

Middle States Commission on Higher Education Self-Study Design

Presented by: Niagara County Community College

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## I. Institutional Overview

### Overview

Niagara County Community College (NCCC) was created in 1962 and took its name from the County of Niagara, its local sponsor. NCCC 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), the Associate in Occupational Studies Degree (AOS), one-year certificates, and micro-credentials that tend to consist of approximately half as many credits or time as the one-year certificates.

### Governance

NCCC is governed under policies established by its Board of Trustees, a governing body established and regulated under New York State Law and regulations promulgated by the New York State Education Department, the University of the State of New York, and the State University of New York. All ten trustees are area residents, with 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. While NCCC is part of the State University of New York system, the NCCC Board of Trustees is the college's duly chartered governance body and is authorized to oversee college operations in keeping with regulations applicable to New York's community colleges. Funding for SUNY community colleges comes in part from the local county sponsor(s), direct state funding, and tuition and fee revenue from students.

SUNY supports the College through a Senior Vice Chancellor for Community Colleges and the Educational Pipeline whose primary role is to provide comprehensive support and assistance to the SUNY community colleges, to represent the interests of community colleges within System Administration, and likewise to represent the interests of System Administration to the colleges.

### Brief History

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 NCCC opened The Niagara Falls Culinary Institute (NFCI) as an additional location in 90,000 square feet of the former Rainbow Mall in Niagara Falls, NY. NFCI houses six academic programs related to Hospitality and Tourism.

## Mission

Niagara County Community College provides 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. 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. NCCC offers quality academic programs while providing supportive student and academic services. To produce engaged citizens, NCCC provides cultural, social, recreational, athletic, and global experiences. NCCC is a major contributor to economic development through transfer, career and technical education, workforce development, and continuing education. To demonstrate integrity and accountability, NCCC operates through a collegial model of shared governance, which provides for a comprehensive assessment of all aspects of institutional effectiveness.

## Vision

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

## Strategic Goals

*Academic Excellence:* The College will provide flexible teaching and learning environments based upon best practices offering academic programs leading to degrees, certificates, and other credentials that will provide meaningful opportunities for transfer, employment, and personal enrichment.

*Student Enrichment:* The College will reduce barriers for students throughout the enrollment experience to foster success from application to graduation by prioritizing resources that support student success and completion.

*Community and Workforce Engagement:* The College is committed to ensuring a highly skilled workforce contributing to economic development. Realizing that collaboration with the community is vital to student success, the College will create a more engaged, active campus to build a stronger relationship with the surrounding community, industry, and businesses (focus: external communities).

*Sustainability and Improvement:* The College will develop resource management strategies, human resources policies, and coherent marketing strategies to support and sustain its mission.

Strategic Plan Anticipated Directions and Outcomes

- to transform large sections of the Sanborn campus infrastructure;
- to integrate the Niagara Falls Culinary Institute more fully into the College;
- to enhance existing academic programs and the quality of teaching through investment in equipment, technology, professional development, and recruitment of highly qualified faculty;
- to improve the quality and accessibility of student services and the overall student experience to promote retention and completion; to strengthen the financial outlook of the College, the College Association, and the Student Housing Village Corporation;
- to improve assessment and strategic planning processes to ensure reaccreditation;
- to diversify the faculty, staff, and administration to reflect the make-up of the student body;
- to add new academic programs specifically geared for non-traditional students looking for career and vocational opportunities as well as continuing education;
- to update transfer articulations;
- to grow online offerings;
- to expand partnerships with local businesses to enhance workforce and economic development in the region;
- to leverage the funding of the NCCC Foundation to support all aspects of the College’s strategic initiatives;
- and to market the reimagined NCCC aggressively and strategically to donors, grant sources, new students, highly qualified potential employees, and the full, diverse range of the Niagara region’s community.

Challenges and Achievements

*Enrollment and Retention*

NCCC has been facing enrollment challenges due to the declining number of high school graduates in the region. Student enrollment, retention and completion have all been affected by the lingering effects of the COVID-19 pandemic. This is evident in the volatility of the data relative to these outcomes, as shown below:

Year-Round Enrollments and Cohort Success Rates

Measure	Fall 2019	Fall 2020	Fall 2021	Change - 2019-2020 to 2020-2021	Change - 2020-2021 to 2021-2022
Enrollment (Headcount)*	5,825	5,163	4,928	-11.4%	-4.6%
First-Time/Full-Time Persistence (Fall to Spring)**	79.2%	72.4%	75.9%	-6.8%	3.5%

First-Time/Full-Time Retention (Fall to Fall)**	57.6%	56.1%	59.1%	-1.6%	3.0%
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The rapid drops in both enrollment (11.4%) and initial persistence (6.8%) were a substantial challenge. Fortunately, enrollment and persistence began to bounce back quickly, and the enrollment drop has stabilized somewhat, and persistence-related losses were minimized. As the table shows, while the college’s persistence from fall to spring dropped substantially in that first full pandemic year (2020-2021), the retention losses were kept to a much smaller number. While there was an initial loss of students to pandemic-related challenges, most of what was lost was recovered, keeping the annual loss to only 1.6%. While any losses are not ideal, this represents a small success during a major global pandemic, and it is an important measure of the college’s strength in student support. This is evidenced in the significant recovery of both the persistence and retention measures in the Fall 2021 cohort.

Enrollment in New York state institutions has a direct impact on revenues and expenses. Niagara County Community College is not unique in its budget challenges but is poised for strength due to its significant reserves, strong county sponsorship for operational and capital expenses, and a capacity to take strategic actions at this time to drive institutional outcomes.

*Post-Graduate Outcomes*

In late 2020, the Post-Secondary Employment Outcomes (PSEO) study concluded that Niagara County Community College graduates achieved a 76.8% employment rate five years after their graduation. This is the second-highest five-year, post-grad employment rate among community colleges in New York State. The study also revealed that the top-grossing jobs were from alumni who earned an associate degree in allied health, engineering, and computer information related programs at NCCC.

*Student Support and Governance*

Since the last Middles States Visit, NCCC has created a Justice, Equity, Diversity, and Inclusion Committee. It serves as an initiative to actively engage the whole college community in recognizing the importance of social justice, equity, diversity, and inclusion and to ensure the success of all members of the college community, including students, staff, faculty, and administration, in an ever-increasingly global environment.

The College recently received grant funding to expand access to childcare, affording the John R. Oishei Child Development Center the opportunity to add spaces for babies as young as eight weeks old.

*Facilities*

NCCC has maintained a commitment to improving campus facilities and opened the Learning Commons Center, a \$25-million-dollar project on the Sanborn campus, in 2019. In just a short period of time, it has become the nucleus of the campus and a place for faculty to collaborate and help students while incorporating state-of-the-art

technology and innovative student support services in a centralized location. The college is now working on design specs for a new Police Academy – in partnership with the City of Niagara Falls and County of Niagara – and completing work on new technology labs to support the Welding program.

In 2021, the College undertook a significant renovation of the student cafeteria including casework, finishes and equipment. A server and service spaces were also added to the existing cafeteria space in G-Building.

### *Partnerships*

In recent years, the College has forged many important community partnerships including the following:

The College was selected to offer the Amazon Career Choice Program. The program provides education benefits designed to support employees as they learn new skills for career success at Amazon or elsewhere. This partnership supports a variety of education and upskilling opportunities including full college tuition, industry certifications, and foundational skills such as English language proficiency, high school diplomas, and GEDs.

The College recently hosted New York State’s largest public cannabis event with presentations about everything embodying the “Seed to Sale” lifespan in the business of cannabis. This day-long event offered sessions on many topics including latest technologies, methodology, and legislation affecting Cannabis in the State of New York.

Niagara County Community College is raising funds to build a new monument to area veterans. The monument will feature a reflection wall to commemorate the heroes associated with NCCC, a wall of honor bearing the logos and emblems of the six military branches, and American, POW/MIA, and New York state flags.

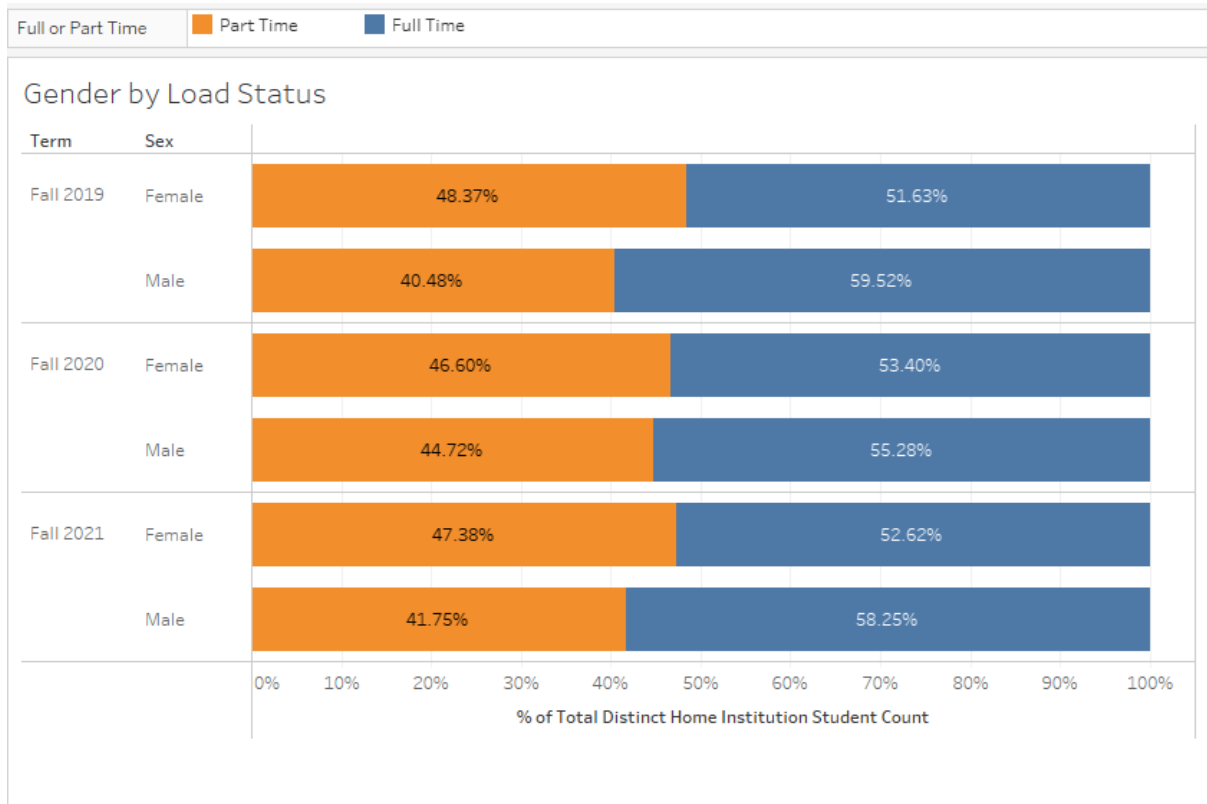
A new training facility for the Niagara County Law Enforcement Academy (NCLEA) will be built on the Sanborn campus of Niagara County Community College (NCCC). Plans for the new 15,000 square-foot building call for four classrooms with movable walls, men’s and women’s locker rooms, a reality-based training room, and a use-of-force simulator.

### Student Population

Niagara County Community College serves roughly 4,150 students, almost all of whom are New York State residents (98%). Students come from diverse backgrounds with about 45% receiving Pell grants. About 55% of the students are full-time and the most popular majors are Liberal Arts, Nursing and Business Administration. In 2021, 34.5% of the students completed their degrees in three years and 842 degrees and certificates were awarded during the 2020/21 school year.

### Student Enrollment/Gender

Student enrollment patterns are showing a now-familiar pandemic pattern: a period of rapid change followed by stabilization. The college has experienced year-over-year drops in the male and female population. The increase in part-time enrollment has been driven by an increase in the concurrently enrolled high school population and a shift from full-time to part-time in the continuing student population. While full-time enrollment had a small reversal in Fall 2021, the college is not yet back to pre-COVID distributions of full-time and part-time students.

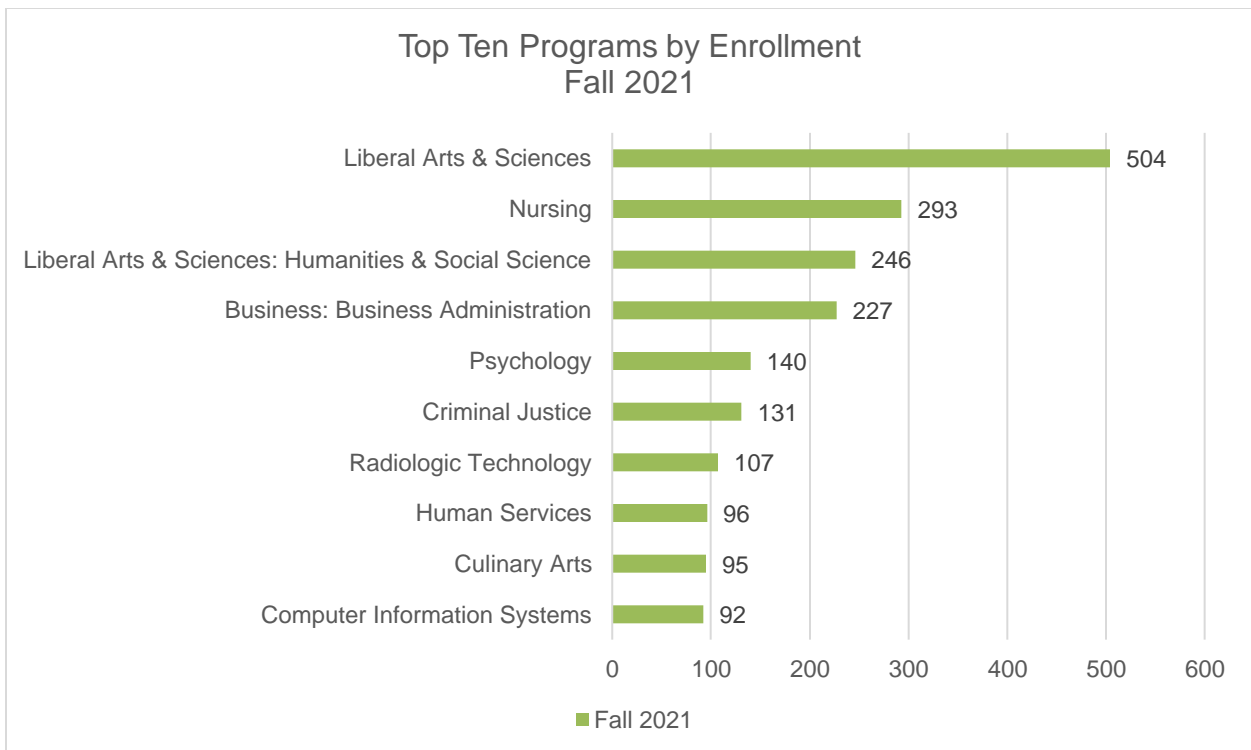
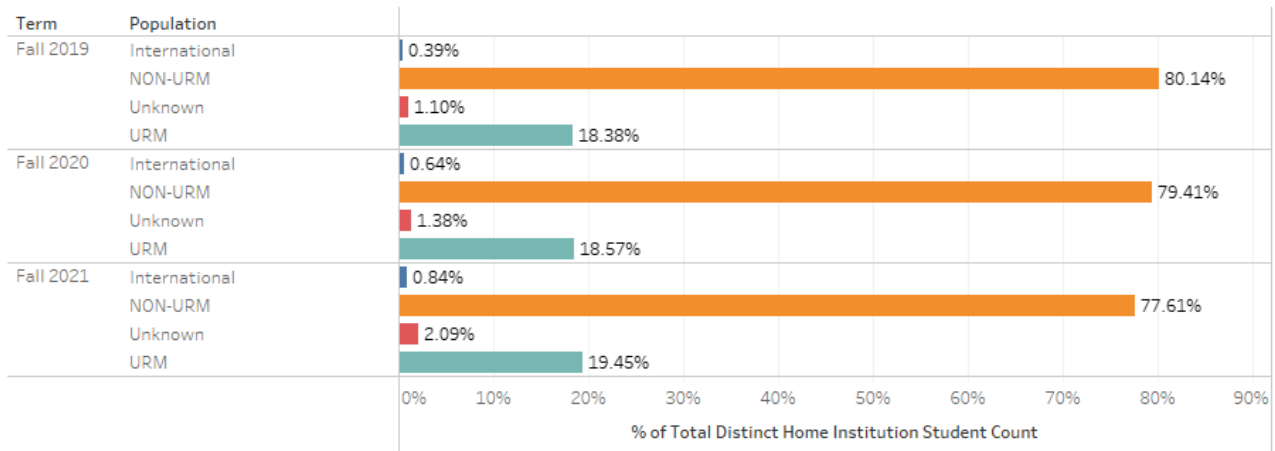


### Student Diversity

In the effort to diversify the student body Niagara has and will be making concerted efforts to increase online and part-time adult enrollment. The college's strategic plan envisions underrepresented minority enrollment as a growth area and enrollment trends indicate that Niagara has been becoming more diverse. Long standing outreach efforts have resulted in enrolling a higher percentage of underrepresented students than the area it serves, Niagara County.



## Niagara County Community College



The single-term table shown above shows the current top-ten list of programs. It should be noted that student enrollment is tracking away from liberal arts programs and toward workforce/career programs. This trend will have an impact on the college’s program portfolio and require adjustments.

The college also tracks regional workforce participation rates. It is notable that a significant portion of the population has left the workforce in Niagara County during the past three years. This has an impact on community college enrollments since there are fewer workers to fill available jobs, thus driving wage increases that result in fewer individuals deciding to enroll in college. This is a trend that the college will continue to monitor as part of curriculum review.

### Institutional Priorities

Three major areas of endeavor were reviewed to provide a sense of the campus interest in the chosen Institutional Priorities.

- Institutional enrollment data, including headcount and persistence
- Budget trends and grant funded activities
- Recent campus surveys, including the State University of New York Student Opinion Survey (SUNY SOS)

These endeavors have led the College to select five distinct areas for assessment.

- Student enrollment
- Academic excellence and flexibility
- Community partnerships
- Fiscal sustainability
- Student culture

### **Enrollment Highlights**

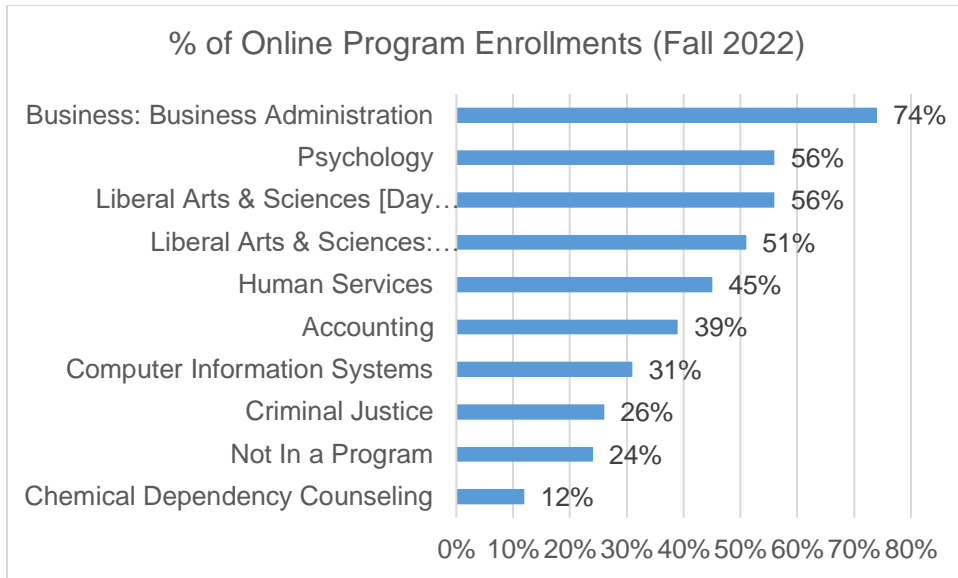
The New York State high school population is decreasing, and this trend is likely to continue to decrease through at least 2025. While all indications are that there will be an increase in this in key population in 2030, community college students of the future will likely be older and more interested in career and technical programs.

This trend has been ongoing for several years and is evidenced in the enrollment profile for the last three fall terms: the 25-and-over demographic group has increased from a proportion of 18.4% of all college enrollments (Fall 2019) to a proportion of 21.2% (Fall 2021).

In addition to recruiting and enrolling adult students the college will continue the efforts to recruit regional (out-of-county) and part-time students.

### **Academic Excellence and Flexibility**

The college is expecting online degree program enrollment to grow. Niagara County Community College has online strength in eight to ten programs and E-Learning Office has embarked on a major training initiative to grow the team of online-trained faculty in a greater variety of programs.



### Community Support

Two of the most valuable areas of community partnership are the Small Business Development Center and the NCCC Foundation.

#### Small Business Development Center

	# Business Clients Served	# Counseling Hours Provided
2021 - 2022	967	3,800
2020 - 2021	973	5,459
2019 - 2020	730	4,474

#### Foundation Philanthropic Impact

Since 1987, over 8,000 members of the community have contributed to the College’s Foundation. Since that time, the Foundation has raised \$16.8 M for student scholarships and campus projects.

### Fiscal Sustainability

Niagara’s budget has remained flat for the past few years while the grant revenue has been increasing.

#### Budget Overview

	Revenue	Expenses
2020 - 2021	\$42,238,416	\$42,238,416
2019 - 2020	\$45,863,686	\$45,863,686
2018 - 2019	\$45,167,421	\$45,167,421

## Grant Funding

Timeframe	Annual Award Total
2021 - 2022	\$14,928,652
2020 - 2021	\$11,603,905
2019 - 2020	\$3,687,283

## Student Culture

The 2021 SUNY Student Opinion Survey asked students about their general satisfaction with their educational experience and 76.2% of the students responded that they were satisfied or very satisfied with their experience. When asked if they planned to return the following fall, 68.6% of the students responded in the affirmative while 19.4% indicated that they were graduating.

Students completing the 2021 SUNY SOS also indicated that they were experiencing high satisfaction with their sense of personal safety and security and sense of belonging. For students completing these questions, only 10 of the 278 students expressed concerns about safety or security and only 20 of the students expressed dissatisfaction in their sense of belonging.

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

The College began working on its institutional priorities as it began to develop elements of the 2022 - 2025 Strategic Plan. The plan's goals were established in part by the Strategic Enrollment Management (SEM) Committee, an ad hoc advisory committee that collaboratively developed the College's top-level enrollment and student success goals. The SEM Committee included multiple governance stakeholders, each connected with a key institutional body such as the Faculty Senate, the Academic Council, and the Executive Council, which contributed embedded plans for their divisions.

The following plans are embedded in the Strategic Plan and shaped the development of the Colleges Institutional Priorities:

- Academic Master Plan
- Facilities Master Plan
- Five-Year Financial Plan
- Human Resources Strategic Plan
- Justice, Equity, Diversity, and Inclusion Plan

As these plans neared completion and final inclusion into the Strategic Plan, the entire College community was asked to help edit the final product and contribute feedback via surveys. A Mission Review Survey was conducted, focusing on the Institutional Priorities themselves. That feedback was reported to various stakeholders and led to the generation of a second draft of the Strategic Plan. This was once again shared with

the entire College for further review and edits. Institutional Priority statements were embedded into the Strategic Plan draft itself to facilitate alignment and consistency.

The new Strategic Plan and the list of proposed institutional priorities were then reported to the Board of Trustees, President, and Executive Council for final decisions. The process is in its final stages at the present time (January through April 2023).

The proposed Institutional Priorities are as follows:

- Strengthen Enrollment
- Promote Academic Excellence in a Flexible Environment
- Enhance Community Relationships
- Ensure the Financial Viability of the College through Continuous Improvement
- Sustain and Enhance a Student-Centered Culture of Support

As the differing iterations of the Institutional Priorities were developed, they were also aligned and synchronized with the MSCHE Standards, the NCCC Mission, the NCCC Strategic Goals, Priorities and Outcomes as appropriate.

Relationship: NCCC Mission and the Institutional Priorities

Mission Statement Elements	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority
	Strengthen Enrollment	Academic Excellence / Flexible Environment	Enhance Community Relationships and Impact	Financial Viability w/ Continuous Improvement	Student-Centered Culture of Support
Liberal Arts Driven		X			X
Diversity Equity & Inclusion	X	X		X	
Academic Excellence	X	X	X	X	X
Regional Economic Force / Community Partner	X		X	X	X
Shared Governance	X	X			

Relationship: NCCC Goals and the Institutional Priorities

NCCC Strategic Goal	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority
	Strengthen Enrollment	Academic Excellence / Flexible Environment	Enhance Community Relationships	Financial Viability w/ Continuous Improvement	Student-Centered Culture of Support
Academic Excellence	X	X	X		X
Student Enrichment	X	X	X		X
Community and Workforce Engagement	X	X	X	X	X
Sustainability and Improvement	X	X	X	X	

Relationship: MSCHE Standards and the Institutional Priorities

MSCHE Standard	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority	Institutional Priority
	Strengthen Enrollment	Academic Excellence/ Flexible Environment	Enhance Community Relationships	Financial Viability w/ Continuous Improvement	Student-Centered Culture of Support
I. Mission and Goals		X	X	X	
II. Ethics and Integrity	X		X	X	
III. Design and Delivery of the Student Learning Experience	X	X	X	X	X
IV. Support of the Student Experience	X	X		X	X
V. Educational Effectiveness Assessment	X	X			X
VI. Planning, Resources, and Institutional Improvement	X	X	X	X	X
VII. Governance, Leadership, and Administration	X	X	X		

### III. Intended Outcomes of the Self-Study

Niagara County Community College will demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation by addressing the following intended outcomes.

#### MSCHE Self-Study Outcome Requirements

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

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 are receiving information relevant to their jobs.

### 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

While the possibilities that are available in the Priorities-Based approach are appreciated, the College is interested in utilizing the Standards-Based approach because it aligns well with the strategic plan effort that is currently underway. There is much similarity between the MSCHE Standards and the College's current strategic plan, goals and outcomes. The new strategic plan will integrate the institutional priorities identified in the self-study process into the new strategic plan.



## V. Organizational Structure of the Steering Committee and Working Groups

The Steering Committee is co-chaired by Fabio Escobar, Assistant Vice-President of Academic Affairs and Andrew Yeager, Librarian. The Vice President of Academic Affairs, Lydia Ulatowski, is the Accreditation Liaison Officer and also serves on the Steering Committee. The group was selected by the President, the College's Executive Council, and through various consultations with college governance committees, including the Faculty Senate.

### Steering Committee

#### Co-Chairs:

Dr. Fabio Escobar, Assistant Vice President of Academic Affairs and Co-Chair of the Self Study Steering Committee

Andrew Yeager, Librarian and Co-Chair of the Self Study Steering Committee

#### Members:

Dr. Matt Clarcq, Professor of History  
Wayne Lynch, Vice President of Administration  
Julia Pitman, Vice President of Student Services  
Scott Steiner CCE, AAC, Professor of Culinary Arts  
Lydia Ulatowski, Vice President of Academic Affairs and Accreditation Liaison Officer  
Dr. Deborah Wyzykiewicz, DPT, MS, PT and Professor of Physical Therapist Assistant Program and Massage Therapy  
Dr. Akie Yanagi, Coordinator of Institutional Research

Liaison to the Board of Trustees: Trustee Kevin Clark

Departmental intersections that exist between and among the Working Groups will be utilized to foster engagement in common areas of self-study. Working Groups will be encouraged to share information and to interact with one another in an effort to reduce duplicative efforts.

The members of the Steering Committee will be charged with tracking overlaps and relationships between the working groups. A list of overlaps and gaps relative to standards, criteria, verification of compliance, institutional priorities, and lines of inquiry will be maintained by the Steering Committee and shared with all Working Groups.

All members of the Working Groups will work within a shared environment in Microsoft Teams which will allow access to all files as they are created or posted.

Each Working Group has a distinct Microsoft Teams channel built for them in which they have access to MSCHE training materials, including the Commission's videos for each

standard. It is intended that the videos will be watched collaboratively by each Working Group and discussed within the group at the initial meeting.

Each committee will have its own set of responsibilities relative to the following elements:

- The MSCHE Standards
- MSCHE Requirements of Affiliation
- Federal Verification of Compliance
- Institutional Priorities – Mapped to MSCHE Standards
- Lines of Inquiry

### Working Groups

The members of the Working Groups are a combination of volunteers and select campus managers and leaders. Each standard has diverse faculty, staff and administrative representation. The student representatives will be selected at the beginning of the fall 2023 term.

#### Standard I & VII Working Group

Co-Chairs	Brian Michel, Assistant Vice President of Academic Affairs  Diane Pytlik-Flammia, Assistant Vice President of Academic Affairs for Nursing, Physical & Allied Health
Robert Morris	Chair and Professor, Division of Arts, Humanities, and Social Sciences
Elizabeth Sachs	Faculty Senate President; Professor of English
John D. Strong	Associate Professor of HPE; Chief Diversity & Equity Officer
Sabrina Faso	Recruitment Coordinator/Enrollment Center
TBD	Student Representative
Matt Clarcq	SSSC Liaison

#### Standard II Working Group (Verification of Federal Compliance)

Chair	Julie Schucker, Registrar
Andrew Aquino	Librarian/Instructor – Henrietta G. Lewis Library
Hal Legg	Director of Public Relations & Event Management
Austin Brass	Director of Admissions
James Trimboli	Director of Financial Aid
Jonathan Bellomo	Assistant Director of Human Resources
TBD	Student Representative
Julia Pitman	SSSC Liaison

## Standard III and V Working Group

Chair	Michele Burke, Clinical Coordinator and Instructor – Radiologic Technology
Anne Jowsey	Professor, Mathematics and Science
Lindsey Bax	Instructor, Medical Assistant and Phlebotomy
Dr. Marissa Pytlak-Surdyke	Assistant Professor, Communication Studies
Katherine Croom	Instructor, Psychology
Lindsay Rose	Associate Professor, Chemistry and Chair of Curriculum Committee
Susan Siegmann	Professor, Business Administration
Robert Borgatti	Professor, Animation and Digital Media
Laura Scarpelli	Assistant Professor, Computer Information Systems
Donna Simiele	Online Learning Technology Support Coordinator
TBD	Student
Deb Wyzykiewicz	SSSC Liaison

## Standard IV Working Group

Co-Chairs	Jean Linn, Chair – Henrietta G. Lewis Library and Assistant Professor/Librarian  Sandra Lynn Lytle, Interim Director of the Academic Center for Excellence
Glory Fox	Online Learning Student Support Specialist
Seana Sullivan	Instructor, Baking & Pastry Arts
Laura Kowalczyk	Academic Coach, Academic Center for Excellence
Dr. Demetrius Sarigiannis	Assistant Professor, Engineering Sciences
John Pope	Instructor, Culinary Arts
Jennifer Crandall	Senior Library Clerk
Alissa Shugats-Cummings	Assistant Vice President of Student Services
Gretchen Mittelstaedt	Administrative Assistant, Student Services
TBD	Student
Julia Pitman	SSSC Liaison

Standard VI Working Group

Chair	John Eichner, Director of Business Services & Executive Director of College Association  Josh Blumberg – Assistant Vice President of Academic Affairs and NFCI Campus Manager
Dr. Akie Yanagi	Director of Research, Planning, and Institutional Assessment
Suman Baral	Instructor, Physics
Steven Hoover	Director of Finance & Business Operations – College Association of NCCC, Inc.
Lisa Dubuc	Coordinator of Online Learning
Catherine Brown	Assistant VP of Human Resources
Christopher Herbeck	Assistant Director of Grants
TBD	Student
Wayne Lynch	SSSC Liaison

Data and Evidence Working Group

The primary responsibility of this group is to provide support and address information needs for the working groups. In addition to providing direct information and advice, the group members will undertake a review of evidence collected and/or published since the 2016 accreditation review.

Fabio Escobar	Self-Study Co-Chair
Andy Yeager	Self-Study Co-Chair
Lydia Ulatowski	ALO
Akie Yanagi	Institutional Research

Working Group Charge

In general, the working groups will review and analyze various types of data related to compliance with the standards for accreditation and/or requirements of affiliation. For each Standard, the chapter should include a brief discussion about how relevant assessment information was gathered, reviewed, summarized, and used by the Working Group. The Working Groups will follow the processes set forth by the Steering Committee such as regularly scheduled meetings and ongoing progress updates. The Steering Committee will facilitate joint Working Group meetings as needed as common areas of inquiry arise thus reducing duplication of effort.

Specific responsibilities include:

- Assess the college’s performance and its evidentiary base relative to each MSCHE standard, criterion, and requirement of affiliation under its purview;
- Establish an evidence repository relative to each standard, criterion, and requirement of affiliation under its purview;

- Develop and submit a draft of each chapter of the self-study as requested by the SSSC;
- Determine and utilize official and verified college data in its reports.

Members are expected to:

- Promote a collegial and welcoming environment during meetings;
- Ensure the inclusion of diverse voices across the college and among external stakeholders;
- Communicate and collaborate with other Working Groups as needed.

Lines of Inquiry

Each of the Working Groups met to develop the Lines of Inquiry appropriate to the Standard they will be reviewing. The Lines of Inquiry list was discussed at length by the Steering Committee and the College has determined that the following Lines of Inquiry will be undertaken.

### **Standard I – Mission and Goals**

1. What are the key factors that must 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?

### **Standard II – Ethics and Integrity**

1. Is our current understanding of the NCCC stakeholders accurate at this point? What information will a review and potentially revised categorization of the stakeholders provide that could inform Standard II as well as other Standards?
2. To what degree do current policies and procedures pertaining to access and affordability apply to all students regardless of instructional modalities?

### **Standard III - Design and Delivery of the Student Learning Experience**

1. 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?

### **Standard IV – Support of the Student Experience**

1. What are the essential elements of a successful student success program for all student populations at NCCC?

### **Standard V – Educational Effectiveness Assessment**

1. What modifications to assessment efforts should be considered in light of evolving pedagogical practices due to the global pandemic and otherwise?

### **Standard VI – Planning Resources and Institutional Improvement**

1. What strategies are used to assess and measure the adequacy and effective utilization of institutional resources required to support enrollment?
2. 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?

### **Standard VII – Governance, Leadership and Administration**

1. How can the College best measure the health and quality of its shared governance?

## **VI. Guidelines for Reporting**

Niagara will utilize three levels of leadership to complete the Self-Study. The Leadership Team will function as the core planning and advisory group, the Steering Committee will represent the diverse campus constituencies by providing campus insights and perspectives, and the Working Groups are charged with carrying out the detail work related to addressing the Middle States Standards of Accreditation.

Each group will meet regularly to collectively discuss progress and complete tasks, address challenges, and determine appropriate next steps to keep the process moving toward completion. Outside of the meetings, all groups will use Microsoft Teams as a communication platform, for posting shared documents and for initial staging of Evidence Inventory documentation.

The Leadership Team will conduct periodic check-ins with the Working Groups throughout the process to ensure that the groups are appropriately progressing in their assigned charge. The Steering Committee is responsible for setting the work plan in motion and supervising the progress of the Working Groups. The Working Groups will be responsible to produce and deliver initial outlines, inquiry plans, Working Group report(s), preliminary drafts, and final report over the course of the Self-Study.

The Working Groups are organized as follows:

- Standards I and VII
- Standard II (Includes Verification of Federal Compliance)
- Standards III and V
- Standard IV
- Standard VI

A Data and Evidence Working Group has also been created to support the information needs of the other Working Groups. The Office of Institutional Research will also be available to fulfill requests for information, data, reports and/or evidence as needed.

Working Groups – Deliverable Deadlines

Group	Product	Timeline
Steering Committee	Provide Sell-Study Design Draft	February 2023
Steering Committee	Provide Working Group Membership List	February 2023 (draft) March 2023 (final)
Steering Committee	Provide Work Plan to Working Groups (Include lines of inquiry, reporting templates, etc.)	March 2023
Working Groups	Provide (Draft) Plan for Lines of Inquiry	March 2023
Working Groups	Provide (Final) Plan for Lines of Inquiry	April 2023
Working Groups	Provide Report for Lines of Inquiry	May 2023
Working Groups	Evidence Review and Data Needs Outline	May 2023
Working Groups	Chapter Drafts Sent for Review	October 2023
Working Group	Final Chapter Submissions	Feb 2024
Steering Committee	Full Draft Review	April 2024

Chapter Report Format

Each Working Group will gather evidence to demonstrate the College’s compliance with their assigned MSCHE Standard of Accreditation and prepare a ten to twelve-page analytic report.

Working Groups will use narrative, examples, and references to the Evidence Inventory to attest to how the College’s activities align with the Standards, associated criterion, and compliance requirements. The report presentation should be clearly supported by data, comprehensive, and concise.

Each Working Group report will include the following sections:

Standard of Accreditation

Summary statement describing how the College meets the Standard and how the Institutional Priorities are expressed in relation to the Standard under consideration.

A table that lists each Standard criterion and the Evidence Inventory documents that demonstrate compliance with the criterion

Narrative that clearly and concisely summarizes the College's compliance with the Standard and each associated criteria in the order that the criteria are listed in the Standard Criterion/Evidence Inventory table. References to supporting evidence should appear throughout the narrative and every effort should be made to avoid redundancy.

The report should also highlight how and where campus activities, processes, and initiatives not only align with the Standard of Accreditation, but also advance campus progress on Institutional Priorities. Requirements of Affiliation will also be addressed and recommendations for opportunities to advance the process of continuous improvement.

### General Reporting Guidelines

Software	Microsoft Office Word
Font & font size	Arial 12
Line spacing	Single
Lists	Use the MS Word default format for bulleted or numbered lists
Paragraph	No indentation. Double space between paragraphs. Triple space between sections.
Alignment	Left justified.
Major Headings	Left justified in bold, upper and lower case, 14 font size. Double space between headings and text.
Sub-Headings	Left justified in bold and italics upper and lower case, 12 font size. Single space between sub-headings and following text.
Sub-Sub-Headings	Left justified in bold, 11 font size. The text continues on the same line.
Margin	1" top, bottom, left, and right.
Indentation	No indentation for paragraphs.
Abbreviation	The first time a word, phrase, or internal name (e.g., an office or program name) is used in a section, use the full word, phrase, or internal name followed by the abbreviation may then be used in the following sentences. Use the % (symbol) not the word percent. Include acronyms in the glossary.
Alphabetical	Use alphabetical order when listing individuals' names, such as for Working Group membership. Also use alphabetical order for sections (e.g., list of student services) when no other order is evident.
Capitalization	Use capital letters when referring to the Self-Study, the Self-Study Design, Self-Study Report, Self-Study Document, Verification of Compliance Report, and the Working Group(s.) Use Committee when referring to an official college committee. Use capital letters when referring to the Team Chair, and different titles (e.g., Vice-President). Use capital letters when referring to institutional documents and processes including the Strategic Plan or Facilities Master Plan. Discipline areas normally lower case (e.g., biology,



	nursing, engineering) except for English and foreign languages. Fall and spring may not be capitalized.
Layout	Graphs and charts will be used in order to simplify and enhance the report.
Spell check	American English
Acronyms	When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List the Acronym in an end-of-chapter appendix.
Contractions	Do not use contractions.
Numerals	Spell out zero through nine and use numerals for 10 and over.
Titles, positions	Refer to positions or titles, rather than the individuals' names (other than initial membership lists).
Writing style	Use an active voice, use present tense, and third person. Avoid excessive use of jargon, limit use of 'we' 'our', etc.
Style Guide	Reports should follow the APA manual of style.
College Name	Use College or Niagara County Community College. Use NCCC as little as possible.

## VII. Organization of the Final Self-Study Report

Niagara County Community's Final Self-Study report will be organized according to the Standards of the Middle States Commission on Higher Education and will have a central core of seven chapters in addition to an introductory chapter summarizing the self-study and the College's profile. Each chapter will have an introduction that summarizes the College's relationship to the standard, its performance relative to the standard, and the relationship between the standard and any applicable requirements of affiliation or institutional priorities.

Each chapter will include: an introduction with brief methodology and thesis, presentation of evidence, analyses, cross-references to relevant material in the other standards and Requirements of Affiliation, conclusions and significant implications relative to college priorities, and recommendations.

## Final Self-Study Chapter Overview

Chapter 1	Executive Summary Compliance Certification Requirements of Affiliation
Chapter 2	Niagara County Community College Introduction and History Documentation of the Self-Study Process
Chapter 3	Standard I – Mission and Goals Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 4	Standard II – Ethics and Integrity   Verification of Federal Compliance Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 5	Standard III – Design and Delivery of the Student Learning Experience Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 6	Standard IV – Support of the Student Experience Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 7	Standard V – Educational Effectiveness Assessment Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 8	Standard VI – Planning, Resources, and Institutional Improvement Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 9	Standard VII – Governance, Leadership, and Administration Introduction, Evidence and Analysis, Conclusions, Recommendations
Chapter 10	Conclusion
Appendices	Glossary of Terms, Evidence, etc.

### VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The College's Division of Student Services will play a central role in the verification of compliance process. This Division is essential to the periodic and standardized review of compliance verification and maintenance of the College's "Right to Know" website.

The Office of Information Technology will provide additional support, as will the Office of Institutional Research. The Verification of Compliance function will be assigned to the Standard II Working Group.

This Working Group has representatives from Financial Aid, Records, Admissions, Human Resources and the College Association.

## IX. Self-Study Timetable

Niagara County Community College’s preparation for the spring 2025 Middle States Accreditation visit began during the summer of 2022 with the goal of hosting the Peer Evaluation Team during the spring of 2025.

Niagara is requesting a spring 2025 visit, as noted in the following timeline.

Middle States Self-Study Milestones:

Event	Timeframe	Year
Complete Self-Study Institute	November	2022
Video Conference with VP Liaison	January	2023
Self-Study Review Visit by VP Liaison	March	2023
Self-Study Design Due	May	2023
Peer Evaluation Team Chair Selection Begins	September	2023
Peer Evaluation Review Chair’s Preliminary Visit	Late Spring	2024
Peer Evaluation Review On-Site Evaluation Visit	Spring	2025
MSCHE Commission Action	June/November	2025

## Preparation and Completion Timeline Details:

Timeframe	Activity
May 2022	Set up the Middle States Accreditation Teams portal
July 2022	<ul style="list-style-type: none"> <li>• Begin Middle States preparation (document review, post resources, etc.)</li> <li>• Begin development of an evidence 'staging' area</li> </ul>
October 2022	<ul style="list-style-type: none"> <li>• Attend <i>Self-Study Institute</i></li> <li>• Steering Committee Leadership Group begins regular, monthly meetings</li> </ul>
December 2022	<ul style="list-style-type: none"> <li>• Complete <i>Self-Study Institute</i></li> <li>• Assemble and finalize Steering Committee membership</li> <li>• Draft outline of Self-Study Design</li> <li>• Begin regular Self-Study Steering Committee meetings</li> </ul>
January 2023	<ul style="list-style-type: none"> <li>• Participate in a (remote) meeting with Commission staff liaison</li> <li>• Develop (draft) sections of the Self-Study Design</li> <li>• Present Middle States Self-Study effort at <i>All College</i> meeting</li> <li>• Present Middle States Self-Study effort at Trustee meeting</li> <li>• Continue regular Self-Study Steering Committee meetings</li> </ul>
February 2023	<ul style="list-style-type: none"> <li>• Assemble Working Groups (draw from volunteer forms)</li> <li>• Develop initial Self-Study Draft</li> <li>• Submit Self-Study Design draft (mid-February, 2 weeks prior to Self-Study prep visit)</li> <li>• Update Trustees on Middle States effort</li> <li>• Continue regular Self-Study Steering Committee meetings</li> </ul>
March 2023	<ul style="list-style-type: none"> <li>• Host on campus Commission Staff Liaison Self-Study prep visit</li> <li>• Distribute Self-Study Design to campus</li> <li>• Update Steering Committee Working Group memberships with additional volunteers</li> <li>• Continue regular Self-Study Steering Committee meetings</li> </ul>
Spring/Summer 2023	<ul style="list-style-type: none"> <li>• Plan for acceptance/revisions of Self-Study Design</li> <li>• Begin Evidence and Data Working Group meetings</li> <li>• Continue regular Self-Study Steering Committee meetings</li> </ul>
Summer 2023	<ul style="list-style-type: none"> <li>• Continue regular Self-Study Steering Committee and Evidence and Data Working Group meetings</li> </ul>
Spring/Fall 2023	<ul style="list-style-type: none"> <li>• Working Groups gather and analyze data and submit progress reports to Steering Committee</li> <li>• Continue regular Self-Study Steering Committee and Evidence and Data Working Group meetings</li> <li>• Chapter drafts begin to be shared with campus community</li> </ul>

Timeframe	Activity
Winter 2023/Spring 2024	<ul style="list-style-type: none"> <li>• Full draft of report sent to campus community</li> <li>• Peer Review Team Chair chosen</li> <li>• Review visit dates chosen</li> <li>• Final/Accepted Self-Study document sent to Chair</li> <li>• Self-Study Steering Committee and Evidence and Data Working Group meet as needed</li> </ul>
Spring/Fall 2024	<ul style="list-style-type: none"> <li>• Self-Study campus review and revisions</li> <li>• Self-Study Steering Committee and Evidence and Data Working Group meet as needed</li> </ul>
November 2024	<ul style="list-style-type: none"> <li>• Self-Study Report draft sent to Peer Review Team Chair (two weeks before preliminary visit)</li> <li>• Peer Review Team Chair's Preliminary Visit</li> </ul>
December 2024/January 2025	<ul style="list-style-type: none"> <li>• Self-Study Report finalized based on Team Chair feedback</li> <li>• Self-Study Report shared with campus</li> </ul>
February – March 2025	<ul style="list-style-type: none"> <li>• Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (due six weeks before team visit)</li> </ul>
February – May 2025	<ul style="list-style-type: none"> <li>• Confirm Peer Review Evaluation Team Visit (Before 4/15 for November Action)</li> <li>• Visit Highlights</li> <li>• Peer Review Team Completes Review and Report</li> <li>• Peer Review Team Chair and President review findings</li> <li>• Campus Oral Summary P (no Q&amp;A)</li> <li>• Create Institutional Response, if needed</li> </ul>
June/November 2025	<ul style="list-style-type: none"> <li>• MSCHE Commission Action</li> </ul>

## X. Communication Plan

The three main avenues the Leadership Team and the Steering Committee will use to communicate with the NCCC community are:

- Campus Middle States Website
- Microsoft Teams Middle States Team
- Meetings with various constituent groups across the campus

The Steering Committee and Leadership team have also developed a multifaceted plan in an effort to keep constituent groups apprised of the self-study process.

Methods	Purpose	Audiences	Timing
Middle States Self-Study Microsoft Teams Site	To share data, documents and research results and communicate in a secure, transparent and convenient manner	Steering Committee Members and Working Group Members	Fall 2022
NCCC Middle States Self-Study Webpage; open forums; presentations to Student Government Association (SGA); include SGA representative on Steering Committee; Monthly post in System Message and FRCAE Newsletter	To update campus constituencies about the Self-Study process	Students	Continuous updates to the webpage; reports to SGA each academic term; periodic forums
NCCC Middle States Self-Study Webpage; Include Updates in alumni newsletter, direct mail newsletters and emails. Updates and/or reports to advisory committees		Alumni and community members	Continuous updates to webpage; Alumni newsletter: periodic meetings with and presentations to advisory groups
NCCC Middle States Self-Study Webpage; open forums; faculty representatives on Steering Committee; updates at Faculty Senate meetings; FRCAE and System message monthly updates;		Faculty	Continuous updates to webpage; reporting of faculty representatives to divisions; monthly updates at Faculty Senate meetings
NCCC Middle States Self-Study Webpage; presentations at BOT meeting		Board of Trustees	Monthly updates by the President; quarterly updates at BOT meetings by Self-Study co-chairs
NCCC Middle States Self-Study Webpage; open forums; HR Newsletter		Administration and Staff	Continuous updates to webpage; HR Newsletter: periodic updates
Feedback from SGA and student representatives on Steering Committee after sharing updates on	To gather feedback about Working Group reports	Students	Fall, 2023

Methods	Purpose	Audiences	Timing
Working Group reports; feedback from open forums and surveys; meetings with divisions and administrative units; monthly Newsletter updates			
Feedback by alumni and community representatives on steering committee; updates in alumni newsletter and emails; advisory committee reports and meetings		Alumni and community members	Fall, 2023
Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty Senate meetings; feedback from open forums and surveys; FRCAE Newsletter updates		Faculty	Fall, 2023
Feedback from board members after periodic reports		Board of Trustees	Fall, 2023
Feedback about relevant Working Group reports by administrative and staff representatives on Steering Committee; feedback from open forums; monthly email updates; HR Newsletter		Administration and Staff	Fall, 2023

## XI. Evaluation Team Profile

Niagara County Community College would prefer to have reviewers who are familiar with medium-sized, public community colleges that are affiliated with a larger state system. Ideally, the Chair of the Evaluation Team would be a President of a public two-year college similar in size, location, and demographics to Niagara with knowledge of a comprehensive array of academic programs (health sciences, STEM, liberal arts, and business). The Team should include at least one Chief Academic Officer (Vice President for Academic Affairs, Provost). A Chief Financial Officer should also be a member of the Team, preferably one who understands the organization and finances associated with community colleges within a large system. Faculty serving on the Evaluation Team should have community college experience, including at least one

faculty member with experience in distance learning. The Team should include Student Affairs executives with expertise in a wide range of student support services and student success initiatives in a community college with a diverse, first generation, economically disadvantaged student population.

#### Proposed Peer Institutions

In accordance with the MSCHE Conflict of Interest Accreditation Policy, Niagara's peer evaluators should not be recruited from other SUNY campuses as these institutions would present a conflict of interest. While evaluators from CUNY are a possibility, it does appear that these campuses are all 'city' based and Niagara is considered a rural/fringe suburban campus.

#### Peer Institutions

The following are examples of possible **peer institutions** for Niagara within the Middle States region:

- Bucks County Community College, PA
- Frederick Community College, MD
- Harford Community College, MD

#### Aspirational Peer Institutions

Institutions that are considered **aspirational peers**, for Niagara within the Middle States region:

- Delaware County Community College, PA
- Lehigh Carbon Community College, PA
- Mercer County Community College, NJ
- Passaic County Community College, NJ

#### Fall 2022 Top Ten Programs by Enrollment

- Liberal Arts and Sciences
- Nursing
- Business Administration
- Humanities and Social Science
- Psychology
- Criminal Justice
- Radiologic Technology
- Culinary Arts
- Baking and Pastry Arts
- Accounting



Evidence Inventory Strategy

The College will utilize a Data and Evidence Working Group that will oversee the construction of the evidence repository as well as their underlying data, as needed. A template for evidence collection and preliminary criteria assessments has been delivered to the Working Groups.

The following is an illustration of an in-progress table for Standard II. All acronyms will be documented in the Glossary.

Standard II - 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.

Criterion	Unit Groups Responsible	Evidence Needed
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	EC BOT SGA CDO/JEDI HR Senate	<ul style="list-style-type: none"> <li>• Academic Freedom Policy</li> <li>• Intellectual Property Policy</li> <li>• Perhaps an additional survey of the faculty</li> </ul>
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	EC Board SGA CDO/JEDI HR Senate	<ul style="list-style-type: none"> <li>• Justice, Equity, Diversity and Inclusion Action Plan</li> <li>• Policy Manual</li> <li>• Human Resources Onboarding Procedures</li> <li>• Climate Surveys (Sexual Violence Prevention, etc.)</li> </ul>
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	HR VP Of Student Svcs.	<ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Human Resources Grievance Procedures (for all groups of staff)</li> <li>• Demonstration of dissemination and training, fairness, impartiality, promptness, appropriateness, and equity</li> </ul>
4. the avoidance of conflict of interest or the	BOT HR	<ul style="list-style-type: none"> <li>• Board of Trustees Conflict of Interest Policy</li> <li>• HR Policies</li> </ul>

Criterion	Unit Groups Responsible	Evidence Needed
appearance of such conflict in all activities and among all constituents;		
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	HR	<ul style="list-style-type: none"> <li>• Human Resources Policy Documents</li> </ul>
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	PR Admissions	<ul style="list-style-type: none"> <li>• Procedural description of how data are pulled for ads (will help with the Standard VI review as well)</li> <li>• For Admissions: audit of website program pages</li> </ul>
7. as appropriate to its mission, services or programs in place:  a. to promote affordability and accessibility;  b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	Financial Aid Foundation	<ul style="list-style-type: none"> <li>• Summary of financial aid grants</li> <li>• Summary of scholarship awards</li> <li>• Report on financial aid Exit Counseling</li> <li>• Report on high school presentations</li> </ul>
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on	VP of Student Svcs	<ul style="list-style-type: none"> <li>• Compliance Verification Report</li> <li>• Excellent Resource: <a href="https://www.higheredcompliance.org/compliance-matrix/">https://www.higheredcompliance.org/compliance-matrix/</a>.</li> <li>• 2016 Report</li> </ul>

Criterion	Unit Groups Responsible	Evidence Needed
institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and		
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Assessment Committee EC	<ul style="list-style-type: none"> <li>• Policy Review</li> </ul>

**Data and Evidence Working Group**

Fabio Escobar	Self-Study Co-Chair
Andy Yeager	Self-Study Co-Chair
Lydia Ulatowski	ALO
Akie Yanagi	Institutional Research

The Data and Evidence Working Group members serve as a resource to the Steering Committee and the Working Groups. Their charge is as follows:

- Gather Initial Evidence
  - Enlist feedback from staff, faculty, and administrators about what documentation might be available.

- Consult with offices and units on campus, such as financial aid, academic affairs, compliance, registrar, and other offices whose staff may have expertise related to the standard and know where relevant information is available.
- Refine and Reference Evidence
  - Once the information has been identified the Data and Evidence Working Group members will discuss how the information will be limited to documentation that is highly relevant and is not unduly duplicative.
  - Continue to review the items gathered by the Steering Committee and Working Groups to determine appropriateness for inclusion in the Inventory.
- Use of Evidence in the Self-Study Process
  - As the Steering Committee and Working Groups complete reports and move toward an initial and then final draft of the Self-Study Report, they also discuss the effectiveness of the referencing of information found in the Evidence Inventory.
- Upload the Documentation to the Evidence Inventory
  - Documentation in the Evidence Inventory should be directly related to assertions made in the Self-Study Report and be constrained to representing compliance with the standards for accreditation, requirements of affiliation, policies and procedures, and federal compliance requirements.
  - Once the Self-Study Report is finished, the Evidence Inventory is uploaded to the MSCHE portal. The Data and Evidence Inventory is a reference resource for both the team and the institution to be used prior to, during, and after the On-Site Evaluation visit.