MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

Self-Study Evaluation
Team Report

North Country Community College
Self-Study Evaluation Team Visit: *October 4-6, 2021*

Section A: Institutional Representatives

Chief Executive Officer (CEO)/President
Joseph Keegan, President

Chief Academic Officer
Sarah Maroun, Interim Vice President Academic Affairs

Chief Financial Officer
Erik Harvey, Interim Chief Financial Officer

Chair of the Board of Trustees
Steve Reed, Chair

Section B: Institutional Context

North Country Community College is an associate degree granting institution established in 1967 and serves the residents of the northern New York region. It is a part of the State University of New York system (SUNY) as one of the thirty community colleges and one of the sixty-four higher education institutions within SUNY. The College has three sites in Essex and Franklin counties in New York State: Saranac Lake, Malone, and Ticonderoga. It also offers classes at the Ionkwakiohkwaro: Ron Tribal Administration Building at Akwesasne . The College has the largest service district of any New York State community college that spans 3,500 square miles and 90,000 residents.

The College offers twenty associate degrees and six certificate programs in a balance between transfer and career-focused programs. North Country Community College serves 652 full-time students and 950 part-time students. It has a student to faculty ratio of 15:1. The majority of their students are from the local community, 60% are enrolled part time, 62% identify as female, 79% are aged 24 and younger, and 83% identify as white. The College offers a residence hall, athletic teams, fully online programs, and dual enrollment offerings. They were selected to participate in the Second Chance Pell Experiment.

The College implemented an inclusive self-study model led by the Interim Vice President for Academic Affairs and the Interim Chief Financial Officer. Formally, the structure included six working groups with cross-departmental representation and two co-chairs per working groups who also served as members of the Steering Committee. Student input was important to the College in this process and there was a student who served on a working group as well as the Board of Trustees.

The self-study design used the Standards as the organizing structure and the Institutional Priorities as the guiding focus. The Institutional Priorities for the self study were:
1. Maintaining a culture of assessment that supports excellence in education and guides the College's daily operations and strategic planning.
2. Expanding community engagement through partnerships and enhancing community integration.
3. Improving financial stability through increasing enrollment and retention.

Section C: Requirements of Affiliation

In the team's judgment, the institution appears to meet all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

North Country Community College has produced its license to award degrees (1) and has had students enrolled throughout the period of evaluation (2,3), taught by a credentialed faculty (15). The College communicates with the Commission in English (4), complies with applicable Federal and state laws (5), and operates with all applicable Commission, interregional, and inter-institutional policies (6).

The College systematically evaluates its educational and other programs (8), and the institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement (9).

North Country Community College has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and to ensure financial stability (11). The institution has an appropriate mission statement and vision statement (7), and is guided by mission and assessment for institutional planning (10).

The institution has disclosed its legally constituted governance structure (12). There is a conflict of interest policy that the governing body adheres to (13), and the institution and board have provided accurate, fair, and complete information on all aspects of the institution and its operations (14).

Section D: Standards for Accreditation

Standard I: Mission and Goals
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.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
- North County Community College has clearly defined mission, vision, values and goals that were developed in a collaborative process that included external and internal stakeholders and guidance from the Shared Governance process.
- The mission supports the College's institutional priority of expanding community engagement and supports external constituencies. Examples of this can be shown in the programs at the Akwesasne tribe and the prison Second Chance Pell.
- The mission, vision and values were approved and supported by the Board on 1/24/2020. This was after the Board reviewed the first proposal and suggested changes to the values section. In a collaborative effort, the College revised the changes and brought them through the approval process for the College Senate, NCCCAP and then the Board of Trustees.
- The statements are tied to the College's strategic plan and are shown to guide in decision making on planning, resources allocation, program and curricular development, and institutional/educational outcomes. Evidence of this included using the guide for the decision to create a new position, for creating a new program track, and expanding workforce development/noncredit programs.
- One of the College's institutional goals is to provide a meaningful and engaging education that prepares students for transfer or career opportunities. This goal supports scholarly inquiry and creative activity by focusing activities and budget for professional development which led to new programs across the College.
- The statements are posted on the website and catalog. The College's goals are included on top of each administrative team meeting agenda. The mission and goals are regularly reviewed in conjunction with the strategic planning process and are the basis for the plan. These goals appear to be realistic, appropriate and consistent with the College's mission.
- North Country Community College held a number of college wide engagements to assess and review their mission and goal statements. Through this intensive process, they were able to determine statements that were relevant and achievable.

Team Recommendation(s) *None*

Requirement(s) *None*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- North County Community College demonstrated a collaborative process that included external and internal stakeholders for developing their mission, vision, values and goals. The Board of Trustees appears engaged and knowledgeable about the mission and goals of the institution.
- There is a strong connection to the community with new initiatives, the local needs assessment, and expansion of the workforce/noncredit opportunities.
- The College's strategic plan is clearly tied to the mission and goals and sets a process for allocating resources and developing initiatives.

Standard II: 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.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
Criterion 1
- Appropriate policies and statements are located in the Employee Handbook, Student Code of Conduct, and Campus Safety & Community Standards. Receipt of policies by constituents is documented where practical
- Formal and informal assessments are conducted and feedback is invited
- Training is provided as needed

Criterion 2
- A Diversity, Equity and Inclusion vision statement and a non-discrimination/bias policy are in place. Certain college employees have designated duties related to diversity as well as to Title IX compliance. Title IX training is mandated annually for all college employees and student leaders
- A comprehensive campus climate assessment has been conducted. Community outreach and special programs demonstrate a commitment to DEI

Criterion 3
- Steps to avoid actions that can lead to complaints are evident. An established, decentralized complaint process is available and evidence of use has been provided
- Complaints are reviewed and appropriate action is taken as a result

Criterion 4
- Appropriate policies related to conflict of interest exist for the College Foundation and Board of Trustees. A policy for employees is in the approval process
- Other college policies and practices also address and provide provisions for the avoidance of conflicts of interest, real or perceived, in admissions, finance and employment
- Employees are asked to sign the employee handbook where said policies and/or practices are referenced and Board members sign their policy upon their appointment.

Criterion 5
- Human resources policies and procedures related to: hiring, evaluation, promotion, progressive discipline and separation are available to employees and appear to be in

compliance with collective bargaining agreements and statutory requirements as well as coordinated with the county for civil service positions.
- The online employee handbook is updated annually
- An internal search process and onboarding/orientation activities have been developed

Criterion 6
- Quality assurance measures exist to assure that external communications are accurate
- Marketing and recruitment messaging is reviewed and approved prior to distribution. Academic, marketing, enrollment, and administrative representatives provide feedback on recruitment and marketing campaigns
- Minutes from Board and Senate meetings, and various committee meetings are posted
- Senior leadership provides reports from: academics, budget, enrollment, marketing, and student affairs to the Senate and the Board
- The administration has held open forums to share information and gather input

Criterion 7
- Shared governance provides input into annual tuition and fees. Tuition and fees were held flat for the 2021-2022 year
- Financial Aid provides information to students online and face-to-face and works closely with the Business Office to inform students about scholarships and payment options
- Emergency and Basic Needs funds are available as well as Foundation scholarships
- Three campus locations and increasing remote access to college services demonstrate a commitment to student access as do programs at correctional facilities and the St. Regis Mohawk Tribe's territory
- Various employees assist and support students with special needs, resources are provided for their use, training is available. An Electronic and Information Technology Accessibility Plan and a Web Accessibility Complaint Form guide work in this regard

Criterion 8
- The Right To Know and Consumer Information web pages contain required information
- Necessary accreditation, federal and state reporting has been done
- The administration and the Board of Trustees share responsibility for compliance with the Requirements of Affiliation. Evidence of compliance is available in the portal
- Substantive change requests have been submitted and granted as needed

Criterion 9
- The Board, College President and the Vice Presidents hold monthly open meetings
- Advisory boards provide input on community and employer needs
- Shared governance helps assess institutional needs and make recommendations
- Policies were developed and actions were taken as a result of assessment and feedback

Collegial Advice
The team concurs with the institution's Recommendations for Improvement as articulated in the self study, in particular the need for a regular policy review as well as the need for enhanced

onboarding and separation processes. The team noted certain website links resulted in "page not found (404)" errors or did not go to the anticipated location, including from the Student Right to Know / Consumer Information page. The team suggests that links be reviewed and updated as needed.

Team Recommendation(s) *None*

Requirement(s) *None*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- The college should be recognized on the practice of personal outreach by the VPAA with regard to student appeal for denial of acceptance into allied health programs but may need to allocate additional resources for this activity in the event of program growth.
- The college should be commended for participation in the Second Chance Pell Grant program and expanding on-site courses for the St. Regis Mohawk Tribe.
- Students, employees and the Board all commented on the current administration's commitment to inclusivity and transparency.

Standard III: Design and Delivery of the Student Learning Experience

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

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
- NCCC offers both associate degree programs and certificate programs. The 20 associate degree programs are categorized as associate of arts, associate of science, and associate of applied science. Three programs are offered fully online, and there are six certificate programs.
- All programs comply with the NYS Education law which requires two-year degrees to be a minimum of 60 credits and a maximum of 64 credits based on SUNY guidelines. The nursing and radiologic technology programs are approved by SUNY to exceed the 64 credit limit.
- Department chairs and faculty verified that course objectives and student learning outcomes are aligned with respect to achievement level and course sequencing.
- It was verified through interviews that the review process includes several considerations, including learning outcomes, general education as per SUNY guidelines, employer recommendations and requirements, and appropriate electives. The Transfer Pathways offers seamless transfer of general education and core program credits easily to the SUNY system, and other institutional partners.
- The Senate Committee and Department chairs verified that new courses and programs, as well as substantive changes are submitted to the curriculum committee for review and approval, followed by Senate, VPAA, and if needed, President and Board of Trustees approvals. Additionally, new programs undergo a newly implemented pre-curriculum committee approval process to give every department chair an opportunity for review.
- It was verified that programs are designed by faculty and undergo an internal review process for rigor and effectiveness. Included in the review process are several considerations, including learning outcomes, transferability, student and faculty review, departmental assessment, professional growth plans, peer observations, supervisor evaluations, along with input from advisory boards.
- Faculty and department chairs verified that a campus wide assessment day takes place at the beginning and end of the term to analyze student learning and plan for improvement in both instruction and student performance. Faculty stated that this has led to a culture of ongoing assessment within departments.

- The faculty and VPAA verified that the college provides opportunities for both scholarship and professional development for full and part-time instructors. Faculty noted commendations for scholarship and professional involvement.
- Additional opportunities for professional development were added for student and faculty support using CARES Act funding for student laptops, online support, evaluation of online course delivery, online assessment, and accessibility.
- It was verified by the VPAA that the institution has experienced recent faculty turnover due to natural attrition over the past two years and currently employs 40 full-time faculty, 52 part-time faculty, and nine professional staff who teach as overload. Eight of the full-time faculty hold temporary appointments.
- During faculty and VPAA interviews, it was verified that the college full-time faculty are educationally and experientially qualified, governed by collective bargaining, and meet college and NYSED guidelines for faculty. Full-time faculty have attained a master's degree and/or industry specific credential in accordance with guidelines. Seven full-time faculty hold a doctorate degree; and the vice president verified that three of the faculty with industry specific credentials are either enrolled or are planning to enroll in a master's degree program.
- As part of a SUNY-wide initiative, it was verified that NCCC offers dual enrollment classes to 27 high schools including three technical and career centers across three counties. Courses are taught by the high school teachers who hold master's degrees, and who teach based on the college outlines and rigor.
- Faculty names, education, professional licensures, and schools from which degrees were attained are included in the online college catalog.
- Faculty and interim vice president for student affairs verified that the college provides resources and support for behavioral and classroom management, including a recent software purchase, Guardian, for case management.
- The faculty evaluation process was verified by faculty, department chairs and vice president of academic affairs. An evaluation system was in place until 2019 when it was updated to align with professional growth and promotion plans. The evaluation process includes observations from the supervisor, peer, as well as student and self-evaluation. It was verified that the new evaluation tool has not been fully implemented due to the pandemic. One department chair shared that the instrument has been used for some evaluations in the business department. Faculty and department chairs have acknowledged that the evaluations are an area for improvement.
- Academic programs with degree, location, teaching modality, program worksheets, are available on the website. Students verified that they have access to an advisor and they are also able to use the website to guide programing. An unofficial degree audit is available to support advising. Program learning outcomes are present for most programs. The vice president of academic affairs verified that the website updates are incomplete, but in progress at the time of the visit.
- NCCC provides various resources to support programs and student success.
- Students and faculty verified that there are available services to support student success at all three locations and across modalities to include tutoring, on-line tutoring, writing

assistance, academic accommodations, placement testing, computer access and retention activities for specialized groups.

- The college has a library on each campus, and 24-hour support through "Ask Us 24/7." The LAC provides support on all three campuses.
- Program specific resources are available, for instance, on campus clinical labs support for the nursing, radiologic technology and massage therapy programs. Additionally, there is program specific support for pre-licensure exam reviews.
- In 2013 the Massage Therapy program and in 2016, the Radiologic technology labs moved into expanded and/or renovated spaces. It was verified that resources were needed and in May, 2021, NCCC has requested funding to support upgrades to the three nursing labs.
- Support for students' academic success includes soliciting input through a recent Student Opinion Survey and calling campaigns conducted by Outreach Specialists, most recently in Fall 2021, to help students start the semester with what they need to succeed and connect them to additional service.
- At the time of the site visit, it was verified that the college had not fully returned from remote learning and was still approximately 60% remote. However, clinical experiences and some internships and field experiences had resumed.
- Faculty verified that the six NCCC Collegewide goals for student learning are correlated to the general education requirements, as well as MSCHE requirements, and are integrated and assessed through the degree programs.
- The general education requirements are based on the State University of New York (SUNY) guidelines. In spring 2021 the college was notified of proposed changes in the SUNY general education guidelines for implementation in fall 2023. A draft document is expected to be approved at the SUNY board meeting in November 2021. It contains the knowledge areas and competencies required by Middle States, as well as student learning outcomes, except for the Technological Competency. Draft guidance to institutions delegates accountability for implementing Technological Competency within campus faculty's disciplinary area's curriculum. College officials verified that preparation is currently underway to prepare for the transition to the new guidelines.
- It was verified that program review takes place every five years in accordance with SUNY guidelines. Recent revisions based on recommendations from program review resulted in the redesign of the Nursing AAS and PN Certificate programs; addition of a prerequisite course to the Computer Graphics program; and deletion of a course in the Health Sciences degree and increased elective credits. The radiologic technology department chair shared that the assessment method used for external accreditation was used for the NCCC program review.
- It was verified that faculty and department chairs participate and facilitate the program assessment, with dissemination beginning at the department level. Faculty also have informal assessments that they have found to be invaluable in the assessment process and when used in conjunction with the data collection, have resulted in programmatic changes.

- Faculty also collaborate across departments to determine if learning outcomes are meeting the needs within other programs. An example is the Math department seeking input from science, social science and allied health faculty.

Collegial Advice
- Consider resuming the training and implementation of the new employee evaluation tool.
- Consider continuing the update of the website content to include program learning outcomes for all programs.
- It is suggested that North Country Community College make easily accessible to students, in one document or in the college catalog, each program of study's program learning outcomes and the recommended sequence in which to take courses.

Team Recommendation(s) *None*

Requirement(s) *None*

Standard IV: 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.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
- North Country Community College provides both in-person and virtual orientations for new students.
- The college has reimagined and redesigned a first-year college success course as part of a SUNY grant to give students a better understanding of the college environment and to acclimate them to college-wide goals.
- North Country Community College has several Learning Assistance Centers (LACs) that incorporate multiple options for students to participate in tutoring, including: individual tutoring (online and in-person), study groups, and drop-in tutoring sessions. LACs also assist with study skills, computer skills, and organizational skills.
- The College worked collaboratively with SUNY and the Carnegie Pathway Program to develop an alternative for students moving through the math sequence. This initiative included faculty professional development and promotion of collaborative problem solving.
- There are various retention and completion initiatives such as developing Retention Specialist positions and the Athlete Mentoring Program (AMP).
- North Country Community College has adopted five student learning outcomes to guide student engagement: personal growth, future planning, wellness, inclusion, and academic success.
- The College regularly assesses the student experience through various student surveys.
- There are policies and procedures in place that provide for safe and secure student information and records. There is an appropriate student information release process in place.

Collegial Advice
- It is suggested that North Country Community College continues to review the immediate and longitudinal outcome data regarding the placement mechanisms at the College to inform future practices.
- Continue the implementation of a sustained and documented process for submitting and reporting behavioral and academic referrals.
- The college should continue to assess and implement alternative modalities for developmental courses to better ensure support across all modalities and skill-level.

Team Recommendation(s) *None*

Requirement(s) *None*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- The college should be recognized for developing a more streamlined and personalized student onboarding process based on assessment data to support students with transitioning from application to registration. This resulted in an improved conversion rate from application to registration.

Standard V: Educational Effectiveness Assessment

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

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Criterion 1

- Educational learning goals and outcomes at the institutional level are in evidence as the College-wide Goals. While program level learning goals and outcomes are not a part of the degree program information in the catalogue, and sometimes difficult to find on the college web-site, the college is making strides to make that information more accessible.

Criterion 2

- A system of educational effectiveness is organized using tools including curriculum maps that align program learning outcomes (PLO) to course content and whether the PLO is introduced or reinforced, course outlines that include learning outcomes and document alignment where applicable to the general education outcome, and the assessment method and measure.
- Assessment activity by individual faculty members is facilitated by rubrics for assignments, as well as the Informal Assessment Report form used by individual faculty members to plan, implement and document changes in pedagogy and assignments.
- Program level assessment is in evidence, demonstrating ongoing review of program learning outcomes, and course level assessment to provide data to feed program assessment efforts.
- Comprehensive Program Reviews of programs of study are conducted on a schedule and include evaluation of the curriculum, analysis of data on faculty and students, assessment data and example exhibits, support and resources for the program, and discussion of other relevant information about the program. External evaluators review the report prepared by the academic department and provide feedback for continuous improvement.
- Academic assessment at the institutional level, using the College-Wide Learning Goals as the framework, is aligned with course and program level learning outcomes. The expected adoption and implementation of a revised General Education core and learning outcomes by the SUNY system will initiate a future round of learning outcomes and assessment tool alignment at the college.
- North Country Community College moved to decentralize accountability for academic assessment from an Assessment Committee to faculty department chairs. The result

broadened the engagement of individuals routinely doing assessment activities and deepened the culture of assessment.

- Assessment results are communicated to stakeholders at the department level, to external constituents particularly at annual Advisory Board meetings. The college website makes public some student outcomes data on the Student Right to Know page.
- The college has taken steps to make assessment activity by individuals and departments more manageable by reviewing the way that data is collected and stored. Academic assessment is supported in part by the recent implementation of tools within Blackboard to assist with outcomes alignment and data collection, and has increased the capacity to generate data results and reports.

Criterion 3

- The college helped sustain assessment activity by instituting Assessment Days several years ago to provide time at the end of each semester for faculty to work together on assessment activities by department.
- Input into academic department discussions about assessment of program effectiveness include individual faculty members' course level data and reflections, data on program level outcomes, feedback from annual Advisory Board meetings, and informal feedback from other community stakeholders including the Perkins Advisory Committee members.
- The college demonstrated how assessment data feeds substantive change at the course and program level.
- Innovations in instruction are supported through a program of professional development on relevant topics such as mindset research, trauma-informed teaching, and strategies for universal design for learning. Funding for professional development for faculty is a priority in the Strategic Plan 2020-2023. Several professional development workshops were directly in response to the NCCC Student Opinion Survey administered in May 2020.
- Improvement in key student success indicators such as retention and graduation rates are in evidence, with increases shown between 2010 and 2019. The college shared their perceived need and intention to spend more time discussing retention and graduation rates and other key indicators, institution-wide, and furthering strategies to lead to improved student success.

Criterion 4
Not applicable to NCCC.

Criterion 5

- In an ongoing manner the college reflects on the academic assessment process with a view to improving the overall organization, documentation, and storage of assessment results. Recent changes include revisions to assessment reporting documents, adoption of the Informal Assessment Report to capture data and instructional improvements that might have otherwise gone unrecorded, and increased use of technology to facilitate the assessment process.

- The College's self-study recommendations for improvements for Standard V are appropriate and affirmed.

Team Recommendation(s) *None.*

Requirement(s) *None.*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- A robust culture of academic assessment at the course and program level has rooted at the college, with strong accountability and ownership demonstrated by departmental faculty and chairs.

Standard VI: 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.

In the team's judgment, the institution meets this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
Criterion 1
- The importance of the planning process and getting all stakeholders involved is being acknowledged and applied.
- The importance of improving the campus climate regarding diversity and inclusion has been addressed. Training, coursework and professional development has been offered.

Criterion 2
- Customer service is a priority by Institution-wide student-focused customer service review and training.
- NCCC Foundation and Scholarships: increase annual fund for scholarships
- Alumni network and communication to help support the institution.
- Institutional Research (IR) metrics/dashboards: create, curate, resource, and communicate most important IR metrics.

Criterion 3
- The budgeting process such as a college wide meeting is mentioned.
- All faculty and staff are involved in the budget process. The budget process is performed manually meaning per spreadsheets. After review by the CFO in order to balance the budget it is then taken to the Board of Trustees for final approval.

Criterion 4
- Multi campus challenges are recognized.
- HEERF/covid funds purchased laptops, etc. Laptops were loaned to students.
- Financial resources are made available to departments. Emergency situations such as in facilities are acknowledged and funded.

Criterion 5
- Budget deficit has been addressed. The importance of increasing revenues such as an increase in student enrollment and keeping expenses down are acknowledged. Strategies and discussed by the CFO with the president, senior administration and the board of trustees.

Criterion 6
- The pool is closed due to the pandemic. There are split opinions about opening the pool and it needs to be revisited in relation to Saranac Lake planning. Fall decision was to open only spaces that could keep people safe. Community members pay a cost to use the pool. Overall, the decision for the fall semester was to open only spaces that could keep everybody safe.
- Due to budget constraints not only meaning due to covid, but also due to declining enrollment pre-covid open positions and interim positions have not been posted.
- The importance of Information Technology (IT) is acknowledged and the struggle of attracting qualified IT staff without being able to pay high dollar salaries is acknowledged. The surrounding area and benefits offered by NCCC are used to attract qualified personnel.

Criterion 7
- The annual financial audits are showing no findings. .
- Financials covering the month prior to the monthly board meeting are presented.

Criterion 8
- Challenges such as not offering certain degrees are recognized and addressed.
- The strategic plan is being evaluated continuously.

Criterion 9
- Staff, faculty and the board of trustees are working together to continuously improve efficiency and customer service and are fiduciary responsible to maintain a healthy fund balance.

Collegial Advice
- Review automated budget processes such as exploring what the present financial management platform is offering.
- Consider posting positions that are essential to the college's operations - vacant positions and interim administrative positions, as they will need to be replaced regardless of budget constraints.

Team Recommendation(s)
- The institution should provide further evidence of the development and implementation of organized and systematic assessments that evaluate institutional effectiveness.

Requirement(s) *None*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- Annual Financial Audits without findings.

Standard VII: 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 constituents 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.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings
- Clear evidence of an effective governance structure throughout the College with appropriate roles and responsibilities is established by New York state law, is governed by Board of Trustees and College Senate bylaws, is structured by the College's organizational chart, and empowers students via the Student Government Association.
- Solid evidence supports a legally constituted governing body regarding accountability, integrity, autonomy, and oversight. Highlights include Board bylaws, conflict of interest policies and biographies, regularly occurring and orderly meetings, and leadership and curriculum oversight.
- Proper evidence affirms a qualified, empowered, and supported Chief Executive Officer as seen by the President's resume, New York state law, and the College's organizational structure and collective experience, respectively.
- Appropriate evidence outlines a supportive administration that is organized, right-sized, experienced and engaged. Key evidence includes the College's organizational chart, divisional restructuring plans, sample resumes, and student outreach and support measures.
- Evidence of regular assessment of governance, leadership and administration is satisfactory. Noteworthy efforts include periodic Board of Trustees self-evaluation and consistent evaluation of the College's management, faculty and staff.

Collegial Advice
- The College's self-recommendations for improvements for Standard VII are appropriate and affirmed.
- As noted by the College in the report and explained in meetings with the Team, there is expected room for growth regarding the evaluation of administrative units. Building on efforts already underway in some areas, it is advised that the specific self-recommendation to "adopt a rubric for evaluating administrative units" (p. 104) be expanded to also include cyclical and comprehensive unit assessments.

- For planning purposes and continuity, consider committing to regular cycles of assessment (e.g., every 3 or 5 years) for various initiatives across the College, rather than conducting "periodic evaluations."

Team Recommendation(s): *None*

Requirement(s): *None*

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
- Receiving the 2021 SUNY Chancellor's Shared Governance Award is an impressive accomplishment and demonstrates noteworthy progress of an effort initiated prior to the College's 2011 MSCHE Reaffirmation of Accreditation and now serves as an exemplary practice for other institutions to follow.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution appears to meet all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

North Country Community College has a clear procedure for verifying student identity and a policy for protecting distance education student's privacy. The transfer of credit policy was provided. It is on multiple public locations and there is an appeal process and policy. There is a public list of institutions for articulation and a policy for prior learning credit.

Title IV Program Responsibilities evidence was provided. There is a link on their website for student complaints, an area for academic grievances, and information on how students may contact outside agencies. The College has a consumer information page on their website with links to required information including student outcomes and policies. State approval is shown to be in good standing for Nursing, Radiologic Technology and Massage Therapy. They are not program accredited.

North Country does not have any third party agreements to provide educational programming. There is a published credit hour policy based on the SUNY Contact/Credit Hour policy. The Registrar's office establishes an academic calendar and reviews academic scheduling. The Curriculum Committee reviews new and modified courses.

Section F: Review of Student Achievement and Verification of Institutional Data

Section F does not need to be read during the Oral Exit Report.

I.   Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals appears to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

North Country Community College links to SUNY for IPEDs and state reporting. College Navigator is updated. The team suggests the goals are discussed with the wide community on a regular basis.

II.   Verification of Institutional Data

In the team's opinion, the institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report appear to be reasonably valid and effective.

The College transmits student level data to the SUNY system. The system processes IPEDs and state required reporting. It provides the College with dashboards and static data for internal reports. North Country utilizes processes for financial aid verification, financial audits, and other controls for data integrity. It appears to have data security procedures in place.
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Section G: Review of Third-Party Comments

Section G does not need to be read during the Oral Exit Report.

No third party comments were received by the team.

Section H: List of Additional Evidence

Section H does not need to be read during the Oral Exit Report.

From Sarah Maroun

- Site-Visit Assessment_2021-Rubrics-Summary-EAC Visual Model
- 2017-2020-Child_Family Services_Tracking Sheet-PLO Assessment
- CFS Program Learning Outcomes (Curriculum Map)
- Email from Sarah regarding faculty qualifications and spreadsheet (standard III)
- Email from Sarah about correction on Conflict of Interest Policy

Drop Box Materials

2.a. Presidential Evaluation

- Email from BOT Chair re-Presidential Evaluation 2020-20201
- Evaluation of the President

2.b. Response to Student Concerns - Student Opinion Surveys - Forum 12.2019

- 2019 SUNY SOS Report Planning Session (011320)
- 2019 SUNY SOS Report Planning Session (121719)
- Brief Summary of Student Opinion Survey Spring 2020
- Responses to Student Opinion Surveys

2.c. Systematic Procedures for Evaluating Administrative Units

- Assessment - Fall 2021 Check-In Project
- Spring 2021 Call Project-Follow Up Email - Left Message
- Systematic Procedures for Evaluating Administrative Units

2.d. Ethics and Integrity

- Email on International Students Friday, March 20th, 2020.
- Ethics and Integrity Summary
- Fall 2020 Campus Restart Opening Plan - Email to Students (070320)
- Fall 2020 Drop Extension
- Fully and Partially Remote Proposal (April 27, 2021) - final
- Interim CFO Report to the NCCC BoT 2021-02-26 - 21-22 Tuition and Fees
- Internal Hiring Process Proposal (April 27, 2021) - final
- Joe Email March 27, 20 - Keeping people whole
- Joe Email Thread with Parent of International Student (March 14, 20)
- Letter to NCCCAP - Donation Thank You (September 16, 20)

2.e. Institutional Review of Auxiliary Contracts

- Association Contract

2.f. Review of Program Outcomes

- Clarification of Program SLO Review and Revision

2. g. 2.k.3.1.3.c. - ILO - GenEd Artifacts and Alignment

- Communication
  - ART 125_Infographics_SA1
  - BUS 220-BUS Communications_Spring 2018-.Communication-1
  - BUS 220-Communication-Rubric for Interview-1
  - NUR_Artical Review-Rubric-SA1
  - NUR205_Infographic_PPBvPPD_Rubric_SA3

- ○ NUR205_Infographics-PEDS_Rubric_SA1
- ○ NUR205_Infographics-MM_Rubric_SA2
- ○ PSY_202_Research Project_Student Paper-Rubric_SA1
- ○ PSY_202_Research Project_Student Paper Rubric_SA2
- ● Critical, Constructive, Creative Thinking
  - ○ PSY101_HM_Research-Hypothesis Project_SA2
  - ○ PSY_202_Research Project_Student Paper-Rubric_SA1
  - ○ PSY_202_Research Project_Student Paper Rubric_SA2
  - ○ RAD Tech_Rubric_Practicum_Oral Communication Literacy_Criticial Thinking
  - ○ RAD Tech-Image Critique_Informational Literacy_Redacted
  - ○ SOC 101_NM_Research-Hypothesis Project_SA1
- ● General Education
  - ○ 2017-2020 Master Tracking Sheet for HUM_SS-2
  - ○ 2017-2020 Master Tracking Sheet-AS Math-Science-1
  - ○ AS Liberal Arts Math Science Curriculum Map-2
- ● Information Literacy
  - ○ ART125_Infographics_SA1
  - ○ BIO 215-F 19 ASSEM HLTH SCI-Technology Outcome 3
  - ○ BUS 204-CASE ANALYSIS PROJECT Instructions_BUS
  - ○ NUR205_Infographic_PPBvPPD_Rubric_SA1
  - ○ NUR205_Infographics-MM_Rubric_SA2
  - ○ RAD Tech_Rubric_Practicum_Oral Communication Literacy_Criticial Thinking
  - ○ RAD Tech-Image Critique_Informational Literacy_Redacted
- ● Mathematical Competency
  - ○ 2017-2020 Master Tracking Sheet-AS Math_Science
  - ○ AS Liberal Arts Math Science Curriculum Map
  - ○ ILO-MAT-MAT121 Assessment Results-FA2019
  - ○ ILO-MAT-MAT129 Assessment Report - SP 2020
  - ○ MAT 121-129-Student Work Samples-MAT Assessment
- ● Scientific Literacy
  - ○ 20-17-202 Master Tracking Sheet - AS Math_Science
  - ○ AS Liberal Arts Math Science Curriculum Map
  - ○ BIO 109-FA 19 MATH_SCIENCE PLO_3
  - ○ BIO 201-Scientific Literacy-SPRING 2020-PLO4_Assessment
  - ○ Scientific Method quiz bank
- ● Social & Cultural Literacy
  - ○ HUM104_FinalExam_S-C Literacy-Student Sample with Rubric
  - ○ HUM128 Spring 2021 - sample social and cultural literacy assessment_Reacted

- 2017-2020 Tracking Sheet for College-Wide Goals Assessment
- Assessment-ILO-Master Tracking Sheet 2020-2023

2.h. Completed Examples of Informal Assessment Report

- BUS 211- Informal Assessment Report - SP 18
- CHE 101-BIO 201 - Informal Assessment Report-2018
- CHE 101-Informal Assessment FA 2018
- ENG-101-2018-2019 Informal Assessment Report
- HUS 101 Informal Assessment Report FA 20 (1)
- HUS 200 Informal Assessment Report FA 20 (1)
- MAT121-F18-Informal Assessment Report
- NUR 101-102-Informal Assessment Report
- NUR 104-108-2018-2019 Informal Assessment Report
- PHI112Z Informal Assessment Report
- RAD-TECH-Informal Assessment -2018-2019
- REC 240-249-Informal Assessment Report FA 20
- SOC 107 Informal Assessment Report FA 20
- SOC101 Informal Assessment Report--2019-2020

2.i. Transfer and Placement Rates

- Graduate Survey--Spring 2021-Raw Data
- Graduation-Retention-10-Year Trend
- NCCC Transfer Data--SUNY Dashboard FA 13-FA20
- NCCC_20yr_Retention_Rates
- Overview of Placement Data--Graduate Survey

2.j. Alignment of Course Objectives with Program Objectives for Achievement Level

- 100-level outcomes-PSY 101-Introductory Psychology
- 100-level-101-Intro to Human Services - 100-level outcomes
- 200-level HUS 201 Basic Counseling Skills (updated Jan 19) - 200-level outcomes
- 200-level-PSY 202- Developmental Psychology
- PSY 101_HM_Research-Hypothesis Project_SA2
- PSY_202_Research Project_Student Paper-Rubric_SA2
- PSY_202_Research Project Student Paper-Rubric_SA2
- Reference Document-Humanities 100 vs 200 level
- SOC 101_NM_Research-Hypothesis Project_SA1

2.l. Assessment Evidence--Retention--AMP--LAC

- AMP Analysis and Summary -2016-2021
- Copy of AMPS Raw Report April 10.2020 (3)
- LAC End of Year Report 2014 2015
- LAC End of Year Report 2015 2016
- LAC_Report 2015_Fall2021
- LAC_SU16_Summer Piloty Review
- NCCC Learning Assistance Center-Saranac Lake Campus 2014 - 2021
- Retention Specialist Assessment Data from N...rkins 2018-2019 Final Report (Sept 20, 19)
- Special Athletic Mentoring Committee and NCCC Coaches Meeting Fall 2018
- Ticonderoga LAC Report Fall 2017

3.b. Full-Time-Temp. Faculty

- St.111.2b.3-Chart of Faculty credentials (3)

MSCHE Self Study Recommendations_Links_Strategic Plan_Senate Presentation

From Debbie Moeckel

- SUNY General Education Framework_September_8_2021
- Implementation Guidance for SUNY General Education_draft 9-8-20201 for Camps Comment
- Gen ed revision of 2010: DISCUSSION DRAFT 4/15/10 Vol. 10, No. 1
- Most current version is in the Seamless transfer memo: Vol.13, No. 3 Date: June 13, 2013 From: Office of the Executive Vice Chancellor and Provost Subject: Policy and Guidance: Seam
- Guidelines for the approval of SUNY gen ed courses: 1 Guidelines for the Approval of State University General Education Requirement Courses For each State University General Education
- SUNY Rubrics Assessment Resources | Scoa
- Assessment policy: DISCUSSION DRAFT 4/15/10 Date: July 15, 2010 Vol. 10, No. 2 From: Office of the Provost and Senior Vice Chancellor for Academic
- SUNY Governance: SUNY Governance - SUNY
- Diversity, Equity and Inclusion:
- Conflict of Interest:Conflict of Interest
- Education Law: 1 ARTICLE 126 COMMUNITY COLLEGES AND STATE-AIDED FOUR-YEAR COLLEGES §6301. Definitions. §6302. Authorization to establish

- Community College Regulations: COMMUNITY COLLEGE REGULATIONS: PROPOSED AMENDMENTS
- Business Officer's Manual
- Other Policies and Guidance: Memoranda to Presidents - SUNY
- LMS Migration to Desire to Learn
- Multiple Measures Guidance

Section I: Self-Study Report and Process Comments

Section I to be read during the Oral Exit Report if completed.

The team thanks the administration, faculty, staff and students of North Country Community College. There is a culture of caring at the college.   A board member said the college "Lifts people up" - this is an investment to the people of the community by giving them a family sustaining career. Honesty and integrity were interwoven in every conversation. You were as welcoming and open to us as you are with your students and each other. Highly engaged campus where people seemed very upbeat and positive.