



CLINTON
Community College

Self-Study Design

Submitted to:

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Vice-President, Middle States Commission on Higher Education

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I. Institutional Overview

A. Description of College

Clinton Community College (CCC) is part of the State University of New York (SUNY), a system of sixty-four campuses, thirty of which are locally sponsored community colleges. CCC is sponsored by Clinton County and occupies a former resort hotel situated on a bluff overlooking Lake Champlain, in addition to three other academic buildings, two restored historic cottages, and several smaller multi-purpose buildings. The college primarily serves its rural local service area that includes Clinton, Essex, and Franklin counties in the northeast portion of New York State, which is a part of what is known as the North Country Region of the state. In Fall 2019, Clinton Community College had 38 full-time and 15 part-time faculty members. Per IPEDS, the student to faculty ratio expressed as full-time equivalent is 15 to 1.

The College's operations are subdivided into Academic Affairs, Student Affairs, Enrollment Management, Finance, Buildings and Grounds, Information Technology, College Advancement, and the Center for Community and Workforce Development (CCWD). Each area has a leadership team which participates in regular meetings throughout the year to discuss ongoing activities and needs within their respective charges. These leadership teams are overseen by the appropriate Vice President, Dean, or Director, who heads each area of college operation.

CCC has an annual operating budget of approximately \$12 million. The governance structure at the college includes general oversight from SUNY system administration, the CCC Board of Trustees, the President, the President's Cabinet and Faculty Council. The College's Strategic Planning Committee plays a key role in advising the President's Cabinet regarding major new initiatives.

Clinton Community College is accredited by the Middle States Commission on Higher Education (MSCHE). The Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth. Our mission is the common thread for the self-study design and will guide the entire self-study process.

Clinton Community College endeavors to make higher education accessible for all students in an inclusive learning environment. Clinton County, the fiscal sponsor of the College, is the predominant source of the college's student population although the College also serves a small number of students from outside the area. CCC's commitment to the educational needs of the local community is intentional and aligns with the College's vision of serving the North Country region in the hopes of enhancing the community's academic and economic growth. Clinton Community College is at the center of the region's higher education community and has developed

many local partnerships that support its mission, including associations with educational institutions, businesses, industries, and organizations that serve the community-at-large. One example of this collaboration is the establishment of the Institute of Advanced Manufacturing (IAM), which opened on campus in the fall of 2017. The IAM was designed with the help and contributions of local industry partners for the purpose of providing education and training that aligns with the local workforce and economic needs. The Institute hosts Clinton's technology associate degree and certificate programs as well as its workforce trainings. The creation of the IAM was a notable economic development initiative in Clinton County, which is the center of a manufacturing and transportation industries cluster that will require an educated and skilled workforce in the growing advanced manufacturing field.

The College's deep commitment to its local community is also conveyed in its dedication to students, who receive much needed personal attention from both faculty and student services staff. CCC opened in 1969 with an enrollment of 260 students. At its peak enrollment time between 2009-11, the College had around 2000 students; it currently serves approximately 1300 students annually with about 30% of the student population coming from the concurrent enrollment program. In Fall 2019, 88% of CCC students were residents of Clinton County and 95% were from the College's New York State North Country Region. The New York City metropolitan region comprised 2% of student enrollment during this time, and 2% of the College's enrollments came from outside of the North Country and metropolitan New York. CCC has minimal out-of-state enrollment, most of which is from neighboring Vermont and totaled less than 3% during the 2018-2019 academic year. Lastly, like many institutions in recent years, the College's international student enrollment has declined from a high of 34 enrolled international students in Fall 2013 to only three in Fall 2019.

The Fall 2018 first to second year retention rates of first-time degree seeking students at CCC was 55% for full-time and 40% for part-time. Graduation rates of full-time, first-time degree seeking students, based on the 2014 cohort, was 23% for 2 years, 37% for three years, and 39% for four years, with 27% of men and 45% of women completing a degree within three years.

The majority of Clinton's matriculated students come from rural and/or low socioeconomic status families. More than half are part-time students, with many working while attending college. Based on 2019-20 FAFSA information, over a third are defined as economically disadvantaged, living at or under federal poverty guidelines, and a third of that group is defined as academically disadvantaged due to factors out of their control. This group includes students with disabilities and students who are neglected or homeless. Many entering students do not have sufficient English or math proficiency for college level coursework and must take remedial courses. Also, because of their rural setting, a significant portion of students do not have access to reliable technology or internet service at home. Acknowledging these realities, the College is committed to structuring its operations, processes, and teaching in adaptive ways to accommodate students and eliminate as many barriers as possible. One example of an initiative the College has embraced to help reduce the financial burden for its students is the development and adoption of Open Educational Resources (OER). These freely accessible educational materials replace traditional textbooks and eliminate the high

costs associated with them. In the 2019-20 academic year, 126 class sections were designated as OER. The College also offers several courses each semester in a flexible delivery mode. Students enrolled in a flex section can take the course completely online, completely in the classroom, or by combining online and on-campus learning to meet their individual needs.

B. Challenges Faced

The College has experienced enrollment declines of 17.2% over the past three years and 29.5% over five years, resulting in a Fall 2019 total headcount of 1261, which includes students in the concurrent enrollment program. This decline in enrollment coupled with other external factors, such as the introduction of the New York State Excelsior Scholarship and reductions in state allocations, has created a significant financial challenge for the institution. In recognizing this challenge, the Middle States Commission has asked the College to provide further evidence of improved financial viability and sustainability along with documented financial resources on an annual basis. The College has taken several steps to mitigate the negative financial impact of these adverse trends. A voluntary, incentivized retirement program implemented in fall of 2019 is generating an estimated net savings of \$300,000 for the college in 2019-2020 and will generate an estimated net savings of \$1,000,000 in 2020-2021. The successful sale of the dormitories and the concomitant end of dining services have resulted in an infusion of financial resources and substantial reduction in expenditures.

Strong financial support from the College's sponsor, Clinton County, which has increased proportionally over the past three years, has been a major factor in moving the college to a much better financial position. The Clinton Community College Foundation is providing financial resources to the college by funding salaries for 1.5 staff persons, scholarships for students, and operational support in the amount of \$500,000 for this year and \$100,000 for each of the next three years. New York State and Clinton County have collectively invested 23 million dollars over the past three years to fund the new Institute for Advanced Manufacturing building, considered the gold standard for such facilities, a new Learning Commons with highly integrated academic support services, and the major renovation of the Moore Building which houses the College administrative offices and a high proportion of the classrooms. As part of this project, the installation of over 500 energy efficient windows will reduce energy costs by approximately 30% beginning in the fall of 2021. Finally, anticipated grants from New York State as well as CARES Act funding provided in response to the COVID-19 pandemic will provide additional financial support to the college and students.

In March 2020, Clinton Community College, like many institutions throughout the country, was faced with immediate and unprecedented challenges due to the COVID-19 pandemic. When the governor of New York mandated that all non-essential workers stay home to help stop the spread of the novel coronavirus (New York State on PAUSE), the College's resourcefulness and commitment to its students were never more evident. Days prior to the statewide closure, CCC's leadership team and several faculty representatives met to determine the best course of action for the college to take. Academic and student service departments devised continuity plans which outlined the

measures to be taken to ensure the sustained delivery of educational and support services. In addition to the obvious challenges of transitioning ground-based coursework and services to remote delivery in a very short period of time, the repercussions of the pandemic and consequent shift in course delivery on many students, such as significant changes in income, well-being, or family and work responsibilities, and limited or no access to a computer or the internet, weighed heavily on the faculty and staff. Adaptability and creativity were essential to carrying out the College's mission in the face of this new reality. Faculty members employed a number of remote delivery options including proprietary and open-source learning platforms, online synchronous group meetings (e.g. Zoom, Teams), recorded video lessons, email, and even phone conversations. With the campus essentially closed to all in-person functions, all offices, including Accommodative Services, Admissions, Counseling & Advisement, Financial Aid, Information Technology, and Registrar, continue to support students, conducting their business by phone, email, and virtual meetings. The Tutoring Center is fully staffed and assisting students using Zoom. Academic advisement for summer and fall 2020 courses is also taking place remotely, with advisors using similar methods to connect with their assigned advisees.

Important committee work has resumed by means of virtual meetings and online voting mechanisms. The Board of Trustees, President's Cabinet, Academic Council, Faculty Council, Strategic Planning Committee, Middle States Steering Committee, and governance committees, among others, have continued to meet regularly to carry out the important business of the college. The College has also worked closely with its concurrent enrollment partners in the high schools to provide guidance about course delivery, assessment, and final grades. The magnitude of the impact of the pandemic on future student enrollment is not yet clear, but it is very possible that the College may look different after 2020. Clinton continues to look forward and plan for the future of the institution, which is both more challenging and more critical given the uncertainty of the economy and welfare of the region.

C. College Mission, Vision, Core Values, and Strategic Goals

With input from the President's Cabinet and Faculty Council, the Strategic Planning Committee developed the *2017-2020 Clinton Community College Mission, Vision, Core Values, and Strategic Goals*. The Strategic Plan was approved through the established campus governance channels and adopted by the CCC Board of Trustees on October 17, 2017.

Mission: The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth.

Vision: As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological, and cultural divides, participate in local and global communities, and enhance their lives in practical and visionary ways.

Core Values:

❖ **Success/Quality**

The highly qualified faculty and staff at Clinton Community College continually deliver strong and diverse career- and transfer-relevant educational programs. Institutional engagement, small class size and integrated student support provide for effective individualized attention to students which focuses on their personal goal attainment and culminating in their graduation.

❖ **Respect**

Clinton Community College is dedicated to the respect of all community members by continually working to create a positive organizational atmosphere. Respecting diversity, maintaining a safe learning environment, and engaging in communication based on transparency and inclusiveness are hallmarks of the College's organizational culture.

❖ **Access**

Clinton Community College offers opportunity for study to students from diverse demographic backgrounds in Clinton County and beyond. Access to academic programs, courses and training is enhanced by the College's level of preparedness, dedicated technology for teaching and learning and affordability of attendance.

❖ **Region**

Clinton Community College has a strong partnership with its sponsor, Clinton County, and a plethora of local and regional businesses, agencies, and educational institutions. These strong community partnerships are essential for building and maintaining a strong workforce development capacity.

Strategic Goals:

❖ **Improve access and retention to ensure student success**

- ◆ Support excellence in teaching for effective learning
- ◆ Bolster enrollment management efforts to enhance recruitment and retention
- ◆ Sustain strong cross-campus cooperation
- ◆ Support a culture of diversity and inclusiveness
- ◆ Engage in strategically guided academic program development
- ◆ Continue to build an integrated network of student support services
- ◆ Explore new and enhance existing modes of course delivery
- ◆ Support existing athletic programs

❖ **Commit to broad internal and external communication and collaboration**

- ◆ Engage in well-informed and strategically guided college marketing
- ◆ Maintain effective, positively focused public relations
- ◆ Strive for transparency in external and internal communications
- ◆ Maintain a healthy internal organizational climate
- ◆ Sustain existing collaborative partnerships and build new partnerships

- ❖ Support and collaborate with the Faculty Student Association (FSA) in their mission
 - ◆ Support the FSA in providing a rewarding residential life experience
 - ◆ Support the FSA in offering superior dining service
 - ◆ Work with the FSA in enhancing bookstore operations, products, and services
 - ◆ Explore opportunities for close collaboration with FSA

- ❖ Develop partnerships and programming to ensure the Institute for Advanced Manufacturing (IAM) becomes the hub for advanced manufacturing technology education in our region and beyond
 - ◆ Work closely with partner businesses, organizations, and agencies in identifying workforce training needs
 - ◆ Enhance and expand relationships with businesses, educational institutions, and government officials
 - ◆ Develop and implement credit and non-credit training programs as informed by market need
 - ◆ Adopt organizational paradigm of rapid adaptation to existing and anticipated workforce trends

The current Strategic Plan is effective only through 2020; therefore, the Strategic Planning Committee began the development of a new plan in Fall 2019. The first step in the process was vetting and endorsing the Institutional Priorities that were proposed as the focus of the upcoming Middle States Self-Study. After they received campus-wide approval, the Institutional Priorities became the framework for the new Strategic Plan, anchored by the College's mission and values. The Strategic Planning Committee next engaged the campus community in the development of the new plan. During the Spring 2020 Opening Day meeting, all college employees and trustees were invited to participate in a group planning activity. Each group was asked to list strategies for addressing the Institutional Priorities. The Strategic Planning Committee compiled the responses and then began the lengthy process of categorizing and streamlining the ideas. After several extensive brainstorming sessions, the Strategic Planning Committee utilized the categorized ideas to develop a draft of the goals, associated key strategies and core objectives within the framework of the institutional priorities. Committee members solicited input from colleagues in their respective organizational units in a highly collaborative manner to maintain an inclusive process of plan development.

According to the original timeline, the plan was to be presented to the Student Senate, Board of Trustees, career advisory boards, and CCC faculty and staff in April 2020, but due to the disruptions to the school year caused by the COVID-19 pandemic, the Strategic Planning Committee had to temporarily suspend its meetings and adjust the development timeline. The Committee is now working remotely to revise the strategic plan draft and add key strategies and indicators. It is anticipated that a fully developed draft will be shared with all constituents at the start of the fall 2020 semester.

D. Programs of Study

Clinton Community College offers twenty-four (24) Associate degree programs and seven (7) Certificate programs, which are registered by the New York State Department of Education. Ten of the associate degree programs are Associate in Science (AS) or Associate in Arts (AA) transfer degree programs. CCC also has numerous articulation agreements and transfer options for CCC students, facilitating seamless transfer to further educational opportunities. In addition, CCC has several articulations with the local Boards of Cooperative Education Services (BOCES), which seamlessly connect high school career and technology programs to Clinton's career programs. Thirteen Associate of Applied Science (AAS) degree programs are also offered for career and technical paths directly into the workforce. In addition, the College recently added its first Associate in Occupational Studies (AOS) degree in cooperation with the *International Brotherhood of Electrical Workers (IBEW)*.

The College's distance learning program has seen significant growth in the last five years, registering a 73% increase in enrollment (duplicated headcount) from 2013-2014 (847) to 2018-2019 (1464). Three associate degrees and one certificate program can be completed fully online, and four associate degree programs can be completed with at least 50% of coursework online. Distance learning delivery options, including fully asynchronous, hybrid, and flex courses, provide students with greater access to educational opportunities and pathways, which is at the heart of the mission of Clinton Community College.

Many of the College's programs are unique to the region and some even across New York State. Clinton CC is the only college in the state to offer an AAS in Wind Energy and Turbine Technology and a Certificate in Wind Turbine Service Technician. The Applied Psychology degree is one of its kind among all community colleges in New York, and Clinton is one of only four community colleges across the state that offer an AA in English. The AAS degrees in Mechanical Technology, Computer and Electronics Technology, Environmental Technology, and Renewable Energy Technologies and the AOS in Industrial and Commercial Electrician are unduplicated across the North Country region of the state. The AS in Human Services program is distinctive because it offers two tracks, a generalist option and a certificate option focused on addiction counseling.

The college runs a successful concurrent enrollment program where college coursework is taught in local high schools. In Spring 2019, seven of the high schools participating in the College Advancement Program (CAP) were reaffirmed as additional locations by MSCHE. In addition to the CAP program, CCC is a partnering institution in the Pathways in Technology Early College High School (P-TECH) initiative. CCC provides a degree pathway for high school students to obtain their Associate Degree in a technical program. During 2018-2019, approximately 31% of the college's annual enrollment headcount was generated by the CAP and P-TECH programs.

The Center for Community and Workforce Development (CCWD) provides non-credit business and industry career-based training for community members. CCWD generated approximately 19,000 activity contact hours with more than 1,000 students in the 2018-2019 academic year.

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

A. Institutional Priorities to be Evaluated

The four Institutional Priorities were identified as part of two coinciding endeavors, preparation for the Middle States Accreditation Self-Study and the development of a new institutional strategic plan. The process by which the campus adopted the Institutional Priorities is described in section 1.B.

B. Institutional Priorities and Strategic Goals (as of April 20, 2020)

Institutional Priority: Teaching, Learning, and Student Success

Strategic Goal: Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals.

Key Strategies:

- Strengthen the College's commitment to professional development
- Demonstrate excellence in teaching
- Provide positive and meaningful student learning experiences
- Create an inclusive and welcoming student-centered learning environment

Institutional Priority: New and Retained Student Enrollment

Strategic Goal Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention.

Key Strategies:

- Refine the College's identity as an educational institution of choice for our local and regional communities
- Enhance recruitment by identifying and pursuing viable markets
- Commit financial support to strategic marketing
- Evaluate, improve, and implement campus-wide retention efforts
- Promote campus-wide diversity, inclusivity, and acceptance

Institutional Priority: Institutional Financial Sustainability

Strategic Goal: Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making.

Key Strategies:

- Diversify and strengthen revenue streams
- Improve and streamline process efficiencies
- Employ data-driven decision making
- Align allocation of financial resources to strategic plan initiatives

Institutional Priority: Educational and Employment Pathways

Strategic Goal: Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement.

Key Strategies:

- Define student as any individual seeking an educational experience
- Create customized and responsive approach to market need
- Optimize partnerships that advance the college strategic initiatives
- Create synergistic and flexible pathways across college offerings

C. How the Institutional Priorities Align with the College Mission

Elements of Mission Statement	Institutional Priorities			
	Teaching, Learning and Student Success	New and Retained Student Enrollment	Institutional Financial Sustainability	Educational and Employment Pathways
Educational Opportunities	X	X	X	X
Inclusive and Safe Environment	X	X	X	X
Paths to Personal and Professional Growth	X	X		X

D. How the Institutional Priorities Align with MSCHE Standards for Accreditation

Standards for Accreditation	Institutional Priorities			
	Teaching, Learning and Student Success	New and Retained Student Enrollment	Institutional Financial Sustainability	Educational and Employment Pathways
I. Mission and Goals	X			X
II. Ethics and Integrity	X	X		X
III. Design and Delivery of the Student Learning Experience	X			X
IV. Support of the Student Experience		X		X
V. Educational Effectiveness Assessment	X			
VI. Planning, Resources, and Institutional Improvement			X	
VII. Governance, Leadership, and Administration	X	X	X	X

III. Intended Outcomes of the Self-Study

As a result of the comprehensive self-analysis, Clinton Community College hopes to:

1. Demonstrate how the College meets the MSCHE Standards of Accreditation, Requirements of Affiliation, and compliance with accreditation-relevant federal regulations.
2. Produce an in-depth and reflective document that identifies clear opportunities and strategies for continuous improvement in the attainment of the College's mission and its institutional priorities.
3. Engage all sectors of the campus community in an inclusive and transparent self-evaluation process.
4. Clarify our institutional assessment processes and effectively communicate how assessment results are used to inform planning and improvements in the overall student experience.
5. Establish a clear plan for resource allocation that will put Clinton Community College on a path toward financial sustainability.

IV. Self-Study Approach

Clinton Community College will use a *Standards-based approach* to organize the Self-Study Report. By way of consensus of the college president and Middle States Steering Committee members, it was determined that this method is the most feasible given the institution's size and available resources. This approach also provides continuity from the college's previous self-study document.

The College has organized seven Work Groups to carry out the comprehensive Self-Study. Each Work Group will focus on one of the Standards for Accreditation and its related Requirements for Affiliation. An analysis of the assessment practices applicable to each standard will be addressed within every Work Group report.

V. Organizational Structure of Steering Committee and Working Groups

A. Steering Committee

The CCC Middle States Steering Committee comprises the chairs of the seven Work Groups. The Self-Study co-chairs, who also serve as Work Group chairs, provide guidance to the Steering Committee members and act as liaisons between MSCHE representatives and the Work Group members. The College's Data Analyst originally served as the Accreditation Liaison Officer (ALO) and was a member of the Steering Committee. After her departure in March 2020, one of the Self-Study co-chairs assumed the role of the ALO until the vacancy in the Data Analyst position could be filled.

The Self-Study co-chairs were selected by the College president in November 2019. The remaining Steering Committee members were appointed by the president, with input from the co-chairs. The president formally announced the Middle States Steering Committee members to the campus via email in February 2020.

Clinton Community College Middle States Self-Study Steering Committee		
Name	Title	Self-Study Role
Dr. John Kowal	Vice-President for Academic Affairs	Co-Chair, Self-Study Chair, Work Group 1
Margaret Courson	Learning Outcomes Assessment Coordinator Professor of Mathematics	Co-Chair, Self-Study Chair, Work Group 5 Accreditation Liaison Officer
Jarrold Cone	Chair, Faculty Council Chair, Social and Behavioral Sciences Department Assistant Professor of Psychology	Chair, Work Group 7
Shaun Irland	Assistant Professor of English	Chair, Work Group 3
Anna Miarka-Grzelak	Dean of Enrollment Management	Chair, Work Group 4
Lee Ann Thomas	Professor of Humanities	Chair, Work Group 2
Michael Zerrahn	Chair, Business Department Assistant Professor of Business and Accounting	Chair, Work Group 6

The Steering Committee will support the Work Groups by providing the guidance and resources necessary for carrying out the work of evaluating and assessing the Commission’s Standards and CCC’s Institutional Priorities. Work Group chairs will supply their members with the essential documents they will need to begin their study. These include MSCHE *Standards of Accreditation and Requirements for Affiliation* (2014), recommendations from the College’s previous Self-Study, MSCHE training videos, and Evidence Inventory Institutional Self Evaluation Rubrics. The Steering Committee will provide the templates and shared digital workspaces the groups will use to organize their analyses and document their evidence and will furnish guidelines to ensure the use of consistent terminology and definitions throughout the document. The Committee will establish the Self-Study timeline and oversee adherence to submission deadlines.

The Steering Committee will also have the responsibility of coordinating the efforts of the Work Groups. Prior to the interruption to the school year caused by the COVID-19 pandemic, the Committee met bi-monthly to set the direction for the Work Groups. To maintain its progress and adhere to the established timeline, the Steering Committee will meet remotely as needed. The Committee hopes to resume its bi-weekly in-person meetings in fall 2020. These meetings will serve as opportunities for members to share their group’s progress and identify any challenges they are facing. The Committee will also review each group’s chapter drafts and provide feedback. This frequent communication among work group chairs will allow the Steering Committee to identify potential redundancies in reporting and discuss ways to minimize unnecessary duplication of effort. With these efficiencies in mind, the Steering Committee will coordinate the distribution of surveys to students, employees, and other community members so as not to unduly burden these populations.

To ensure that the Work Groups will be able to analyze the College’s mission, Institutional Priorities, and the Commission’s Standards using the existing evaluation and assessment information, the Steering Committee will promote the use of two internal content management sites. The first of these is a Middle States Self-Study SharePoint site, which serves as both document storage and a collaboration platform. The site houses historical documents, such as CCC’s previous Self-Study, guidance documents and training materials from MSCHE, best practices and sample documents, and a shared calendar. Within the main site, there are subsites for the Steering Committee and each of the seven work groups. Within these subsites, Work Groups can store their meeting minutes, manage their working drafts, and access their Evidence Inventory. The second location that will be utilized to access information needed for the Self-Study is the newly launched Information Repository. To address issues with a cumbersome and under-maintained public folders system and to prepare for the upcoming Middle States Self-Study, the college recently took on the momentous task of moving internal documents into a central, organized location. The Information Repository is accessible to all employees of the College, so any Work Group member can search for and download the documents needed for the group’s analyses. Documents housed in the repository that are central to the self-study process, include, but are not limited to, the Institutional Effectiveness Plan, Enrollment Management Plan, Strategic Plan, administrative plans, academic program reviews, annual department plans, general education assessment plans and reports, and policy & procedure manuals. Additional information needed for the Self-Study report, such as compliance data, is available on the College’s website.

B. Work Groups

Work Groups are composed of faculty, staff, and administrators. Work Group membership was voluntary; however, participation in the self-study process was strongly encouraged by the College president and Self-Study co-chairs. A Middle States Work Group Recruitment Fair was held in February to encourage participation. Volunteers selected the Work Group to which they felt they could make the most meaningful contributions. Although no students committed to being active members of the Work Groups at that time, a few agreed to give input throughout the process. The Self-Study co-chairs will look to the Student Senate as a vehicle for recruiting student membership on the Work Groups and obtaining student input on the evaluation process. Preference will be given to student participation on Work Groups III and IV, as these address standards that are directly involved with the student experience.

The names and titles of the Work Group members can be found in the tables below.

Work Group 1: Standard I – Mission and Goals Requirements of Affiliation 7, 10	
Name	Title
Dr. John Kowal, Chair	Vice-President for Academic Affairs
Bernard Bassett	Member, Board of Trustees
Katrina Evens	Director of Nursing and Allied Health
Julie Hanson	Professor of Mathematics
Sarah Jennette	Systems and Electronic Services Librarian

Work Group 2: Standard II – Ethics and Integrity Requirements of Affiliation 6 & Verification of Federal Compliance	
Name	Title
Lee Ann Thomas, Chair	Professor of Humanities
Angela Alphonso	Associate Professor of Health, Physical Education and Recreation
Ian Burcroff	Assistant Professor of Humanities
Dr. Christopher Drennan	Professor of History, Political Science and Economics

Work Group 3: Standard III – Design and Delivery of the Student Learning Experience Requirements of Affiliation 8, 9, 10, 15	
Name	Title
Shaun Irland, Chair	Assistant Professor of English
Angela Barnaby	Professor of Mathematics
Gina Brandolino	Assistant Professor of Nursing
Donna Lynch	Professor of Mathematics
Dawn Maille	Assistant Professor of Nursing

Work Group 4: Standard IV – Support of the Student Experience Requirements of Affiliation 8, 10	
Name	Title
Anna Miarka-Grzelak, Chair	Dean of Enrollment Management
Eric Arnold	Associate Professor of Health, Physical Education and Recreation
Dr. Karen Case	Instructional Designer Distance Learning Coordinator
Angela Kelley	Community and Workforce Development Specialist
Mary LaPierre	Director of Financial Aid
Sarah McCarty	Director of Campus Life
Chrisa O’Connell	Student Support Services Coordinator
June VanAlphen	Student

Work Group 5: Standard V – Educational Effectiveness Assessment Requirements of Affiliation 8, 9, 10	
Name	Title
Margaret Courson, Chair	Learning Outcomes Assessment Coordinator Professor of Mathematics
Catherine Figlioli	Librarian
Dr. Lynn Fowler	Chair, Science Department Professor of Science
Gary Henry	Associate Professor of Science
Richard Lawrence	Assistant Professor of Technology
Gina Lindsey	Professor of Humanities

Work Group 6: Standard VI – Planning, Resources, and Institutional Improvement Requirements of Affiliation 10, 11	
Name	Title
Michael Zerrahn, Chair	Chair, Business Department Assistant Professor of Business and Accounting
Dr. Wendy Baker	Vice President for Institutional Advancement
John Borner	Dean of Student Affairs
Nina Coolidge	Vice Chair, CCC Board of Trustees
Michelle Drollette	Staff Accountant
Michael Lawliss	Science Lab Technology Assistant
Antonio Maglione	Controller
Marisa Miller-Spadafora	Associate Staff Accountant
Ashley Morales	Associate Staff Accountant
Robert Trombley	Director of Buildings and Grounds

Work Group 7: Standard VII – Governance, Leadership, and Administration Requirements of Affiliation 12, 13	
Name	Title
Jarrold Cone, Chair	Chair, Faculty Council Chair, Social and Behavioral Sciences Department Assistant Professor of Psychology
Christina Cone	Adjunct Instructor of Science
Joanna Jackson	Assistant Professor of English
Kelly Misner	STEM Success and Retention Coordinator
George Rock	Member, CCC Board of Trustees

The institutional mission and priorities will guide the entirety of the self-study process; however, the Work Groups listed below will explicitly address the indicated Institutional Priority:

- Work Group 3 (Standard III) will address Priority 1: Teaching, Learning and Student Success and Priority 4: Educational and Employment pathways
- Work Group 4 (Standard IV) will address Priority 2: New and Retained Student Enrollment and Priority 4: Educational and Employment Pathways
- Work Group 5 (Standard V) will address Priority 1: Teaching, Learning and Student Success
- Work Group 6 (Standard VI) will address Priority 3: Institutional Financial Sustainability

Each Work Group is responsible for reviewing the criteria for its assigned Standard, developing questions that will lead to a comprehensive analysis of the College’s mission and institutional priorities vis-à-vis the Standard, and identifying and analyzing the documents needed to carry out its research. Work Groups will implement surveys and interviews, as needed, to collect additional data that are necessary for addressing their research questions. Common areas of research will be identified through the Steering Committee’s on-going dialogue, and the work groups involved will develop a plan for addressing these shared lines of inquiry that makes optimal use of time and resources. The Work Groups will create a comprehensive report, based on the existing data, that will provide a description of how well the findings support the College’s adherence to the Standard, the institutional mission, and the institutional priorities. The report will also include the group’s recommendations for improvement.

The research questions each Work Group will use to guide its analysis are listed below.

Work Group 1
<p>Mission and Goals: <i>The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.</i></p>
<ol style="list-style-type: none"> 1. To what extent are the Clinton Community College mission and goals known and promoted to its various internal constituencies and external stakeholders? 2. How are the mission and goals of Clinton Community College communicated to its various constituencies? 3. How frequently and extensively are the Clinton Community College mission and goals reviewed and evaluated to determine if they are relevant and achievable? 4. How is Clinton Community College determining whether it is achieving its goals and meeting its mission? 5. Are the goals of Clinton Community College clearly focused on student learning and on institutional enhancement and innovation? 6. Do the mission and goals of Clinton Community College guide and inform program development, resource allocation and planning? 7. How do Clinton Community College’s various activities and priorities reflect its core values?

Work Group 2

Ethics and Integrity: *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.*

1. What are the major practices and initiatives contributing to a learning and working environment that fosters respect, diversity, and inclusion?
2. Are Clinton Community College's policies and procedures communicated and followed to see that grievances or complaints raised by students, faculty or staff are addressed promptly, with documented process for addressing that is compliant with stated procedure to ensure appropriate and equitable outcomes?
3. What does Clinton Community College do to ensure best, ethical practices of the stages of employment from recruiting, to hiring, to retaining, to the end of employment for its employees?
4. What does Clinton Community College have in place that seeks to identify and to address conflicts of interest in activities, decision-making, and contractual agreements with campus constituents from students to the Board of Trustees?
5. What does Clinton Community College do to communicate to prospective students cost, value, funding sources, and obligations for attending to promote responsible, informed, financial decisions?
6. What are identified strengths in meeting criteria for Standard 2: Ethics and Integrity at Clinton Community College, and where are there opportunities for Clinton Community College to meet or to exceed criteria in this standard?

Work Group 3

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

1. How do Clinton Community College's learning experiences align with its Strategic Plan?
2. How does Clinton Community College ensure that all learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with its academic standards and higher education expectations?
3. Are student learning experiences at Clinton Community College delivered by the correct number of faculty and professionals that are sufficiently qualified and assessed?
4. How successfully does Clinton Community College offer a curriculum designed to ensure that students acquire and demonstrate essential skills?
5. Are current professional development opportunities to improve teaching and learning processes sufficient and are faculty using them effectively?
6. How effective are the procedures by which Clinton Community College informs students of degree/program requirements?
7. How do outside advisory boards, community partnerships, and outside agencies assist in maintaining quality of education delivered on the Clinton Community College campus?
8. What methods of review and approval does Clinton Community College employ for student learning opportunities designed, delivered, or assessed by third-party providers?
9. To what extent does Clinton Community College meet Middle States' Requirements of Affiliation 8, 9, 10, and 15 as related to Standard 3?

Work Group 4

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

1. In what way does Clinton Community College demonstrate clearly stated, efficient, effective, and mission compatible procedures to support recruitment, retention, and student success?
2. How effective are the policies and procedures regarding evaluation and acceptance of traditional transfer credit, as well as evaluation of all other non-academic or experiential learning?
3. In what ways does Clinton Community College provide a safe and secure student experience for the proper compliance/care/use/release and access to student information and records?
4. What are the fiscal and administrative procedures that guide athletics, student life, and extra-curricular activities for student life and are they consistent with procedures of all other programs?
5. To what extent does Clinton Community College review and approve student support services delivered by third party providers (e.g., BHSN, ETS, Twisted Pita, Follett, CCWD third party courses; Student Life activities external providers)?
6. To what extent does Clinton Community College periodically assess the effectiveness of programs and services that support the student experience?

Work Group 5

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

1. To what extent are academic program goals and learning outcomes tied to Clinton Community College's mission and institutional priorities?
2. How consistently are learning outcomes measured for academic programs and certificates, including distance learning and concurrent enrollment offerings?
3. How effective is Clinton Community College in assessing student preparedness for transfer and employment?
4. How effectively does Clinton Community College utilize assessment results to guide improvements in student learning and teaching pedagogy and to initiate curricular changes on the course and program level?
5. How effectively does Clinton Community College utilize assessment results to inform the planning and budgeting processes?
6. How well are assessment results communicated to stakeholders, including students, faculty, administrators, advisory boards, and trustees?
7. To what extent does Clinton Community College evaluate the effectiveness of the assessment process and how does it utilize this information to improve the process?

Work Group 6

Planning, Resources, and Institutional Improvement: *The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

1. How is Clinton Community College's current financial planning and budgeting process completed and how effective is it in meeting the institutions mission and goals?
2. How does Clinton Community College's method of resource allocation support its institutional outcomes and how is this measured?
3. Are Clinton Community College resources being examined as to their method of utilization to achieve the most beneficial outcome to assist in maintaining financial stability for the college?
4. How does Clinton Community College's method of resource allocation support existing, expanding, and development of new programs and initiatives to increase financial stability and how is this measured?
5. How does Clinton Community College's method of resource allocation support development of new revenue streams for the College and how is this measured?

Work Group 7

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

1. What are the current governance structures that exist and how do they support Clinton Community College's mission, goals, and institutional priorities?
2. Since education is Clinton Community College's primary purpose, what mechanisms exist for regularly assessing the effectiveness of its governing bodies and administration?
3. To what extent does Clinton Community College meet Requirements of Affiliation numbers 12 and 13 as they relate to Standard 7?
 - a. Fully discloses its legally constituted governance structure(s) governing body
 - b. Is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished
 - c. The majority of the governing body members have no personal financial interest in the institution
 - d. Governing body adheres to a conflict of interest policy that assures those interests are disclosed and do not interfere with impartiality of governing body members
 - e. Institution's CEO does not serve as chair of the governing body

VI. Guidelines for Reporting

The Steering Committee will oversee the efforts of the Work Groups and will set the timeline for completion of products, including outlines, preliminary drafts, and final reports. Progress will be monitored through Work Group status updates, given at each Steering Committee meeting, and by a review of the minutes of Work Group meetings, posted in the Self-Study SharePoint site.

A. Deadlines for Submission of Draft Documents and Final Reports

Date	Action to be Completed
April 2020	<ul style="list-style-type: none"> Work Groups submit research questions to Self-Study co-chairs Co-chairs send draft of Self-Study Design to Steering Committee Steering Committee revises Self-Study Design ALO submits draft of Self-Study Design to Middle States Liaison
May 2020	<ul style="list-style-type: none"> Steering Committee sends revised Self-Study Design to Middle States Liaison
December 2020	<ul style="list-style-type: none"> Work Groups submit outline of report to Steering Committee
March 2021	<ul style="list-style-type: none"> Work Groups submit draft of chapters to Steering Committee
May 2021	<ul style="list-style-type: none"> Work Groups submit revised chapters to Steering Committee
September 2021	<ul style="list-style-type: none"> Steering Committee presents draft of Self-Study Report to campus, Board of Trustees, and community
October 2021	<ul style="list-style-type: none"> Co-chairs submit draft of Self-Study Report to Evaluation Team Chair (at least two weeks prior to Team Chair visit)
January 2022	<ul style="list-style-type: none"> Steering Committee finalizes Self-Study Report
February – April 2022	<ul style="list-style-type: none"> ALO uploads final Self-Study Report/Verification of Federal Compliance/Evidence Inventory to MSCHE portal (six weeks prior to team visit)
May – June 2022	<ul style="list-style-type: none"> College prepares institutional response to Evaluation Team report

Given the mandated workplace restrictions and limited access to documents that have resulted from the COVID-19 pandemic, as well as the uncertainty as to when the restrictions will be lifted, the established timeline is subject to change.

B. Template for the Organization of Work Group Chapter Reports

The chapter reports prepared by the Work Groups will be organized using the following structure:

- 1. Overview of Working Group's charge**
 - MSCHE accreditation Standard (*State verbatim the Standard being addressed*)
 - Requirements of Affiliation (*State verbatim the Requirements being addressed*)
 - Institutional Priorities (*State the priorities being addressed*)
 - Discuss the alignment of the Standard and priorities with one another and the mission
- 2. Lines of Inquiry**

List the research questions used to guide the analyses
- 3. Assessment information utilized**

Listing of documents used to conduct analyses (Evidence Inventory)

4. **Analytical report**
Narrative report that addresses the lines of inquiry
5. **Areas of Strength**
Based on the analytical report, highlight the areas of strength consistent with the assigned Standard and priorities
6. **Opportunities for improvement and innovation**
Based on the analytical report, identify the opportunities for improvement and innovation consistent with the assigned Standard and priorities
7. **Suggested Strategies for improvement**
Give preliminary strategies for addressing the opportunities for improvement stated in #6
8. **Collaboration with other Working Groups**
Describe any collaborative discussions with members of other Work Groups and, where applicable, strategies for minimizing duplication

VII. Organization of the Final Self-Study Report

The final Self-Study Report will be organized using the following structure:

1. **Executive Summary**
A brief description of the major findings and opportunities for improvement and innovation identified in the Self-Study.
2. **Introduction**
Includes an institutional overview, a brief discussion of what led the institution to choose its institutional priorities, an explanation of the approach used for the Self-Study, and a description of how the remaining chapters are organized.
3. **Standards of Accreditation and Requirements of Affiliation (seven chapters)**
A separate chapter for each MSCHE Standard and the related Requirements of Affiliation, which will include:
 - A heading indicating the Standard under consideration
 - Overview of the lines of inquiry used to direct the research
 - Analysis and findings
 - Cross-references to relevant materials in other parts of the report and within the Evidence Inventory
 - Conclusion, including strengths and challenges, with references to appropriate criteria
 - Recommendations for ongoing institutional improvement and innovation
4. **Conclusion**
A summary of the major conclusions reached and self-identified opportunities for institutional improvement and innovation. Also includes an outline of the initial plans to address identified opportunities and concluding observations on how the self-study process is being used to continuously improve student achievement and the College's mission and goals.

VIII. Verification of Compliance Strategy

The Work Group tasked with addressing Standard II: Ethics and Integrity will oversee the Verification of Compliance process. The following individuals will be consulted to address the appropriate sections of the Federal Compliance Report: Dean of Student Services, Director of Financial Aid, Registrar, and Vice President for Academic Affairs.

The Steering Committee will be responsible for confirming that the College's Institutional Federal Compliance Report provides evidence that the College meets the accreditation- relevant federal regulations.

IX. Communication Plan and Self-Study Timetable

Clinton Community College is committed to making the self-study process both inclusive and transparent. The president will have the lead role in communicating the progress of the self-study to both internal constituents and external stakeholders. The College will use several channels to disseminate information and gather input throughout the evaluation process.

Our institution's small size gives us the advantage of being able to share information with many constituents directly in face-to-face meetings. Town hall forums, hosted by the president and/or Self-Study Steering Committee, will provide opportunities for the entire campus to receive updates and ask questions concerning the self-study process. Work Group members will have opportunities to share information with their colleagues at departmental meetings. Updates on the progress of the Middle States Self-Study are also standing items on the meeting agendas for President's Cabinet, Faculty Council, and the Board of Trustees. Starting in Fall 2020, regular updates and opportunities for feedback will also be included in meetings of the Student Senate.

Email is the official form of communication at CCC (added in policies and procedures manual Fall 2019), and this medium will be employed often to give updates and announce events related to Middle States to the College community. The Vice President for Academic Affairs and department chairs will be responsible for sharing email updates with their career advisory board members. Additionally, digital signboards, located in all academic buildings, will announce upcoming town halls and other public events.

In March 2020, the College began the work of creating a Middle States Accreditation Self-Study website, which will be accessible from the Clinton.edu homepage. The website will contain an overview of the self-study process, the membership of the Steering Committee and Work Groups, a copy of the Self-Study Design, a listing of events and announcements, and an avenue for collecting input/questions. The website template has been created, and the content pages will be populated in summer 2020. We expect the website to be launched in August 2020.

The table below shows the timeline of self-study tasks and plans for communicating the status of the self-study and gathering input from the college community.

Self-Study Timetable and Communication Plan

Date	Self-Study Task	Communication Event
October 2019	<ul style="list-style-type: none"> • CAO, CFO, and ALO attend Self-Study Institute 	<ul style="list-style-type: none"> • Attendees provide update to the Strategic Planning Committee and share recommendations for Institutional Priorities
November 2019	<ul style="list-style-type: none"> • President selects Self-Study co-chairs 	<ul style="list-style-type: none"> • President holds Town Hall for campus; launches Middle States Self-Study and announces co-chairs
December 2019	<ul style="list-style-type: none"> • President, Self-Study co-chairs, ALO, and CFO hold conference call with Middle States Liaison to identify Self-Study model and timeline and receive guidance on Self-Study Design 	
January 2020	<ul style="list-style-type: none"> • President appoints Steering Committee • Steering Committee holds inaugural meeting; discuss Work Group membership and recruitment strategies 	<ul style="list-style-type: none"> • ALO develops Self-Study SharePoint site
February 2020	<ul style="list-style-type: none"> • Steering Committee reviews structure and content of Self-Study SharePoint site; co-chairs distribute key materials and set goals for semester • Work Groups meet for first time; chairs distribute materials to members and set meeting schedule 	<ul style="list-style-type: none"> • President formally announces Steering Committee membership to campus and Board of Trustees • Co-chairs give presentation to Faculty Council and encourage participation on Work Groups • Middle States Self-Study Kick Off Recruitment Fair held • Work Group Kick-off event held
March 2020	<ul style="list-style-type: none"> • Work Groups meet to review Standard criteria, identify preliminary evidence, and develop research questions • Co-chairs begin drafting the Self-Study Design 	<ul style="list-style-type: none"> • College begins development of Middle States Self-Study website • Co-chairs provide updates on self-study at Faculty Council and Academic Council meetings
March 2020	<ul style="list-style-type: none"> • NYS Governor signs executive order requiring all non-essential workers to stay at home due to COVID-19 pandemic • Campus transitions to remote delivery of educational and support services 	<ul style="list-style-type: none"> • President and VPAA hold meeting of all faculty to solicit input on transition to remote learning • President sends campus response to COVID-19 to MSCHE
April 2020	<ul style="list-style-type: none"> • Work Groups submit research questions to co-chairs • Co-chairs send draft of Self-Study Design to Steering Committee • Steering Committee provides feedback on Self-Study Design • ALO submits draft of Self-Study Design to Middle States Liaison 	<ul style="list-style-type: none"> • Middle States Liaison sends written feedback to co-chairs ahead of meeting • President and Steering Committee meet virtually with Middle States Liaison; Liaison shares feedback and offers suggestions

Date	Self-Study Task	Communication Event
May 2020	<ul style="list-style-type: none"> • <i>Self-Study Preparation Visit, originally scheduled for May 1, is postponed due to college closures in response to COVID-19 pandemic</i> • Steering Committee meets virtually to refine Self-Study Design • Co-chairs resubmit Self-Study Design to Middle States Liaison 	<ul style="list-style-type: none"> • Co-chairs share timeline for addressing the Middle States Liaison’s recommendations with the Steering Committee and president
June - August 2020	<ul style="list-style-type: none"> • Steering Committee sets meeting schedule for Fall 2020 	<ul style="list-style-type: none"> • College completes work on Self-Study website • Finalized Self-Study Design posted to SharePoint and website and announced to campus • Steering Committee plans presentation for Opening Day • The new Strategic Plan, which addresses the institutional priorities of the Middle States Self-Study, is shared with Board of Trustees and advisory boards for feedback
September – December 2020	<ul style="list-style-type: none"> • Steering Committee establishes a plan for distributing surveys and gathering input from community members • Works groups identify existing evidence, note gaps in evidence, conduct analysis of research questions, and begin writing draft of chapter • Work Groups submit outline of report to Steering Committee • Steering Committee meets regularly to review outlines, discuss progress, identify gaps in evidence, and identify common areas of study 	<ul style="list-style-type: none"> • President announces Middle States communication plan on Opening Day; gives preview of website • The new Strategic Plan is shared with Student Senate for feedback • President provides regular updates to campus and Board of Trustees • Co-chairs provide regular updates at Faculty Council, Academic Council, and Student Senate meetings • Middle States webpage is updated regularly • After receiving approval through campus governance channels and by the Board of Trustees, the new Strategic Plan is posted on the website and added to the information Repository
January – March 2021	<ul style="list-style-type: none"> • Work Groups continue research and assemble draft of chapters • Work Groups submit first draft of chapters to Steering Committee • Middle States Commission selects Evaluation Team Chair • Team Chair sets date of campus visit 	<ul style="list-style-type: none"> • President provides regular updates to campus and Board of Trustees • Co-chairs provide regular updates at Faculty Council, Academic Council, and Student Senate meetings • Middle States webpage is updated regularly

Date	Self-Study Task	Communication Event
April – May 2021	<ul style="list-style-type: none"> Steering Committee reviews chapter drafts and provides feedback to Work Groups Work Groups submit revised chapters to Steering Committee 	<ul style="list-style-type: none"> President provides regular updates to campus and Board of Trustees Co-chairs provide regular updates at Faculty Council, Academic Council, and Student Senate meetings Middle States webpage is updated regularly
June – August 2021	<ul style="list-style-type: none"> Steering Committee develops draft of Self-Study Report 	
September 2021	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Steering Committee presents draft of Self-Study Report to campus, Board of Trustees, and community and solicits feedback
October 2021	<ul style="list-style-type: none"> Steering Committee incorporates feedback into Self-Study Report Co-chairs submit Self-Study Report draft to Evaluation Team Chair (at least two weeks prior to Team Chair visit) 	
November 2021– January 2022	<ul style="list-style-type: none"> Steering committee finalizes Self-Study Report based on Team Chair’s feedback 	<ul style="list-style-type: none"> ALO posts Self-Study Report on College website
February – April 2022	<ul style="list-style-type: none"> Steering Committee prepares for Evaluation Team site visit ALO uploads final Self-Study Report/Verification of Federal Compliance/Evidence Inventory to MSCHE portal (six weeks prior to team visit) 	<ul style="list-style-type: none"> President and co-chairs hold town hall meeting in preparation of evaluation team visit
May – June 2022	<ul style="list-style-type: none"> Evaluation Team visits campus Evaluation Team sends report to CCC College prepares institutional response to Evaluation Team report 	<ul style="list-style-type: none"> Middle States SharePoint site is shared with the Evaluation Team. President shares Evaluation Team report with campus
Summer 2022	<ul style="list-style-type: none"> Middle States Commission meets to determine action 	<ul style="list-style-type: none"> President sends out MSCHE Accreditation Action to campus

Given the mandated workplace restrictions and limited access to documents that have resulted from the COVID-19 pandemic, as well as the uncertainty as to when the restrictions will be lifted, the established timeline is subject to change.

X. Evaluation Team Profile

Clinton Community College is dedicated to its mission of empowering students by providing quality academic programs and support services. The focus of our Self-Study is on teaching, learning, and student success; new and retained student enrollment; financial sustainability; and educational and employment pathways. Our campus is very interested in working with an evaluation team with whom we share similar challenges and experiences as well as a deep commitment to students and community.

A. Team Chair and Peer Evaluators:

Our preference for chair of the evaluation team is a president of a similarly sized institution. To ensure a greater understanding of CCC and its surrounding community, it would also be helpful if the evaluation team members were selected from institutions with some of the following characteristics:

- Publicly funded community college
- Small, rural setting
- Low income student population with many traditional students who hold jobs
- Academic profile similar to Clinton's: Associate degrees (24); certificates (7); high transfer
- Student profile similar to Clinton's: Commuters (100%); part-time (58%); under age 24 (78%), enrolled in transfer programs (25%), receiving Pell (62%)
- Member of a State University system
- Experienced declines in enrollment in the last five years
- Offer distance learning programs and classes
- Offer technology programs and workforce development training

B. Institutions that are considered comparable peers:

The National Center for Education Statistics College Navigator was used to identify comparable colleges based on institution type, awards offered, campus setting, campus housing, student population, graduation rates, transfer-out rates, and net price. After removing colleges from within the State University of New York system from the list, three colleges were identified as comparable peers within the Middle States region.

- Butler County Community College (Butler, PA)
- Sussex County Community College (Newton, NJ)
- Warren County Community College (Washington, NJ)

C. Institutions that are considered aspirational peers:

Clinton Community College would consider as aspirational peers similarly sized, rural institutions serving predominantly low-income areas, which have demonstrated innovation and success in accomplishing the following:

- Stabilizing or increasing enrollment in the face of a declining local high school graduate population
- Building strong educational and workforce partnerships that have resulted in increased participation in technology programs and skilled trainings
- Maintaining financial stability with declining state allocations through astute resource allocation and novel revenue streams

D. Institutions whose representatives might present conflicts of interest should they serve on the Self-Study evaluation team.

- Institutions within a 150-mile radius of Clinton Community College
- Institutions within the State University of New York system
- Individuals who graduated or worked at Clinton Community College
- Individuals from institutions for which a current or former CEO or CAO of Clinton Community College worked

E. Institution's Top Programs by Enrollment

In Fall 2019, Clinton Community College's top five programs by enrollment were as follows:*

1. Liberal Arts: Humanities and Social Science A.A.
2. Nursing A.A.S.
3. Criminal Justice A.A./A.A.S.
4. Business Administration A.S./A.A.S.
5. Human Service A.A.S.

*Students who have not declared a major and students in the concurrent enrollment program have not been included in these data.

XI. Evidence Inventory

The Evidence Inventory will be housed in the MSCHE Self-Study SharePoint site. Each Work Group subsite will have its own Evidence Inventory folder containing a tracking spreadsheet, on which document title, description, and URL/location will be recorded (Appendix A). Each Work Group chair will have read/write access to its Evidence Inventory folder, and the Self-Study co-chairs will have access to all folders. The co-chairs will initially populate the tracking spreadsheets with links to commonly referenced documents, such as the College's mission and values statement, Strategic Plan, and Policies and Procedures Manual. Each Work Group chair is responsible for recording in its tracking spreadsheet all additional documentation that was used to support the group's research. When the final Self-Study report is being assembled, the Steering Committee will review the individual Evidence Inventory tracking spreadsheets and will update, as appropriate.