study feedback from campus community
January-May 2021	Self-Study Evaluation Team Chair chosen
January-May 2021	Visit dates chosen
January-May 2021	Accepted SSD sent to chair
April-June 2021	Self-Study revisions and campus review
Summer 2021	Self-Study Report draft sent to Team Chair (two weeks before visit)
Early fall 2021	Team Chair’s preliminary visit
October-December 2021	Self-Study Report finalized based on Team Chair feedback and shared with campus
January 2022	Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit)
February-March 2022	Self-Study Evaluation Team Visit
February-May 2022	Team Report
February-May 2022	Institutional Response
June 2022	Commission meets to determine action

X. Communication Plan

The chart below illustrates SUNY Cobleskill’s plan for communicating the self-study process, progress, and outcomes to campus stakeholders.

Self-Study Communication Plan

Purpose

To update campus audiences about the Self-Study process

Goals

To share data, documents, and research results

To communicate in a secure, transparent, and timely manner

To retain communications in an organized manner

Method/Activity	Audience					
	Leadership/ Governance	Faculty/ Staff	Students	College Council	Alumni	MSCHE
SharePoint	X	X	X	X		
Membership on Steering Comm.	X	X	X	X		
Convocation	X	X		X		
Faculty Meeting	X	X	X	X		
Open Forum	X	X		X		
Presentations to Student Govt	X		X			
Pizza with the Presidents	X		X			
Advisory Meetings	X	X	X	X	X	
Self-Study web page	X	X	X	X	X	X
Self-Study design	X	X	X	X	X	X
Self-Study drafts	X	X	X	X	X	X

XI. Evaluation Team Profile

SUNY Cobleskill requests that the Chairperson and evaluation team members consist of individuals with an understanding of, and experience in, institutions similar in size, type, and student population. Specifically, we ask that the team include members who have an understanding of:

- the design, delivery, and impact of experiential education; and
- the challenges and opportunities unique to rural-serving institutions.

Additional information regarding institutional peers and program enrollment is provided below.

- **List of Comparable Peers**
 - Cazenovia College
 - Concordia University-Nebraska
 - Cornell University
 - Elmira College
 - Pennsylvania College of Technology
 - SUNY College of Technology at Alfred

- SUNY College of Technology at Canton
- SUNY Morrisville
- University of Maine at Farmington

- **List of Aspirational Peers**
 - Colorado State University
 - University of Vermont
 - Culinary Institute of America
 - University of New Hampshire
 - University of Connecticut
 - Iowa State University

- **Top Programs by Enrollment** (≥50, in descending order)
 - Business Administration BBA
 - Animal Science BS
 - Animal Science BT
 - Wildlife Management BT
 - LAS Social Science AA
 - Animal Industry AAS
 - Business Administration AAS/AS
 - Agricultural Business BT
 - Plant Science BT
 - Diesel Technology AAS
 - Canine Training and Management BT
 - Fisheries and Aquaculture BT
 - Biotechnology BS
 - Early Childhood: Birth to Age 5 BS

XII. Evidence Inventory

An evidence inventory has been established within SharePoint, and Steering Committee members have been identified who will have access to upload documents. One member from each Working Group has been assigned this task. All documents are viewable by all members of the Steering Committee and Co-Chairs regularly monitor submissions and communicate updates to the inventory.