

# **MSCHE Visit – Follow up Questions and Interview Requests 3.5.26**

## **Standard I**

1. The Mission Statement revision's document does not identify the committee members. Who is on the Faculty Senate and Staff Senate committees?
2. The Strategic Planning Taskforce document is an email from the former president to specific community members inviting them to participate on Strategic Planning Taskforce. How are members selected or able to volunteer on this committee? Do you have documentation of the process?
3. I don't see evidence of how the institutional goals inform the resource allocation process. At what levels are the departments involved? Is there a procedural manual?
4. Need support for budget requests and aligning institutional goals. The examples provided don't give context or insight into the conversations and training that occur around this process.

## **Evidence Comments & Questions**

- The "Mission Statement Review" document is the same document as the "Mission statement Approval Procedure" document. Can they provide updated documents?
- The SAM (Student Achievement Measure) link leads to a website with no hyperlink for institutional data available.
- Can they provide the team with an up-to-date organizational chart?
- Can they provide copies of the Strategic Plan Assessment for FY23, FY24 and FY25
- Please provide minutes of Faculty Senate or Staff Senate conversations (include list of members)
- Trend analysis for retention, graduation, and transfer rate from FY22-FY25. I see IPEDS data from FY22 and FY23. Does the institution have its own dashboards or internal assessment reporting?

## **Requested Meetings:**

- Finance and budget team
- Strategic Planning Task Force
- Faculty Senate and Staff Senate representatives

## **Standard II**

**General Question:** Who is keeping this Evidence list for your team? Who will share it with us for the final report (& will upload it to the portal site)?

Do we have a secure work room at the college?

## **Schedule Shifts:**

Please move Tues 2:30pm "Registrar group" to Monday at 1:30pm and add whoever is in charge of dual enrollment and the Online student identify verification.

Is the HR director coming with the Executive Team? Otherwise also add HR to that group.

## **Evidence Requested**

### **Standard 2: Criteria 1**

II.1 Evidence faulty- Your I Drive links do not function in the MSCHE portal.

**We need a copy of the FT and PT faculty union contracts as well as Freedom of Expression Policy.**

**Standard 2: Criteria 11** Do you want to give us Guest Access to your I drive? - since that is also where the Procedures are kept.

**Standard 2: Criteria 8e** Also need Verification of Compliance (VOC)1. criterion e  
**Federal Regulation 34 CFR § 602.17(g) and (h) and § 668.43**

Please answer these questions:

1. What policies and procedures are in place to prevent identity fraud in distance learning courses?
2. Are there any additional fees for student identity verification in online courses, and how are students informed about these costs?
3. How does the institution ensure faculty and staff are trained on student identity verification procedures?
4. What challenges has the institution faced in implementing student identity verification, and how have they been addressed?

**Standard 2: Criteria 8.5 ; VOC criterion 3**  
**Federal Regulations 34 CFR § 602.16(a)(1)(ix); § 668.43(b)**

Find the data; make a chart for these items:

1. Institutional record of student complaints and resolution – Need a record of student complaints (number handled, type, number resolved)
2. Institutional record of faculty or staff complaints and resolution - Need a record of complaints (number handled, type, number resolved)

**Standard II, criterion 8.b and d**  
**Federal Regulation 34 CFR § 602.23(e); 668.43(a)(d)**  
**Communication in the Accreditation Process Policy and Procedures, Public Disclosures Policy and Procedures**

Documentation of standing with other accrediting agencies including a list of USDE recognized accreditors with name of the accreditor, accreditation status, programs it accredited, year of next review, reports and documentation of the accreditor's most recent accreditation action including relevant correspondence.  
Do you have any specialized accreditors?

**Standard 3: Criteria 2c /....sufficient in number**

- Please provide the following data point: the student credit hours generated by your FT faculty – if not already in the report;  
Their response to date:
  - **We have this included in the report but for this purpose, approximately 21% of credits this semester are taught by FT faculty. This has increased over the last 3 years but the data point may be misleading since it includes our career and technical occupation programs as well which are taught predominately by industry professionals as adjunct faculty.**

Their evidence actually says that 21 % of the SECTIONS are taught by FT.  
A section might have 5 or 15 students in it ... I would like to see the student credit hours generated by those faculty.

Example : 3 credit course with 15 students= 45 student credit hours.

### **Standard 3: Criteria 7 also VOC 7**

**Federal Regulation 34 CFR § 602.22(a)(1)(ii)(J); § 668.43(a)(12)(i-iv)**

**Third-Party Providers Policy and Procedures, Public Disclosures Policy and Procedures,**

*Where is the list? P & P?*

**More current audits are needed. 2024-2025**

## **Standard III**

Here are the questions for Standard III:

- On p. 42, percentages are provided, but little to no context is provided. The meaning(s) of these percentages is not clear.
- On p. 42, small class sizes are mentioned, but there is no ratio provided.
- On p. 43, a five-day orientation is mentioned, but I would like to know how many faculty attend and if it is required or optional.
- On p. 43, professional development funds are mentioned, but no summary of the distribution is included.
- On p. 44, advisory boards are mentioned, but I cannot find a list of the boards or a summary of their membership.
- On p. 49, the report states "Faculty also assess whether budgetary resources are needed to strengthen the student learning experience." I would like to know how much money has been distributed as a result of this assessment work and how the efficacy of the spending has been assessed.

Additionally, I would like to meet with the Academic Assessment Committee to ask about assessment and learn more about the way the Program Review and Assessment processes/committees were merged.

## **Standard IV**

- What is the student-to-advisor ratio, particularly for students preparing to transfer?
- Is the faculty unionized?
- Transfer institutions are listed on the website, but the articulation agreements and pathways are not. Is there a reason those documents are not publicly posted?

## **Standard V**

Evidence:

- Recent completed program reviews
- Evidence of recent ongoing assessment of program learning goals
- Ongoing evidence of communication of assessment results to stakeholders

- A few examples of rubrics used to assess course and program learning objectives/goals
- Documents showing that program review/assessment results inform budget decisions
- Evidence that the College periodically assesses the effectiveness of its assessment processes

**Interviews:**

- Academic Assessment Committee
- Curriculum Committee
- Department Assessment Liaisons
- Faculty currently engaged in program review

**Questions:**

- What is the process for annual review of academic assessment data? How are faculty apprised of students' overall proficiency in gen ed learning goals?
- What types of assignments are used for assessing program and course learning outcomes? How are benchmarks set?
- How do you assess mastery of general education learning goals?
- How do you know if your assessment processes are working?
- Please share how the College evaluates the third-party credentials offered to students.
- What processes are being developed to systematically measure and report post-completion outcomes?

## **Standard VI**

**Evidence:**

- 1) Foundation financial statements for the last 3 years; we can get the audited financial statements for the last three years (better understanding of trends)
- 2) Some documentation showing how the resource allocation process works, how various constituencies have input, and how assessment/other data inform the requests/allocation
- 3) Examples illustrating the assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources (would show how the Institutional Assessment Plan is implemented)
- 4) Based on SWOT analyses, IE Committee and Strategic Enrollment Group meetings, can you identify one or two specific changes that resulted?
- 5) How do the units incorporate budget workbooks, credit-hour projections, and assessment findings into the annual budgeting process?
- 6) Given that approximately 60% of institutional revenue comes from tuition, how does the College assess and manage financial risk from fluctuations in enrollment?
- 7) What strategies are in place to ensure financial sustainability based on a potential decline in the pool of high school graduates?

It might also be useful to meet with the Institutional Effectiveness (IE) Committee.

## **Standard VII**

**Representatives to Meet with:**

- College President

- Members of the Board of Trustees
- President's Cabinet/Senior Staff
- Members of the Faculty Senate, Student Senate, and other 7 standing committees
- Members of the three additional committees/workgroups/taskforces
- Members of the Student Government Association
- SCCC Foundation Executive Director
- Foundation Executive Committee

### **Questions and Additional Information Requested for Standard VII:**

Outlined below are the observations and questions related to the evidence provided to support Standard VII, and the institution's ability to meet the requirements of this standard.

#### ***Criteria 1 Questions and Additional Information Requested:***

- Tell us more about the structure of the SCCC Foundation and its relationship with the College. Provide an organizational chart of the Foundation demonstrating the reporting lines between the College and the Foundation.
- Provide a copy of the Foundation's governing documents (bylaws, agreement between the Foundation and College, articles of incorporation, filings, and any other founding documents).
- Provide a list of the current Foundation Board of Directors (including full name, contact information, employer, number of years served on the board, and positions held).
- In one succinct document, provide a list of the current Board of Trustees (including full name, contact information, employer, number of years served on the board, and positions held).
- Provide succinct and up to date organizational charts for the institution. This should include an organizational chart outlining the top-level organizational reporting structure of the institution (from the Board to the President, the Cabinet, and so on). Refer to page 28 of the Evidence Expectations by Standard Guidelines for what should be provided and the level of detail expected.

#### ***Criteria 2 Questions and Additional Information Requested:***

- Provide a copy of the board policy manual as well as a policy review schedule. Currently, only a broken web link is provided. A complete listing and copy of all college policies is requested, including when the policy was last reviewed and when the next review will take place.
- Provide a copy of the Board of Trustee's annual self-assessment tool.
- How does the Board of Trustees use its annual self-assessment feedback to recommend and implement changes that will more effectively allow the Board to govern at the policy level?
- Walk us through the Board of Trustees' annual schedule for orientation and board development. How is this schedule agreed upon? How are agendas developed and finalized?
- What is the Board of Trustees' process for establishing annual board goals? How are these aligned to its annual board self-assessment? Outline for us what this looks like.

- Share a copy of the policy and procedures for board conflicts of interest, as well as Board Member Conflict of Interest state filings. See page 29 of the Evidence Expectations by Standard Guidelines for expectations regarding documentation of regular and systematic disclosure and reporting of conflicts of interest and/or recusals.
- Provide sufficient evidence addressing Board Member expectations, as outlined on page 29 of the Evidence Expectations by Standard Guidelines.
- Provide copies of the last four regular and systematic Board of Trustees' self-evaluations with evidence of follow-up related to any concerns raised during the annual evaluation process.

***Criteria 3 Questions and Additional Information Requested:***

- Tell us about the procedures or mechanisms you use as President to assess the College's efficiency and effectiveness? What does this process look like and who does it include?
- What challenges and opportunities do you see for Sussex County Community College, now and in the future? How is the institution preparing to meet these challenges and explore the opportunities that lie ahead?
- Provide copy of the current president's most recent performance evaluation.

***Criteria 4-5 Questions and Additional Information Requested:***

- How does the institution use the data received from student surveys? What changes, if any, has the institution made that was informed first by this data?
- Tell us about the systematic procedures the College uses for evaluating administrative units and for using assessment data to improve operations.
- Share with us the process for periodic administrative assessment here at SCCC.
- How is the College assessing continuous improvement of administrative operations?
- Provide a copy of the institution's performance evaluation tool, as well as an explanation and schedule for the employee performance evaluation process.
- How are employees trained on performance evaluation?
- Walk us through the employee performance evaluation process and the timeline for when evaluations are conducted.
- Provide clarity on the College's surveys of administration by other constituents. Share the qualitative and quantitative results of the most recent surveys. Outline how survey results are shared with the College community and what the process is for assessing this data. How does this data inform institutional decision making?

