Self-Study Design

for the

Commission on Higher Education

of the

Middle States Association of Colleges and Schools

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President

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INTRODUCTION

Brief History of the Institution

The College at Brockport, State University of New York, is a selective, state-supported, four-year comprehensive college with programs blending the liberal arts and professional studies. The College, founded in 1835, offers a broad range of 48 undergraduate majors, master’s degrees in 29 disciplines, and teacher certification in 23 areas. It includes 66 buildings occupying about one-quarter of the campus with grassy fields and wooded land. The 464-acre campus includes classrooms, labs, performance spaces and athletic facilities that meet the standards for functionality, design and enjoyment. Brockport, NY, is a small college town of 8,100 residents located on the historic Erie Canal. Brockport is located 16 miles west of Rochester, NY, and about 45 miles east of Buffalo. Off-campus instruction is offered at the MetroCenter and Visual Studies Workshop, both located in Rochester.

The College at Brockport strives to be a true learning community in which students, faculty and staff contribute to and celebrate the success of others. Every student is recognized as a dynamic, multi-dimensional individual rich with promise. Through the many ways there are to learn, contribute and excel, the College strives to awaken the scholar, the athlete, the artist, and the entrepreneur within. Brockport students are busy—on campus, in the community, and around the world—being active scholars and engaged citizens. Our accomplished faculty and dedicated staff have the same commitment to student success that their predecessors had in 1835.

The beginnings of The College at Brockport far predate the institution of the State University of New York (SUNY) system:

**Brockport Collegiate Institute, 1835-1866:** The first “College at Brockport” welcomed students in 1835. As an academy, the Brockport Collegiate Institute offered teacher training, elementary classes for young children, and academic and professional training for older students. In addition to the wide age range of its students, the academy also accepted women and minorities when many other colleges were largely closed to them. In a very real sense the Brockport Collegiate Institute was the “people’s college” of its time. Largely through the efforts of Malcolm MacVicar, who was principal and a leader in education circles, the school became one of the four new state “normal” schools established in New York.

**Brockport State Normal School, 1866-1942:** Normal schools got their name from an early French teacher training institution. The Normal schools were part of a revolution in education taking place in 19th-century America, in which the need for teachers to receive training in both teaching methods and subject knowledge was becoming more and more evident. Thus, teacher training became a major focus of the school, although the old academy collegiate tradition was continued in a separate department until the turn of the century.

One key element of the teacher training philosophy of that era was to maintain a “practice” or “demonstration” school attached to the Normal School. Students from the local community attended the school and were taught by student teachers who worked under experienced teacher “critics.”
Charles McLean was the principal for the first several decades of the school and helped to establish one of the major elements of the Normal School’s culture, that of the Greek Letter Societies which flourished at the school from 1869-1940.

**Brockport State to SUNY Brockport, 1942-2004:** The last Normal School class graduated in 1942 after which the school officially became a college, meaning it could grant the bachelor’s degree. This enhancement of status was due in good part to the efforts of President Ernest Hartwell, who, like Malcolm MacVicar and many other Brockport figures, played a leading role in the education movements of the time. Starting as Brockport State Teachers College, the new school was automatically included in the new SUNY system which was established in 1948. The years after World War II were a time of tremendous growth for higher education, as thousands of veterans went to college on the G.I. Bill. Brockport began a period of expansion during this time that was unprecedented in the school’s history.

When Donald Tower became president of the school in 1944, the entire campus was what is now Hartwell Hall. There were a few hundred students and the faculty and staff numbered under 50. By the time Tower retired in 1964, there were several thousand students and several hundred faculty and staff. The campus had expanded greatly, adding residence halls and a college union, and expanding to Kenyon and Holley Streets. The purpose and organization of the College had also grown, as it evolved into a liberal arts college with a number of master’s degree programs. The first graduate degree was awarded in January 1950. By 1981, there were 1,185 graduate students enrolled in 11 different programs. Today, Brockport has more than 1,300 graduate students enrolled in 29 programs.

In the early years of President Albert Brown (1965-1981), the school’s growth rate built to a height of activity, seeing the high-rise residence halls, library and other buildings emerge to make the campus that one experiences today. The school continued to evolve in the last years of the 20th century under the leadership of President John Van De Wetering (1981-1997), who launched the MetroCenter—Brockport’s classroom complex in downtown Rochester. During his tenure, Brockport’s International Education program greatly expanded to become the largest in the SUNY system and among the 10 largest in the United States.

From 1997 to 2004 under the leadership of Paul Yu—working closely with faculty, staff and students—Brockport achieved new levels of excellence and recognition, from acquiring the latest information technologies, to improving campus communications, to increasing admissions standards. Brockport became recognized throughout New York and within SUNY as an innovative and dynamic institution. Noteworthy achievements included an increase in average SAT scores from 1002 in 1998 to 1071 in 2004; an increase in first-year retention rate from 71 percent in 1998 to 83 percent in 2004; and an increase in funded faculty research grants from $3.5 million in 1999 to $5.7 million in 2004. Interim President John B. Clark served the campus from 2004-2005 and initiated several capital and academic campaigns that came to fruition in the years following his tenure.

**The College at Brockport, State University of New York, 2005-present:** In August 2005, John R. Halstead became president. President Halstead brought a range of leadership experience to the College, including a seven-year term as president of Mansfield University of Pennsylvania, eighteen years as a vice president, and post-doctoral work at Harvard University’s Institute of Educational Management. Most importantly, President Halstead brought a strong, student-centered philosophy
and extensive experience in strategic planning. Thus, he outlined nine goals at his first Faculty/Staff Convocation. Later, these goals were adopted unanimously by the College Senate (History of the College, www.brockport.edu/about/history.html, 2008).

At his inaugural address centering on student success, President Halstead announced his Six Major Initiatives for Ensuring the College’s Success to continue to define and advance its institutional quality. The six initiatives are as follows:

- **Emblems of quality**, with the goal of achieving accreditation in all disciplines for which it is eligible.
- **New program development fund** to assist in the development of new programs.
- **Career span professional development for faculty** to identify the major intellectual, scholarly and professional development needs of our faculty at three stages of their careers.
- **Restoration of positions** to better maintain the campus and enhance the student learning environment.
- **Lake Ontario research**—a major research initiative with corollary benefits in economic development, job creation and educational outreach in the Great Lakes region.
- **Presence in Greater Rochester** which involves building Brockport’s reputation in the Greater Rochester Area.

As part of the SUNY system of higher education, Brockport represents one of the greatest values in education today. Committed to accessibility and excellence, the College prepares its graduates to lead lives of contribution and meaning. Brockport alumni serve their communities in every profession and avocation—they continue to be ambassadors for the College through their volunteer work, financial support and student mentoring.

**Economic Impact**

The College at Brockport is a major educational, economic and cultural force in the Greater Rochester Area. The College at Brockport’s student body of 8,500 consists of approximately 7,200 undergraduate and 1,300 graduate students. The College draws its undergraduate students from every county in New York State, from 28 other states, and from 20 foreign countries. Adult students (25 and older) represent 25 percent of the student body. Today, undergraduate and graduate alumni number more than 70,000. In addition, the College delivers more than 65 overseas programs in over twenty countries, with approximately 450 students enrolled at the undergraduate level—the largest program in the SUNY system.

The College at Brockport is a $145 million annual enterprise. Its economic impact on the Rochester region is substantial. With 1,700 employees and more than 8,500 undergraduate and graduate students, its estimated total economic impact annually is over $540 million dollars when both direct and indirect expenditures are taken into account.

Each year the College awards approximately 25 percent of all bachelor degrees in the Rochester area, with many alumni staying in Rochester to work or attend graduate school. The College’s alumni serve in leadership roles in business, government, public safety, health care, the arts, sciences and education—an estimated 28,512 alumni live and work in the Rochester area, making a significant positive impact on the local economy. More than 50,000 of the College’s 70,000 alumni have
remained in New York. In addition, the College’s Small Business Development Center has provided free business consulting services to some 13,000 local businesses, helping to invest nearly $95 million in the area’s economy and create some 3,000 jobs since 1987 (Fast Facts, www.brockport.edu/facts/index.html, 2008).

Mission Statement

The College at Brockport, State University of New York:

Is committed to providing a liberal arts and professional education—at both the undergraduate and graduate level—for those who have the necessary ability and motivation to benefit from high quality public higher education;

Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and

Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

Strategic Plan for The College at Brockport

The College’s strategic plan, entitled Matrix: An Integrated Approach to Planning & Accountability, was designed to guide planning and resource allocation for the College. The Matrix is centered on the previously mentioned Six Major Initiatives for Ensuring the College’s Success and the following nine goals:

1. Build on our academic excellence including not only our rising reputation as a top SUNY institution, but also to encompass recognition of our faculty for scholarly endeavors, research dollars and our prestigious graduate programs.
2. Continue to underscore our core values of student success and shared governance.
3. Make an institution-wide commitment to embracing diversity in its fullest sense by setting goals and linking these goals with Middle States’ expectations and our own expectations for achieving a more inclusive community.
4. Implement Strategic Plan II and allocate resources for designated implementation.
5. Address the physical plant—both new facilities and upgrading the existing facilities and technology—to enhance the living and learning environment for all.
6. Engage the entire campus in the Mission Review II process in the 2005-06 academic year prior to final sign-off to SUNY.
7. Plan to publicly launch The College at Brockport’s comprehensive campaign in concert with the College’s Foundation Board, College Council and Alumni Board.
8. Strengthen Brockport’s presence and visibility within the colleges in the Greater Rochester Area, using the MetroCenter as a focal point for collaboration and enhanced visibility through greater utilization and marketing.
9. Celebrate the successes of our students, faculty, staff and alumni as a point of pride for the College.
IMPORTANT RECENT DEVELOPMENTS

Over the past decade, the College has engaged in a number of initiatives aimed at enhancing our students’ learning experience and retention. These include changes in admissions standards resulting in higher caliber students as reflected by SAT/ACT scores and high school GPA; establishment of the First-Year Experience Office and program for entering freshmen; summer orientation for freshmen; the freshman summer reading; theme-based living/learning communities; freshman peer mentoring; and promotion of undergraduate research. More recent initiatives include an orientation program for entering transfer students; establishment of the Second-Year Experience program tailored to sophomores; and creation of the Leadership Development Program. A self study with special emphasis on student success will highlight the outcomes of these and other related initiatives, as well as provide guidance to the College on plans for future development.

In Fall 2009, President Halstead released the 2008-2009 Accomplishments document, which summarized the College’s success stories since 2007 and provided a comprehensive overview of the College’s goals and important developments. This document serves as the latest version of the College’s strategic plan, the Matrix: An Integrated Approach to Planning & Accountability. The Accomplishments document combines the original Matrix with the College’s recent annual reports to outline the nine principal goals that guide the College and how the College has met—and is continuing to meet—these goals to date. Appendix A includes the 2008-2009 Accomplishments document in its entirety.

In an effort to raise the visibility of the College and boost the quality of campus life for students, faculty and staff, President Halstead has also overseen several new construction projects, including the $18 million new townhome complex for upper class students, the $6.5 million Harrison Dining Hall renovations, and much-needed repairs to the Drake Memorial Library and other facilities. The construction of the $40 million Special Events Recreation Center (SERC) has begun and will open in Fall 2012. The SERC will be a state-of-the-art, multi-use facility supporting our first-class academic programs. It will also provide our students with enhanced recreational and athletic facilities and an excellent venue for campus concerts, sporting events, commencements and community activities. Groundbreaking is scheduled for April 16, 2010. The President also has made it his mission to engage the citizens of the Greater Rochester Area, community leaders, and alumni in supporting this endeavor.

Branding of The College at Brockport

President Halstead recently introduced a major brand initiative in an effort to recognize the College’s rich history, character, and integrity and to enhance the College’s public profile. The brand work, based on interviews with representatives of all constituencies of the College, has yielded brand tools and a strong visual identity system that is now used to communicate the many advantages Brockport offers to students, and distinguishes the College from other institutions of higher education in the region. The College’s promise statement—to reveal to each student, each day, his or her capacity for intellectual, physical and creative accomplishment—speaks to the strong commitment of faculty and staff to student success and to the promise of a multi-dimensional education—one that engages and develops the whole person.
The recent change in the expression of the College’s name to The College at Brockport, State University of New York, is intended to bring focus to the College in the context of the State University of New York—one of the largest and most respected educational systems in the world. This is not a legal or an official name change, but one that was approved by Interim Chancellor John B. Clark and SUNY Vice Chancellor and Secretary of the University, John J. O’Connor. The new recognition of 1835 as the founding year of the institution is aimed at connecting with the rich history and legacy of the College. As part of the identity system of the College, a new logo featuring a green and gold shield and a new word mark was unveiled. All reprints of materials were systematically updated to include the new logo as well.

Introduced in Fall 2009, the most recent brand development initiative is a new College signature that expresses the institution’s commitment to student success: “Aspire. Engage. Excel.” Additionally, President Halstead and The College at Brockport Foundation Board have commissioned and completed a feasibility study for the College’s first major comprehensive campaign. The Board is expected to approve this campaign in April 2010, and a Case Statement is currently being developed.

**Strategic Plan for The State University of New York (SUNY)**

In addition to adhering to its own mission, goals and strategic plan, as part of the State University of New York system, The College at Brockport is a participant in SUNY’s current Strategic Planning process. Upon her appointment in 2009, Chancellor Nancy Zimpher initiated an expansive strategic planning process. Phase I, a visiting tour of all 64 SUNY campuses concluded in September 2009 and included a visit to Brockport on July 22, 2009. Phase II, just concluded, consisted of eight “Statewide Conversations.” The first addressed the overarching theme of “Ensuring Economic Vitality and the Quality of Life,” and the following seven conversations scheduled through March 2010 addressed each of the themes identified during Phase I. These Statewide Conversations were attended by a “Group of 200,” comprised of students, faculty and staff, and business and community leaders. At each meeting, these stakeholders contributed directly to the planning process, bringing a unique perspective from the diversity of both their institutions and their roles. Input from the “Group of 200” is in the process of being analyzed and refined by a steering committee and will be used as the foundation for developing the objectives and goals for the SUNY Strategic Plan to be launched in April 2010—which will include a key launching in Rochester, NY (Strategic Plan, www.suny.edu/strategicplan/, 2009).

The eight themes of the SUNY Strategic Plan are:

- Ensuring Revitalization and Quality of Life for New York State
- Arts and Culture
- Diversity in the World
- Education Pipeline
- Energy and Sustainability
- Globalization
- Health Affairs
- Quality of Place
Under the leadership of President Halstead, the College will participate in the implementation of the SUNY system strategic plan and continue to expand its efforts to incorporate the latest technology; improve and expand its infrastructure; champion the success of students, faculty and staff; and serve as a leader in higher education for the region. During a recent College “Town Hall” meeting on March 25, 2010, President Halstead demonstrated the congruence of SUNY’s plan with Brockport’s strategic initiatives, which will be an ongoing theme in the years ahead. He also unveiled a visual model of the shared vision of the College community—a “four-quadrant approach”—with the ultimate goal of becoming a nationally recognized comprehensive college. Consistent with SUNY’s new strategic plan and the evolution of Brockport’s strategic plan, the quadrant represents four intersecting areas in which the College can identify key benchmarks to build on and support its primary goal of fostering student success (Focused on Student Success: A Nationally Recognized Comprehensive College, 2010. http://www.brockport.edu/president/stmts/2010-03-25.pdf).

The four quadrant areas are:

• Academic Quality and Engagement
• Co-Curricular Programming and Supportive Services
• Learning Environment and Quality of Place
• A Culture of Philanthropy and Alumni Connectedness
STEPSTAKENTOPREPAREFORTHESELFSTUDY

The self-study process is coordinated by a steering committee comprised of College faculty, staff, and a student representative from both undergraduate and graduate populations. With the goal of involving the entire campus community, there will be many opportunities for faculty, staff and students from across academic disciplines and institutional divisions to participate.

The Co-Chairs of the Middle States Reaccreditation Steering Committee, Dr. Joel Frater and Dr. Donna Kowal, were appointed by President Halstead and Provost Anne Huot in September 2009. They attended the Middle States Self-Study Institute in November 2009. Participants were provided with the following resources: a sample self-study design, completed self study, and team report for an institution. The following key resources further shed light on the Commission’s expectations for the self-study process:

• Characteristics of Excellence in Higher Education—the Commission’s statement of its accreditation standards
• Self Study: Creating a Useful Process and Report
• Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum
• Student Learning Assessment: Options and Resources
• Team Visits: Conducting and Hosting an Evaluation Visit
• The Commission’s “Substantive Change” and “Related Entities” policy statements

Participants of the institute met in plenary sessions for panel discussions and other presentations on basic concepts and strategies relating to the self-study process. During the institute, the Co-Chairs met with the Middle States staff liaison, Dr. Robert Schneider, to discuss among other things, the pros and cons of each of the self-study models.

In December 2009, the Co-Chairs submitted a proposal to the President and Provost with a recommendation that The College at Brockport adopt the Comprehensive Self-Study Model with special emphasis on student success. The recommendation was accepted and a Self-Study Time Table was created (see pages 29-30). A Program Manager and the Middle States Steering Committee were also appointed.

The College at Brockport’s Middle States Reaccreditation Steering Committee held its first formal meeting on February 26, 2010. President Halstead charged the committee with “facilitating a campus-wide assessment of overall institutional effectiveness that addresses the fourteen Middle States standards in the context of the College’s core mission and institutional strategic goals.” President Halstead stressed that this is an opportunity to reaffirm the College’s core values and determine its future direction. President Halstead confirmed he will be fully engaged in this project, and thanked everyone for serving the College in this capacity. Provost Anne Huot also addressed the steering committee, identifying key ideas for preparation of the self study, particularly the use of existing committee structure at the College and the importance of significantly engaging the entire college community in the reaccreditation process.
Additional key resources related to assessing student success were recommended by Kathryn Wilson, EdD, JD, the College’s Vice President of Enrollment Management and Student Affairs, and copies were provided to the steering committee, as follows:


The publication *Council for Advancement of Standards in Higher Education Professional Standards for Higher Education* (7th edition) is also being used as an additional resource to guide the Middle States Steering Committee.

Materials for Middle States Steering Committee were made available in an ANGEL group (ANGEL is the College’s learning management system), including Middle States documents and resources, links to pertinent Web sites, tasks, discussion forums, member roster, etc. This platform is being used as a secure venue to manage the reaccreditation process (e.g., to place and archive working documents, collaborate and share information, and chronicle the steering committee’s processes and actions).

The first task of the steering committee was to organize the structure of the self study and draft a set of guiding research questions. The campus community—faculty, staff and students—have been invited to offer feedback on the guiding research questions via an ANGEL survey. The survey results will be used to refine the guiding research questions. In addition, the President’s Cabinet reviewed the initial draft of the Self-Study Design document and offered feedback to the steering committee.

A *Middle States Accreditation* Web site has also been developed (www.brockport.edu/middlestates/) and plans are under way to formally announce the College’s Middle States Reaccreditation at the start of the Fall 2010 semester—a kick-off to engage the entire campus community. Progress reports on the Middle States decennial review will routinely be made available to the Provost and President.
NATURE AND SCOPE OF THE SELF STUDY

Over the next two years, The College at Brockport will carefully consider its educational and co-curricular programs, services and campus culture, with particular attention to student learning and achievement to determine how well the College is accomplishing institutional goals, fulfilling its mission, and meeting the Middle States Commission on Higher Education’s (MSCHE) standards. The Comprehensive Self-Study Model with special emphasis on student success is an opportunity to assess the extent to which the College is accomplishing the mission of the institution and to chart a course for the future direction of the College.

The Mission Statement of The College at Brockport stresses its commitment to “student success.” According to Kuh et al (2005) in Student Success in College: Creating Conditions that Matter, “there is no single blueprint for student success” (p. 20). Indeed, Brockport strives to support student success across a wide range of disciplines that include intellectual, creative and physical endeavors. The College currently does not have a single statement that expresses the benchmarks for achieving student success; however, the College Mission Statement associates student success with the following: student learning, admission to graduate and professional schools, and civic engagement in a diverse society and globally interdependent communities. One of the intended outcomes of this self study is to develop a campus-wide understanding of the meaning of “student success.”

The self-study process will demonstrate compliance with the fourteen Characteristics of Excellence in Higher Education established by Middle States, and will be organized around the seven topic areas below:

1. Mission, Goals and Assessment
2. Planning and Resource Allocation
3. Shared Governance, Ethics and Administration
4. Recruitment, Support and Retention
5. Faculty and Academics
6. Related Educational Activities
7. Student Learning, Assessment and Continuous Improvement

The guiding research questions for the above topic areas will address compliance with each of the fourteen Standards of Excellence and the extent to which the College is meeting its mission, as well as:

- Assess programs and activities that demonstrate student success.
- Highlight assessment practices that evaluate the institution and individual unit contributions to fostering student success.
- Analyze assessment data that demonstrate how the College is meeting its institutional goals for student success and is using the data for planning.
- Develop plans to continually assess student success.
INTENDED OUTCOMES

The intended outcomes of the self-study for The College at Brockport are as follows:

- Deepen institutional self-awareness.
- Advance institutional self-improvement.
- Demonstrate the extent to which the institution possesses the characteristics described in the fourteen Standards of Excellence established by the Middle States Commission on Higher Education.
- Document and develop a campus-wide understanding of student success.
- Reaffirm the core values of student success and shared governance.
- Assess the extent to which the College is accomplishing its mission and determining its future direction.
ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND SUBCOMMITTEES

The self-study process is coordinated by a steering committee comprised of College faculty, staff and student representatives (see Table 1). The Co-Chairs and the Program Manager will lead the steering committee and self-study review process. The steering committee will guide the entire self-study process and oversee a group of campus-wide subcommittees responsible for addressing various aspects of institutional effectiveness.

The subcommittees will recommend members for each topic area, drawing from the entire campus community and using existing campus-wide committees as resources (e.g., the Institutional Effectiveness and Accountability Committee). A student representative will be appointed to each subcommittee. The Provost will review the recommendations for membership, invite candidates to serve on the Middle States Subcommittees, and charge each group with their tasks for the self-study process. (See Appendix B for subcommittee suggested memberships.) Subcommittees will be provided with a template for their final reports, consistent with the specifications indicated in this Middle States Self-Study Design document.

<table>
<thead>
<tr>
<th>Table 1: Middle States Steering Committee Membership</th>
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<tbody>
<tr>
<td><strong>Co-Chairs and Program Manager</strong></td>
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<tr>
<td>Joel Frater, EdD</td>
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<tr>
<td>Co-Chair, Middle States Steering Committee</td>
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<tr>
<td>Assistant Provost for Diversity; Associate Professor, Department of Recreation and Leisure</td>
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<tr>
<td>Donna Kowal, PhD</td>
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<tr>
<td>Co-Chair, Middle States Steering Committee</td>
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<tr>
<td>Director, Honors Program; Associate Professor, Department of Communication</td>
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<td>Anne M. Canale, MS CDIT</td>
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<tr>
<td>Program Manager, Middle States Reaccreditation</td>
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<tr>
<td><strong>Middle States Steering Committee</strong></td>
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<tr>
<td>J. Scott Atkinson, MS</td>
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<tr>
<td>Interim Assistant Vice President</td>
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<tr>
<td>Enrollment Management &amp; Student Affairs</td>
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<tr>
<td>Leah A. Barrett, MBA</td>
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<tr>
<td>Assistant Vice President for Student Affairs</td>
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<tr>
<td>Enrollment Management &amp; Student Affairs</td>
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<td>Jose Torre, PhD</td>
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<tr>
<td>College Senate President, 2010-2011</td>
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<tr>
<td>Assistant Professor, Department of History</td>
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<tr>
<td>Mary Ann Giglio, MsEd</td>
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<td>Director, Student Learning Center</td>
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<tr>
<td>Janie Hinds, PhD</td>
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<tr>
<td>Professor, Department of English</td>
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<tr>
<td>Kadathur B. Lakshmanan, PhD</td>
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<tr>
<td>Professor, Department of Computer Science</td>
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<tr>
<td>Faith Prather, PhD</td>
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<tr>
<td>Associate Professor, Department of Public Administration</td>
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<tr>
<td>Karen M. Riotto, MBA</td>
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<tr>
<td>Assistant Vice President, Finance and Management Administration and Finance</td>
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<tr>
<td>Andrea Rubery, PhD</td>
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<tr>
<td>Associate Professor, Department of Political Science and International Studies</td>
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**Middle States Steering Committee (continued)**
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Jeffrey S. Smith, MPA</td>
<td>Director, Technology Support Services</td>
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<td></td>
<td>Library, Information and Technology Services</td>
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<tr>
<td>James Spiller, PhD</td>
<td>Associate Dean, Graduate Education &amp; Scholarship; Associate Professor,</td>
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<td></td>
<td>Department of History</td>
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<tr>
<td>Paul Giglio</td>
<td>Undergraduate Student</td>
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<tr>
<td>Kathy Mangione</td>
<td>Graduate Student</td>
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**CHARGES TO THE SUBCOMMITTEES**

**Overall Context**

The self-study process will enable the institution to analyze its educational and co-curricular programs, services and campus culture, with particular attention to student learning and achievement. Using a *Comprehensive Self-Study Model with special emphasis on student success*, the College will determine how well programs and services accomplish the institution’s goals, fulfill its mission, and meets the standards of the Middle States Commission on Higher Education.

Subcommittees will pose evidence-based research or guiding questions that highlight compliance with the Middle States’ standards of excellence in higher education, the institution’s mission and strategic goals, and its special emphasis on student success. The guiding questions will be analytical and yield data that helps the institution assess and improve itself. Subcommittees will collect and analyze existing institutional data, as well as generate new data when needed.

The self study is a fluid process; therefore, additional questions and responsibilities may evolve from the work of the subcommittees.

The work of the self study will be organized into seven subcommittees (see Table 2). Members of the Middle States Steering Committee will serve as liaisons to each subcommittee. A chairperson or chairpersons will be identified for each subcommittee, who will be responsible for coordinating the work of the subcommittee. This will include facilitating meetings, engaging the campus community in the process, submitting draft reports, and working directly with the subcommittee liaison(s) to represent the work of the group to the Steering Committee and other relevant campus constituents.

The self-study process will demonstrate College compliance with all fourteen Commission Standards, as well as an assessment of how the College is accomplishing its mission; however, the self study will be organized around the seven topic areas as outlined in Table 1. The specific charge to each subcommittee and their guiding research questions are explained on the following pages.

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Standards</th>
<th>Subcommittee Liaison</th>
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<tbody>
<tr>
<td>Mission, Goals and Assessment</td>
<td>Standards 1 and 7</td>
<td>Andrea Rubery</td>
</tr>
<tr>
<td>Planning and Resource Allocation</td>
<td>Standards 2 and 3</td>
<td>Leah Barrett, Karen Riotto</td>
</tr>
<tr>
<td>Shared Governance, Ethics and Administration</td>
<td>Standards 4, 5 and 6</td>
<td>Jose Torre</td>
</tr>
<tr>
<td>Student Recruitment, Support and Retention</td>
<td>Standards 8 and 9</td>
<td>J. Scott Atkinson, Mary Ann Giglio</td>
</tr>
<tr>
<td>Faculty and Academics</td>
<td>Standards 10, 11 and 12</td>
<td>Janie Hinds, Jamie Spiller</td>
</tr>
<tr>
<td>Related Educational Activities</td>
<td>Standard 13</td>
<td>Faith Prather, Leah Barrett</td>
</tr>
<tr>
<td>Student Learning, Assessment and Continuous Improvement</td>
<td>Standard 14</td>
<td>Kad Lakshmanan</td>
</tr>
</tbody>
</table>
Subcommittee Charges and Guiding Research Questions

Mission, Goals and Assessment Subcommittee: Standards 1 and 7

Charge to Subcommittee

The mission of The College at Brockport reflects long-term commitments to providing both a liberal and professional education to undergraduate and graduate students, making student success its greatest priority, and creating academic divisions with programs and internships that reflect a commitment to a culturally diverse world. These commitments require the College and its faculty to advance quality scholarship, promote civic engagement, and develop the highest quality learning environments.

The College’s Middle States Reaccreditation Steering Committee has established a Mission, Goals and Assessment Subcommittee whose tasks will be to determine what measures are in place to assess how well the institution is meeting the mission and goals. Second, the subcommittee will evaluate how effective such measures are and determine if new measures should be initiated to further the College’s assessment and understanding of institutional and student success. Moreover, the subcommittee will consider the impact resource allocations have on the successful delivery of the College’s mission and goals relative to student success.

The subcommittee will look at pre-existing and new measures of assessment to determine Brockport’s ability to fulfill its mission and goals. In addition, the subcommittee will examine all available assessment data to determine what is being done well and what needs to be changed or added to achieve its stated mission and goals. This may require the implementation of further assessment mechanisms to reveal such opportunities for improvement.

In the final analysis, the Mission, Goals and Assessment Subcommittee will examine Brockport’s mission and goals, including the stated focus on student success, and determine to what extent the College is delivering on its key performance indicators.

Guiding Research Questions

1. To what extent are the institutional goals consistent with the mission of The College at Brockport and the aspirations of primary stakeholders—students, faculty, administrators, and governing bodies? What process does the College use to assess the accomplishment of its mission in relation to its short- and long-term goals?

2. How has institutional assessment data been gathered and used to advance the mission of the College, specifically in regard to teaching and learning outcomes?

3. What key performance indicators (KPI) does the College use to measure its success in fulfilling its mission and goals? How can these KPIs be improved so as to enable greater student success?

4. How are the mission and goals of the College reflected in its long- and short-term planning regarding budget, resource allocation, faculty and staff hiring and development, etc.?
5. Describe programs and activities that provide opportunities for community outreach in the context of the College mission. How is the effectiveness of these initiatives assessed, and how do they support the success of Brockport’s students and the scholarship and creative endeavors of faculty and staff?

### Planning and Resource Allocation Subcommittee: Standards 2 and 3

#### Charge to Subcommittee

In 2007, the *Matrix: An Integrated Approach to Planning & Accountability* was designed to guide planning and resource allocation for The College at Brockport. The *Matrix* centers on the nine goals and six initiatives outlined by President Halstead in his inaugural address to the community, as well as the components of the Strategic Plan II process initiated by former President Yu and the SUNY System Mission Review II Process, which resulted in a joint MOU with the College. For the past decade, the College has been guided by these documents and by a shared mission of student success. Most recently, Dr. Halstead introduced a visual model of the College community’s shared vision comprised of four quadrants that highlight areas in which key benchmarks can be identified to further support student success and earn national recognition for the College. The quadrants are: Academic Quality and Engagement, Co-Curricular Programming and Supportive Services, Learning Environment and Quality of Place, Culture of Philanthropy and Alumni Connectedness.

The task of the **Planning and Resource Allocation Subcommittee** is to review the policies and procedures that the College uses to allocate resources—human, financial, technological, physical—and how those policies and procedures directly relate to the College’s strategic direction as expressed in its mission, the *Matrix*, the “quadrant,” and priority of fostering student success.

#### Guiding Research Questions

1. To what extent were the College’s strategic planning documents used to guide recent institutional changes? How was assessment data used to influence these changes?

2. What are the critical planning issues for the College? What planning approaches and resource allocation strategies will allow the institution to effectively address these issues? How are population, enrollment, and resource trends incorporated into these discussions?

3. To what extent are planning and resource allocation priorities mission-driven, particularly with regard to student success? How are assessment data used to influence decision making in this regard? How are assessment data gathered, evaluated and used to support student success as an outcome?

4. What is the College’s approach to and how effective is the institution in recruiting, developing and retaining human resources to fulfill the mission of the institution? Specifically in addressing the goal of a diverse workforce, what steps has the College implemented to fulfill this goal?
5. How sufficiently are the human, financial, technological, physical facilities, and other resources allocated? What systems are in place to assess how adequately these and other resources fulfill the mission of the College?

6. Are there constraints caused by the physical facility? How can the institution use its physical facility more efficiently? How does the physical facility affect the institution’s ability to fulfill its mission, including student success?

7. To what extent is the College successful in addressing the three overarching concerns regarding the structural deficit in its budget, proportion of full-time and part-time faculty members, and the diversity of students, faculty and staff that were initially identified by the evaluation team of the Middle States Commission on Higher education in 2002, and discussed by the College in its follow up Interim Report in 2007?

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**Shared Governance, Ethics and Administration Subcommittee: Standards 4, 5 and 6**

**Charge to Subcommittee**

The College at Brockport has a strong history of commitment to shared governance. The administration, College Senate and various committees deal collaboratively with a range of issues from budget to the curriculum, with the mission of the College in mind.

The **Shared Governance, Ethics, and Administration Subcommittee** is charged with evaluating the leadership and shared governance of the institution in the context of the mission and goals of the College. The research questions below are meant to guide this evaluation. In developing a response to these questions, the committee should consider the College’s ongoing commitment to student success.

**Guiding Research Questions**

1. To what extent does The College at Brockport prepare and reward faculty and staff to participate in shared governance and to assume academic and administrative leadership? To what extent are leadership responsibilities equitably distributed across campus?

2. Does the College effectively initiate, develop, and sustain relationships with alumni, emeriti, and other friends in the community, and do these relationships adequately support student success?

3. To what extent is published information accurate, accessible, and designed to support the mission of the College and student success?

4. How does the College work to foster a climate of respect campus-wide and among all constituents? How are these efforts assessed, and are they directly connected to student success?
5. Describe policies and procedures that foster a climate of academic and institutional integrity. These may include, but are not limited to, policies that reference academic inquiry, academic freedom, avoidance of conflicts of interest, student code of conduct, ethical behavior, grievances (both student and employment), hiring practices, and tenure and promotion.

Student Recruitment, Support and Retention Subcommittee: Standards 8 and 9

Charge to Subcommittee

Student success is central to The College at Brockport’s mission statement. The College is committed to providing students with an excellent educational experience and opportunities for personal and social development. The College must enroll students who have the best potential to succeed, those for whom the College is the “right fit,” while enrolling the desired mix of students. In addition, the College must also provide the necessary resources and support to enable students to persist to graduation and achieve their personal goals. The Student Recruitment, Support, and Retention Subcommittee will determine to what extent the College is successful in these endeavors while supporting its core value as a liberal arts college.

Guiding Research Questions

1. How has the College established recruitment and retention goals, and has it successfully recruited its desired undergraduate mix of first-year and transfer students, as well as undergraduate and graduate students, in light of projected demographic trends?

2. What data does the College collect and what types of analyses are conducted on accepted undergraduate and graduate students who do not enroll, or those students who matriculate and do not persist until graduation? How does the College use this information to adjust its policies and programs?

3. Do the College’s financial aid package policies provide adequate financial resources to students, and how are these practices/policies assessed?

4. How, and to what extent, do students utilize the College’s support programs? Do the programs contribute to student success? What changes in support services has Brockport made in the last ten years to demonstrate a commitment to student success? What evidence exists that key learning outcomes identified by support programs are attained?

5. What early warning systems are in place for identifying students at risk? How does the College measure the effectiveness of these systems and the interventions for at-risk students?
Faculty and Academics Subcommittee: Standards 10, 11 and 12

Charge to Subcommittee

The hiring, professional development and retention of faculty, and the quality of instructional offerings (including General Education, undergraduate programs, and graduate education) are critical to student success at The College at Brockport. Indeed, these are the bases of the college degree. The Faculty and Academics Subcommittee is charged with examining and suggesting ways to enhance the College’s efforts to build a faculty of exceptional teacher-scholars; and to provide high-quality academic programs, curricula, and courses.

Guiding Research Questions

1. How are faculty (part- and full-time) recruited, provided with opportunities for professional development and/or mentoring, and evaluated regarding scholarship, teaching, and service— including undergraduate and graduate student advisement—across campus; and how do these efforts contribute to student success?

2. How is faculty development—in scholarship and in teaching undergraduates and graduates—supported across campus? How is faculty research/scholarship integrated with course instruction?

3. How do faculty across departments (undergraduate and graduate) contribute to College service? Are service contributions equitable across campus, and to what extent are service contributions measured and rewarded?

4. How do faculty contribute to the development of undergraduate and graduate academic programs, curricula, and majors courses? How are they evaluated in regard to content, rigor, and student success?

5. How has the College determined its General Education requirements, and how do they relate to the goal of fostering student success? How is the Delta College program similar and different—and what aspects of Delta College have been integrated into the standard General Education program?

6. How are General Education courses staffed (part- and full-time faculty; instructors from which departments) and evaluated, and how are instructors and programs rewarded for participation in the General Education program, so as to ensure the mission of the College? How are levels of student competency in General Education areas determined?

7. What role does achieving and maintaining academic program national accreditation play in promoting increases in academic program quality? How has the deliberate increase in the number of academic programs achieving national accreditation contributed to increases in academic program quality and student success? How has this been measured?
Related Educational Activities Subcommittee: Standard 13

Charge to Subcommittee

The College at Brockport is committed to offering students many rigorous, quality academic programs—the hallmark of a quality institution. The College strives to provide students with needed resources and to build a strong learning community that respects student diversity (e.g., non-traditional, distance learners, international, etc.).

The task of the Related Educational Activities Subcommittee is to determine if College policies and procedures ensure the delivery of effective related educational programs that lead to student success, and to determine how the institution will provide even higher quality programs in the future.

Guiding Research Questions

1. What Brockport programs assist underprepared students, and how are these programs assessed? Do they achieve the desired learning outcomes that lead to student success?

2. Are the academic certificate programs offered by the College reflective of its mission, and is the process for creating new certificate programs consistent throughout the College?

3. How are credit-bearing experiential learning programs developed, approved and evaluated for student learning? Is there equity across disciplines? Describe how the College is maintaining academic quality of these credit-bearing experiential learning programs when student expectations are leaning toward shorter time frames (e.g., two to three week versus semester- or year-long experiences).

4. How are the educational offerings at the MetroCenter, the Rochester Educational Opportunity Center (REOC), the Visual Studies Workshop and other off-campus locations chosen? Describe the specific populations that are served at these locations that cannot be served on the main campus. How are students’ needs met at these sites?

5. How does the College ensure academic quality, student safety, and student learning at its study abroad locations? How does the College evaluate the viability of study abroad locations? Describe the responsibility the College has in reference to SUNY-wide study abroad programs and initiatives.

6. How are student learning and success evaluated for academic courses offered through electronic methods (e.g., online learning; distance education)? How are the expectations for student learning in these categories different from those in traditional classroom courses?

7. How do non-academic contractual arrangements (e.g., BASC, Research Foundation, Brockport Child Development Program) complement the mission of the College and provide support to student learning and success?
8. Beyond acceptance of Advanced Placement (AP) credit, the College has “3-1-3” contracts with several area school districts to enroll high-achieving students in college courses. Describe the impact of this program and how it is assessed in the context of student success. Are there similar programs at the College and if so, how do they support the mission of the College and the success of the students that matriculate?

9. The College at Brockport has contractual arrangements for master’s and doctoral programs; many of these are referred to as combined programs. Describe how these programs support the mission of the College and its recruitment and retention of students. How does the College assess the viability of these relationships and educational offerings? Is the process for creating new combined programs consistent throughout the College?

### Student Learning, Assessment and Continuous Improvement Subcommittee: Standard 14

**Charge to Subcommittee**

Student learning and success are at the heart of the mission of The College at Brockport. As the College exhorts its undergraduate and graduate students to aspire, engage, and excel, it is imperative that the institution develop measurable learning outcomes; design academic and support programs that enable attainment of those outcomes; assess student achievement of key learning outcomes—and use the results of assessments to improve teaching and learning. The College has a long history of outcomes-based assessment with projects that began in the late 1980s. There is a significant quantity of student learning assessment data included in annual reports from all programs, periodic program reviews, institutional surveys, and discipline-based accreditation self studies and reports.

The Student Learning, Assessment and Continuous Improvement Subcommittee will study student learning and assessment spanning the full range of programs – academic, General Education, and co-curricular experiences at the College. It will involve the analysis of existing data, as well some new data created as part of the study. The findings related to student learning and assessment will reveal institutional strengths and opportunities for improvement. The recommendations of this study are expected to be some of the most important ones, influencing all aspects of College planning and resource allocation.

**Guiding Research Questions**

1. How closely aligned to the focus of student success are the student learning outcomes identified by academic and support programs? Do the discipline-specific learning outcomes articulated for degree programs integrate well with the General Education learning outcomes to fulfill the mission of the College?

2. How well documented, organized, and sustained is the assessment process to evaluate student learning outcomes? Are efforts at assessment of student learning of adequate quality and reliability to make meaningful recommendations for improvement?
3. Is there sufficient evidence to assure that key learning outcomes identified by academic and support programs are indeed attained? What kinds of evidence exist, e.g., multiple qualitative and quantitative measures, direct and indirect, as well as external benchmarks and standards?

4. To what extent do academic and support programs on this campus use assessment data to establish new goals and implement changes to programs? How common are references to learning outcomes and assessment data in proposals submitted for curricular or co-curricular changes?

5. How effective are the steps being taken to communicate to new students, faculty, and staff the institutional culture of systematic assessment of student learning? To what extent do the faculty, staff, and administrators commit to the assessment of student learning?

6. How adequate is the campus support—financial, personnel, and technological—for assessment of student learning?

7. How does the College assess, at graduation or other appropriate points, if students have achieved a knowledge and skill base commensurate with the mission of the College?
INVENTORY OF SUPPORTING DOCUMENTS

Strategic Planning Documents:


  Note: The *Matrix* and the *Accomplishments* documents integrate several other important College documents, including:
  
  o President Halstead’s *Nine Goals*: http://www.brockport.edu/president/goals.html.

The College at Brockport Web Pages (www.brockport.edu):


Other Documentation:

- Annual Reports from each department/division
- Appointment, Promotion and Tenure (APT) documents from each department/division http://www.brockport.edu/acadaff/2006APT/
- Periodic Program Review reports and assessment documentation from each academic department and division.
• Self-Study Reports and Annual Reports from each accredited discipline:

Graduate and undergraduate program accreditations:
- National Council for Accreditation of Teacher Education (NCATE)
- Council on Social Work Education
- National Association of Schools of Dance

Graduate program accreditations:
- Council for the Accreditation of Counseling and Related Educational Programs
- National Association of Schools of Public Affairs and Administration (NASPAA)

Undergraduate program accreditations:
- American Chemical Society
- Association to Advance Collegiate Schools of Business
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
- National Association of Schools in Theatre
- Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)

• Five-Year Program Reviews to Middle States Commission on Higher Education
• All-funds budgets reports
• The College at Brockport, Graduate Studies Catalog, 2009-2011, http://www.brockport.edu/catalogs/2009/graduate/
• PEU Assessment, http://www.brockport.edu/peu/CICSL.htm (password is peuncate).
• Integrated Postsecondary Education Data System (IPEDS) data
• Reports to SUNY System Administration: Campus-based Assessment of General Education and Campus-based Assessment in the Majors (web site currently under construction)
• Student Retention Analyses and Reports
• Institutional Research Analyses

Middle States Commission on Higher Education Publications
(www.mscshe.org/publications.asp):
• Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, 2005.
• Team Visits: Conducting and Hosting an Evaluation Visit, 2009.
Additional Resources:


TENTATIVE ORGANIZATION OF THE SELF-STUDY REPORT

Preface: Executive Summary and Eligibility Certification Statement

I. Introduction

Chapter 1 Institutional profile
Chapter 2 Nature and scope of the self study
Chapter 3 Organizational structure of the steering committee and subcommittee groups

II. Self-Study Topics

Chapter 4 Standards 1 and 7: Mission, Goals and Assessment
Chapter 5 Standards 2 and 3: Planning and Resource Allocation
Chapter 6 Standards 4, 5 and 6: Shared Governance, Ethics and Administration
Chapter 7 Standards 8 and 9: Student Recruitment, Support and Retention
Chapter 8 Standards 10, 11 and 12: Faculty and Academics
Chapter 9 Standard 13: Related Educational Activities
Chapter 10 Standard 14: Student Learning, Assessment and Continuous Improvement

III. Summary of Findings and Recommendations

IV. A Plan for the Next Five Years and Setting the Stage for a Capital Campaign
EDITORIAL STYLE AND FORMAT OF ALL REPORTS

Word processing program:
Microsoft Word for text, tables and figures
Microsoft Excel for spreadsheets and graphs

Fonts/Style:
Garamond, 12 point; 14 point for main headers
Borders around subheadings, page border on title page only.
Consistent outline format will be used throughout the document.

Margins:
One inch, left-justified

Spacing:
Single-spacing

Pages:
Use page numbers, bottom centered

Length:
Maximum number of pages for subcommittee reports: 10-20 pages
(Self Study=100 pages, excluding any graphs).

Required Information:
- List of the standards covered (note portions or coverage by other subcommittees).
- Overview of subcommittee charges and guiding research questions addressed.
- Explanation of the process used to address the questions including connections and collaboration with other subcommittees.
- Analysis of data and findings based on results.
- Outcomes, including strengths, challenges, and relationship to standards.
- List of recommendations for improvement.

Acronyms:
- Write out in full upon first usage, indicating the acronym in parentheses. Thereafter, use the acronym.

Documentation of Sources:
- Parenthetical (by author) citation in the text body with a section at the end entitled “List of References” where the full reference is noted.

Editing Process:
- Subcommittee reports will be combined and integrated to produce the self-study document, which will be approximately 100 pages long. The content from the individual subcommittee reports will be carefully edited to produce the final self-study report. A single writer/editor will be used in order to convey a coherent voice. There will also be opportunities for offering input on the editing process so that the final self-study report reflects the ideas and recommendations deemed most important by the campus community as well as the subcommittees’ reports.
## SELF-STUDY TIMETABLE

<table>
<thead>
<tr>
<th><strong>Task</strong></th>
<th><strong>Target Date</strong></th>
<th><strong>Date Completed</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCHE reminds institution of the pending evaluation and invites it to the Self-Study Institute</td>
<td>Summer 2009</td>
<td>Summer 2009</td>
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<tr>
<td>Steering committee co-chairs appointed</td>
<td>September 2009</td>
<td>September-October 2009</td>
<td>Joel Frater &amp; Donna Kowal named</td>
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<tr>
<td>Self-Study Institute held to orient institutions beginning self study</td>
<td>Fall 2009</td>
<td>November 2009</td>
<td>Joel Frater &amp; Donna Kowal attended</td>
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<tr>
<td>Steering committee members and program manager appointed</td>
<td>December 2009-January 2010</td>
<td>February 16, 2010</td>
<td>Anne Huot</td>
</tr>
<tr>
<td>Steering committee charged</td>
<td>January 2010</td>
<td>February 26, 2010</td>
<td>President Halstead</td>
</tr>
<tr>
<td>MSCHE staff liaison schedules self-study preparation visit to the institution</td>
<td>December 2009</td>
<td>December 21, 2009</td>
<td>Anne Huot</td>
</tr>
<tr>
<td>Institution chooses its self-study model</td>
<td>January 2010</td>
<td></td>
<td>Comprehensive with emphasis on student success</td>
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<tr>
<td>Steering committee determines self-study structure, drafts guiding research questions, and establishes subcommittees liaisons</td>
<td>February 2010</td>
<td>March 2010</td>
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<tr>
<td>Subcommittee chairs and members appointed by the Provost</td>
<td>April-May 2010</td>
<td></td>
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<tr>
<td>Draft of Self-Study Design Document finalized, including charges and questions for subcommittees</td>
<td>March 2010</td>
<td>March 22-April 4, 2010</td>
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<tr>
<td>ANGEL survey on guiding research questions to campus community</td>
<td>March 2010</td>
<td>March 16, 2010</td>
<td>(ongoing)</td>
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<tr>
<td>MSCHE staff liaison conducts self-study preparation visit</td>
<td>April 14, 2010</td>
<td>April 14, 2010</td>
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<tr>
<td>Staff liaison approves institution's self-study design</td>
<td>Summer 2010</td>
<td>Approved, April 2010</td>
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<td>Campus-wide kick-off</td>
<td>Fall 2010</td>
<td></td>
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<tr>
<td>Steering committee oversees research and reporting by subcommittees</td>
<td>Spring-Fall 2010</td>
<td></td>
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<tr>
<td>Steering committee and subcommittees involve the community</td>
<td>Fall-Spring 2010-11</td>
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<tr>
<td>Subcommittees submit initial reports</td>
<td>December 2010</td>
<td></td>
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<tr>
<td>MSCHE selects the evaluation team chair, and the institution approves the selection</td>
<td>January 2011</td>
<td></td>
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<tr>
<td>Chair and institution select dates for team visit and for the chair’s preliminary visit</td>
<td>January 2011</td>
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<tr>
<td><strong>Task</strong></td>
<td><strong>Target Date</strong></td>
<td><strong>Date Completed</strong></td>
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<tr>
<td>Institution sends a copy of the self-study design to the team chair</td>
<td>January 2011</td>
<td></td>
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<tr>
<td>MSCHE selects evaluation team members, and the institution approves the selection</td>
<td>Spring 2011</td>
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<tr>
<td>Institution identifies document room and other resources for team</td>
<td>Spring 2011</td>
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<tr>
<td>Steering committee receives reports from subcommittees and develops draft of self-study report</td>
<td>Spring 2011</td>
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<tr>
<td>Campus community reviews draft of self-study report</td>
<td>September 2011</td>
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<tr>
<td>Evaluation team chair reviews draft of self-study report</td>
<td>September 2011</td>
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<tr>
<td>Institution’s governing board reviews draft of self-study report</td>
<td>September 2011</td>
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<tr>
<td>Institution sends draft of self-study report to evaluation team chair, prior to chair’s preliminary visit</td>
<td>October 2011</td>
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<tr>
<td>Team chair makes preliminary visit at least four months prior to team visit</td>
<td>November 2011</td>
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<tr>
<td><strong>Institutions with a selected-topics self study that elect to have a document review prior to the team visit: Conduct an early document review</strong></td>
<td>N/A</td>
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<tr>
<td>Institution prepares final version of the self-study report</td>
<td>December 2011</td>
<td></td>
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<tr>
<td>Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit</td>
<td>January 2012</td>
<td></td>
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<tr>
<td>Team visit</td>
<td>March-April 2012</td>
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<tr>
<td><strong>Institutions with a selected topics self study that elect to have a document review during the team visit: Conduct a concurrent document review</strong></td>
<td>N/A</td>
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<td>Not recommended</td>
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<tr>
<td>Team report</td>
<td>Spring 2012</td>
<td></td>
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<tr>
<td>Institutional response</td>
<td>Spring 2012</td>
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<tr>
<td>Committee on Evaluation Reports meets</td>
<td>Summer/Fall 2012</td>
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<tr>
<td>Commission action</td>
<td>Summer/Fall 2012</td>
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INFORMATION TO ASSIST SELECTION OF VISITING TEAM

Visiting Team Profile Information

The College at Brockport conducted a study in 2009 that established a list of two categories of peer institutions: current and aspirational. A team of experts from Eduventures Research and Consulting for Higher Education analyzed data from the Integrated Postsecondary Education Data System (IPEDS) and U.S. News rankings and information provided on institutions’ web sites, focusing on the following criteria: undergraduate and graduate student enrollment, faculty-student ratio, institutional structure, academic program offerings, online course offerings, policy flexibility, capstone experiences and Web presence. The analysis identified 20 current and 12 aspirational peer institutions (see Table 3 and Table 4 on the following pages) that should serve as a guide for assembling the visiting team. The tables consisting of peers and aspirant peers that follow are tentative and will be finalized as the College’s strategic plan evolves.

Other important variables to consider in selecting members of the visiting team are:

- The College at Brockport offers baccalaureate programs, master’s degree programs, graduate certificates and several combined programs. The College has a diverse curriculum that includes traditional liberal arts, professional education, general education and international education programs.
- Regarding recruitment and performance evaluation of faculty, Brockport promotes a teacher-scholar model, placing the greatest emphasis on excellence in teaching, followed closely by excellence in scholarship. Service and leadership roles are a third aspect of faculty evaluation.
- As a four-year comprehensive college within the 64-campus State University of New York system, Brockport’s budget and policies are shaped by the state government.
- Approximately 12 percent of Brockport students are from underrepresented minority groups. About 40 percent of first-year students (i.e., freshmen) reside within 50 miles of Brockport. About 1250 students transfer to Brockport annually, with a majority from community colleges in western NY counties. The College at Brockport’s student body of 8,500 consists of approximately 7,200 undergraduate and 1,300 graduate students. The College draws its undergraduate students from every county in New York State, from 28 other states, and from 20 foreign countries. Adult students (25 and older) represent 25 percent of the student body.
- Average family income for first year aid applicant is $78,987.
Table 3: Current Peer Institutions (Draft)

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>State</th>
<th>Sector of institution</th>
<th>Percent admitted total</th>
<th>Estimated enrollment total</th>
<th>Estimated enrollment full-time</th>
<th>Estimated enrollment part-time</th>
<th>Estimated undergrad enrollment total</th>
<th>Estimated graduate enrollment total</th>
<th>Ratio of Grad to Undergrad Students</th>
<th>U.S. News Ranking: Master's Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College at Brockport SUNY</td>
<td>NY</td>
<td>Public, 4-year or above</td>
<td>42</td>
<td>8,303</td>
<td>6,602</td>
<td>1,701</td>
<td>6,926</td>
<td>1,377</td>
<td>0.20</td>
<td>23</td>
</tr>
<tr>
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<td>Public, 4-year or above</td>
<td>64</td>
<td>8,480</td>
<td>5,520</td>
<td>2,960</td>
<td>6,702</td>
<td>1,778</td>
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<td>7,106</td>
<td>1,504</td>
<td>7,401</td>
<td>1,209</td>
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<td>Public, 4-year or above</td>
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<td>6,146</td>
<td>2,873</td>
<td>7,599</td>
<td>1,420</td>
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<td>6,568</td>
<td>1,013</td>
<td>6,941</td>
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<td>7,087</td>
<td>2,847</td>
<td>8,160</td>
<td>1,774</td>
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</tr>
<tr>
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<td>Public, 4-year or above</td>
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<td>7,197</td>
<td>1,880</td>
<td>7,927</td>
<td>1,150</td>
<td>0.15</td>
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<tr>
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<td>1,125</td>
<td>7,362</td>
<td>612</td>
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<td>875</td>
<td>6,018</td>
<td>1,017</td>
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<tr>
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<td>6,036</td>
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<td>1,065</td>
<td>7,107</td>
<td>981</td>
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<td>7,938</td>
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<tr>
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<td>996</td>
<td>8,023</td>
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<tr>
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<td>Public, 4-year or above</td>
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</table>
Table 4: Enrollment data and *U.S. News* ranking of The College at Brockport’s “Aspirational” peers (Draft)

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>State</th>
<th>Sector of institution</th>
<th>Percent admitte d total</th>
<th>Estimated enrollment total</th>
<th>Estimated enrollment full-time</th>
<th>Estimated enrollment part-time</th>
<th>Estimated undergraduate enrollment total</th>
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</thead>
<tbody>
<tr>
<td>The College at Brockport SUNY</td>
<td>NY</td>
<td>Public, 4-year or above</td>
<td>42</td>
<td>8,303</td>
<td>6,602</td>
<td>1,701</td>
<td>6,926</td>
<td>1,377</td>
<td>0.20</td>
<td>23</td>
</tr>
<tr>
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<td>IL</td>
<td>Public, 4-year or above</td>
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<td>10,057</td>
<td>2,122</td>
<td>10,410</td>
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<td>11,184</td>
<td>9,475</td>
<td>1,709</td>
<td>10,064</td>
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<td>1,999</td>
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<tr>
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<td>MO</td>
<td>Public, 4-year or above</td>
<td>88</td>
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<td>7,087</td>
<td>3,578</td>
<td>9,209</td>
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<td>8,977</td>
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<td>1,209</td>
<td>5,766</td>
<td>1,839</td>
<td>0.32</td>
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</tr>
<tr>
<td>University of Northern Iowa</td>
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<td>Public, 4-year or above</td>
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<td>10,580</td>
<td>2,029</td>
<td>11,010</td>
<td>1,599</td>
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<td>17</td>
</tr>
<tr>
<td>University of North Carolina-Wilmington</td>
<td>NC</td>
<td>Public, 4-year or above</td>
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<td>12,180</td>
<td>10,391</td>
<td>1,789</td>
<td>11,027</td>
<td>1,153</td>
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</tr>
</tbody>
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LIST OF REFERENCES


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