Self-Study Report

For the Middle States Commission on Higher Education

—FIRST DRAFT—

August 21, 2024

[First of Three Drafts]

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STEERING COMMITTEE MEMBERS

Dr. Patricia Ireland, Co-Chair, *Provost*
Dr. Mitchell Lewis, Co-Chair, Writer, ALO, *Professor of English*

Ms. Jessica Carpenter, *Associate Vice President of Human Resources*
Mr. Jon Daly, *Director of Institutional Research*
Ms. Deanna Hathway, Student, *2023-2024 President of Student Association*
Dr. Chuck Lindsay, *President*
Mr. Joseph McDonald, *Board of Trustees*
Dr. Mark Pitner, *Associate Professor of Asian History*
Dr. Adam Giambrone, *Associate Professor of Mathematics*
Dr. Corey Stilts, *Associate Professor of Chemistry, Director of First Year Seminar*
Ms. Jen Swain, *Vice President of Communications and Marketing*
Ms. Clare van den Blink, *Board of Trustees*

COMMON ACRONYMS IN REPORT

[More to be added later.]

CAC Curricula Affairs Committee

FEC Faculty Executive Committee

GEC General Education Committee

LRPC Long Range Planning Committee

RECP Reimagining Elmira College Project

EXECUTIVE SUMMARY

Elmira College's Self-Study found that it is in full compliance with MSCHE's Standards for Accreditation and that it also has opportunities for improvement. Its five working groups (subcommittees) did the bulk of the research in Fall 2023, but additional research continued into Fall 2024 as the Steering Committee reviewed the research and as the College's report was written and later reviewed in draft form by the College community. The utility of the College's Self-Study is already evident because its findings are being utilized in the College's Reimagining Elmira College Project, a 2024 strategic planning initiative to establish clear institutional improvement goals aligned with the overarching goals and objectives in the College's 2023-2028 Strategic Plan.

Standard I: Mission & Goals

Elmira College's mission accurately defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. This purpose is evident in key institutional documents, including the College's Institutional Student Learning Outcomes, its 2023-2028 Strategic Plan, and its annual Administrative Action Plan. As described in its Institutional Assessment Plan, the College's mission and related goals are assessed annually. The College's mission is at the heart of its academic and administrative planning, and the College is fully compliant with Standard I.

As part of the self-study process, the College's mission was reviewed and updated. Additional opportunities for improvement were found in the review of the 2022-2023 strategic planning process overseen by the Long Range Planning Committee (LRPC), which produced the current 2023-2028 Strategic Plan. It was found that the process did not include a review of the mission and that the LRPC's responsibilities did not include a review of the mission as part of its charge. To ensure the currency of the mission for strategic planning, the LRPC's charge has been revised to include mission review. In addition, LRPC has been tasked with developing a process for how it will review the mission and with incorporating it into the strategic planning process. An opportunity for improving the archiving and utilization of institutional data has also been found. Appropriate recommendations have been made.

Recommendations

- Develop an institutional process for the Long Range Planning Committee reviewing the mission and incorporate it into the Committee's strategic planning process to ensure that the mission guides and reflects the strategic planning of the College.

- Review archiving methods and practices and identify an efficient and centralized method of archiving data, documents, surveys, and the like, to allow for the most effective tracking and utilization of institutional data over time and to improve data-based decision-making.

Standard II: Ethics & Integrity

Elmira College conducts itself with ethics and integrity in all its activities. This is evident in the College's various policies and handbooks, including its recently developed free speech policy and newly revised faculty grievance policy. It's also evident in its support for Diversity, Equity, and Inclusion. A notable strength and example of professional ethics is the College's commitment to promoting affordability and accessibility and helping students understand financial aid. This is particularly evident in the College's Soaring Eagle Take Flight program and in its participation in the College Cost Transparency initiative. Self-Study research shows that the College is fully compliant with Standard II.

Opportunities for improvement were found with internal communication. Internal communications are honest and truthful, but they sometimes work against a climate that fosters respect, especially in regard to communications about health insurance, benefits, and compensation. More considerate communications are needed on issues vital to employee interests. In addition, the College's multiple communication platforms sometimes provide inconsistent internal communications. As such, appropriate recommendations have been made.

Recommendations

- Develop, implement and assess strategies for improving employee satisfaction with institutional communication, transparency, and accountability on issues related to employee health insurance, benefits, and compensation.

- Assess internal communication platforms, practices, and procedures and then identify a mode of communication that best serves the needs of the College community, to ensure that consistent and reliable information reaches all the College's constituencies.

Standard III: Design and Delivery of the Student Learning Experience

Elmira College provides students with learning experiences that are characterized by rigor and coherence and also consistent with higher education expectations. This is evident in academic program and course descriptions as well as course syllabi. It is also evident in the rigorous faculty oversight of academic programs, as described in both *The Faculty Handbook* and the *Institutional Assessment Plan*, and documented in committee agendas, minutes, and the like. Notable strengths are the teaching effectiveness of the faculty, the College's new online catalog, and its accredited professional programs, including Nursing, Education, and Communication Sciences and Disorders, as well as a Bachelor of Social Work in progress. Another notable strength is the College's education technology infrastructure, bolstered by a recent $1.8 million technology grant from the USDOE Fund for the Improvement of Postsecondary Education (FIPSE). Self-Study research shows that the College is fully compliant with Standard III.

Opportunities for improvement were found with *The Faculty Handbook*. Specifically, it was found that the master digital file of the *Handbook* was not consistently updated with faculty approved changes. In addition, rigorous document control was not always exercised with the

master file of the *Handbook*. Consequently, multiple versions of the *Handbook* were disseminated to the faculty in different digital venues. As such, an appropriate recommendation has been made.

Recommendations

- Develop a formal institutional process for updating, archiving, and disseminating *The Faculty Handbook* involving the Faculty Executive Committee and the Office of Academic Affairs to ensure its accuracy, accessibility, and utility.

Standard IV: Support of Student Experience

Elmira College recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. This is evident in the application review process, in the online Admissions materials, and in the work of the Educational Standards Committee, a standing faculty committee. The College also commits to student retention, persistence, completion, and success through a coherent and effective support system. This is most particularly evident in one of the College's notable strengths, the Center for Academic and Professional Excellence (CAPE), which provides comprehensive academic support services, including including 1) Accessibility Services, 2) Student Success, 3) Tutoring Center, 4) Writing Center, 5) English Language Learners, and 6) Career and Professional Development. One particularly successful Student Success program has been Supplemental Instruction. Another notable strength is the robust assessment of CAPE services. Self-Study research shows that the College is fully compliant with Standard IV.

Opportunities for improvement were found with some student support services, including counseling, athletic training, quantitative reasoning, and ESL. As such, appropriate recommendations have been made.

Recommendations

- Assess the needs of the College's Counseling services to determine if more staffing is needed.

- Assess the needs of the College's increasing athlete population to determine if an additional full-time Athletic Trainer should be added to the sports medicine staff.

- Assess the Quantitative Reasoning support services to determine if additional support is needed, including a similar institutional structure to the Writing Center with both peer and professional support.

- Assess the ESL program to determine if more dedicated ESL resources and support are needed, including staff, professional development, and courses, whether in-house (on campus or virtually) or possibly in partnership with another institution.

Standard V: Educational Effectiveness Assessment

Elmira College assesses student learning and achievement. The process is detailed in the College's *Institutional Assessment Plan*. Robust assessment data demonstrates that the College's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. This is demonstrated particularly in the work of the Curricular Affairs Committee, the Program Review Committee, the General Education Committee, and the Assessment Committee, and it is documented in program reviews, assessment plans, and annual assessment reports. A notable strength is the faculty's commitment to assessment of student learning. Submission rates for Annual Assessment Reports by academic programs were 92% in 2023 and 100% in 2024. Self-Study research shows that the College is fully compliant with Standard IV.

Opportunities for improvement were found with connecting academic assessment with resource allocation and strategic planning, and also with the storage of assessment data. As such, appropriate recommendations have been made.

Recommendations

- Create a common database and related set of procedures for all assessment data to facilitate and optimize its use.

- Improve the allocation of resources to both existing and new programs in ways that reflect both immediate program needs and the priorities of long-term institutional planning, to enhance outcomes and grow programs.

Standard VI: Planning, Resources, and Institutional Improvement

Elmira College's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals. This is evident in the documentation of the College's planning and improvement process. While enrollment decline has caused some financial pressure, raising concerns about sustainability, the College has been effectively addressing the issue. Notable strengths in this regard have been the College's financial planning, fundraising, and enrollment management. This is evident in the approval of the cy pres petition, in the 29% increase in fundraising for FY 24, and in the significantly improved admissions numbers for Fall 2024, the College witnessing the first increase in total enrollment and the largest freshman class *in over eight years*. From 2023 to 2024, total enrollment increased from 657 to 784 students (+127), and the freshman class increased from 162 to 260 students (+98). While deferred maintenance is a challenge, the College continues to upgrade its facilities, as evidenced by the recent $1.8 million technology infrastructure investment and the just completed $2.5 million multi-sport turf field on the College's main campus. The latter will increase the College's athletic offerings, support enrollment and retention efforts, and promote mental and physical well-being on campus. Self-Study research shows that the College is fully compliant with Standard VII.

Opportunities for improvement were found in the budget process, particularly with coordinating it with mission, strategic planning, and assessment, and with making the process more transparent and participatory. In addition, there are opportunities to improve planning for employee compensation and benefits, to make them more competitive with comparable institutions. As such, appropriate recommendations have been made.

Recommendations

- Review of the budget process to identify ways that it can be better informed by mission, strategic planning, and assessment data, and more transparent and participatory.

- Develop a concrete plan for addressing employee compensation and benefits.

Standard VII: Governance, Leadership, & Administration

Elmira College is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. This is particularly evident in the governance of the Board of Trustees, as proscribed in the bylaws and documented in agendas and minutes. It is also evident in the leadership of the President and in the quality of the Senior Officers he has assembled. A notable strength is the utilization of assessment and evaluation, as evidenced in the Board's recent self-assessment, the President's performance evaluation, and the annual Stakeholder surveys and Employee Satisfaction and Engagement surveys. Self-Study research shows that the College is fully compliant with Standard VII.

Opportunities for improvement were found with Board training in the best practices of board governance. Through self-assessment, the Board has identified this as an area for improvement. It has taken some initial steps, such as enhanced new trustee onboarding, but there is an opportunity to create an annual training for all trustees in current best practices of board governance. As such, an appropriate recommendation has been made.

Recommendations

- Develop and implement an annual training for the Board of Trustees on the best practices in board governance.

LIST OF RECOMMENDATIONS

[Recommendations are tentative.]

Standard I: Mission & Goals

1) Develop an institutional process for the Long Range Planning Committee reviewing the mission and incorporate it into the Committee's strategic planning process to ensure that the mission guides and reflects the strategic planning of the College.

2) Review archiving methods and practices and identify an efficient and centralized method of archiving data, documents, surveys, and the like, to allow for the most effective tracking and utilization of institutional data over time and to improve data-based decision-making.

Standard II: Standard II: Ethics & Integrity

3) Develop, implement and assess strategies for improving employee satisfaction with institutional communication, transparency, and accountability on issues related to employee health insurance, benefits, and compensation.

4) Assess internal communication platforms, practices, and procedures and then identify a mode of communication that best serves the needs of the College community, to ensure that consistent and reliable information reaches all the College's constituencies.

Standard III: Design and Delivery of the Student Learning Experience

5) Develop a formal institutional process for updating, archiving, and disseminating *The Faculty Handbook* involving the Faculty Executive Committee and the Office of Academic Affairs to ensure its accuracy, accessibility, and utility.

Standard IV: Support of Student Experience

6) Assess the needs of the College's Counseling services to determine if more staffing is needed.

7) Assess the needs of the College's increasing athlete population to determine if an additional full-time Athletic Trainer should be added to the sports medicine staff.

8) Assess the Quantitative Reasoning support services to determine if additional support is needed, including a similar institutional structure to the Writing Center with both peer and professional support.

9) Assess the ESL program to determine if more dedicated ESL resources and support are needed, including staff, professional development, and courses, whether in-house (on campus or virtually) or possibly in partnership with another institution.

Standard V: Educational Effectiveness Assessment

10) Create a common database and related set of procedures for all assessment data to facilitate and optimize its use.

11) Improve the allocation of resources to both existing and new programs in ways that reflect both immediate program needs and the priorities of long-term institutional planning, to enhance outcomes and grow programs.

Standard VI: Planning, Resources, and Institutional Improvement

12) Review of the budget process to identify ways that it can be better informed by mission, strategic planning, and assessment data, and more transparent and participatory.

13) Develop a concrete plan for addressing employee compensation and benefits.

Standard VII: Governance, Leadership, & Administration

14) Develop and implement an annual training for the Board of Trustees on the best practices in board governance.

INTRODUCTION

Overview of the College & the Self-Study

[Note: 2024-2025 total enrollment is an August projection that will be updated in the fall. The student profile is from 2022-2023. It will be updated in the fall as well.]

About Elmira College

Founded in 1855, Elmira College was born out of the enthusiasm for reform that characterized upstate New York in the pre-Civil War decades. A group called the Friends of Education in Auburn, NY, interested in higher education for women, was granted a charter by the Regents of the State of New York in 1852. By 1855 Elmira Female College opened its doors as the first college for women with a course of study and degree requirements comparable to those at contemporary men's colleges. The College colors, purple and gold, stem partly from the banners of the women's movement occurring in nearby Seneca Falls, NY, at the time. The College's first building, Cowles Hall, was built on a high elevation called Prospect Hill. Dedicated to the College's first president, Augustus Cowles, Cowles Hall stands today as the home of the Office of Admissions and the Nurse Education Program. It is listed in the National Register of Historic Places.

Also part of the College's history is a close association with the celebrated American writer, Samuel Langhorn Clemens, best known by his pen name, Mark Twain. One of the College's founding trustees was the prosperous businessman and ardent abolitionist, Jervis Langdon, whose daughter, Olivia Langdon, a student at the College, married Clemens. In 1952, the Langdon family donated to the College Mark Twain's Study, where the author wrote some of his most famous works, including *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. The Study, now located on campus, was named one of the nation's top ten literary landmarks by *USA Today*. In 1982, the Langdon family donated Twain's Elmira home,

Quarry Farm, where Twain and his family spent more than twenty summers. Quarry Farm was recently named one of New York State's literary landmarks by United for Libraries and the Empire State Center for the Book, an affiliate of the Library of Congress Center for the Book. Since 1982, the College's Center for Mark Twain Studies has served the local, national, and international community of Twain students and scholars. The Center encompasses the Mark Twain Study, Quarry Farm, and the Mark Twain Archives, and it is one of four historically significant Twain heritage sites in the U.S.

Elmira College Mission

Grounded in the liberal arts and sciences, Elmira College strives for excellence in both general and professional education, providing a collaborative and supportive environment that enables students to become active learners, effective leaders, responsible community members, and globally engaged citizens. Proud of its history and tradition, Elmira College is committed to the ideals of diversity, environmental sustainability, experiential learning, community engagement, and intellectual and personal growth.

Today, led by president Dr. Charles W. Lindsay, Elmira College offers people of all genders the opportunity to enjoy a private, small-college experience that emphasizes both general and professional education in a residential setting. The College has a unique 4-1-4 calendar, with a twelve-week fall term, a twelve-week winter term, and a four week spring term. Currently, the College has a total enrollment of [784] students, and its most popular majors are professional programs (see student profile on next page). More than half of the College's students graduate with professional degrees. This is the basis for the College's Carnegie Classification: "Baccalaureate College: Diverse Fields" (institutions in which less than half of bachelor's degree majors are in arts and sciences). It's also the basis for the College's *US News & World Report* classification: "Regional College" (institutions that focus on undergraduate education but grant fewer than half their degrees in liberal arts disciplines).

Elmira College sits on 49 acres in the City of Elmira, and 20 acres at the Murray Athletic Center in Pine Valley, offering more than 35 majors and academic programs, an honors program, and 17 academic honor societies. It awards the AA, AS, BA, and BS degrees, as well as several graduate degrees, specifically the MS (General Management) and the MSEd (General Education; Literacy: Birth through Grade 12; Adolescence Education: Grades 7-12; and Inclusive Special Education). The College is an NCAA Division III member and has 18 athletic teams, participating in the New England Hockey Conference, United Volleyball Conference, and the Empire 8 Athletic Conference. More than 33% of the College's students participate in intercollegiate athletics. In partnership with Cornell University, the College also offers Army and Air Force ROTC programs.

Elmira College By the Numbers

The average class size is 16 students.

85% of students live on campus.

97% of students complete a career-related internship before graduation.

The student-faculty ratio is 8:1.

A minimum of 60 hours of community engagement is completed by all full-time students before graduating.

40% of students study abroad at some point during their college career.

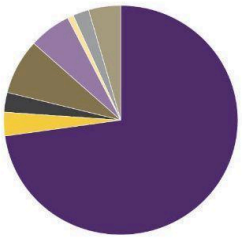
ELMIRA COLLEGE STUDENTS

Total Enrollment: 657

609	**Undergraduate Students**	**48**	**Graduate Students**
587	Full-Time	25	Full-Time
22	Part-Time	23	Part-Time
205	Undergraduate Male	18	Graduate Male
404	Undergraduate Female	30	Graduate Female

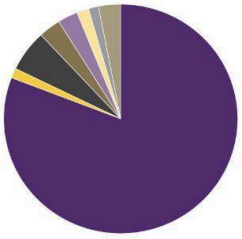
Race and Ethnicity Representation

UG Race and Ethnicity



443	White
20	Two or more races
18	Race and ethnicity unknown
46	Nonresident alien
37	Hispanic/Latino
5	American Indian or Alaska Native
13	Asian
26	Black or African American
0	Native Hawaiian or Other Pacific Islander

Grad Race and Ethnicity



55	White
1	Two or more races
4	Race and ethnicity unknown
2	Nonresident alien
2	Hispanic/Latino
1	American Indian or Alaska Native
1	Asian
2	Black or African American
0	Native Hawaiian or Other Pacific Islander

Pell Profile

211
Pell Recipients

33%
Students Awarded Pell

$988,305
Total Pell Awarded

$4,684
Average Pell Awarded

Top Ten Majors

By Enrollment

Business Administration	125
Nursing	110
Psychology	85
Biology	52
Human Services	44
Childhood Education	42
Criminal Justice	36
Childhood Special Ed.	35
Finance	25
Biochemistry	19

STUDENT BODY REPRESENTS
25 STATES AND 13 COUNTRIES

Institutional Context for the Self-Study

An important context for the College's self-study, as well as its strategic planning, is the enrollment decline that it has experienced from 2016 to 2023 (see chart below). As reported in the College's Self-Study Design (2023), key environmental factors contributing to the problem

Year	Total Enrollment	Graduate Students	Transfer	First Time Full Time Students	Retention for FTFT
2016	1,187	86	44	207	65%
2017	1,012	74	41	204	78%
2018	892	73	30	206	81%
2019	860	66	47	217	69%
2020	768	53	27	173	72%
2021	673	39	31	152	78%
2022	657	48	27	172	74%
2023	657	44	36	162	78%
2024	784	39	47	260	TBA
9-Year Average	832	58	37	195	75%

include the public's concern with student debt, the high cost of private education, the New York Excelsior Program, the demographics of the Northeast, and the economic upheaval of COVID. As the College is a tuition-driven institution with a small endowment, the decline in enrollment has caused the College some significant financial stress. The College's Self-Study Design details a number of important steps the College has taken to address its enrollment issue. As the 2024 enrollment numbers above suggest, these steps along with more recent actions are starting to have a positive impact. This year the College has seen the first increase in total enrollment and the largest freshman class in over eight years. However, financial sustainability requires more than a one year turn-around in enrollment. For that reason, enrollment and financial issues continue to shape the strategic planning of the College, as they have shaped the self-study itself.

The Reimagining Elmira College Project

Recently, in alignment with its 2023-2028 Strategic Plan, the College has taken further steps to strengthen its financial position and lay the foundation for enrollment growth. In May 2024, after announcing a 3% budget reduction, the President also announced the launch of the Reimagining Elmira College Project, a series of working groups exploring opportunities to differentiate the College through focused and distinctive academic programs, to increase fundraising, and to right-size and align the College's operating expenses with projected enrollment. The groups' findings, informed by the research from the College's Self-Study, will be used to identify strategic opportunities for the College that will be presented to the Board of Trustees at their November 2, 2024 meeting. The Reimagining Elmira College Project is

expected to establish clear institutional improvement goals aligned with the overarching goals and objectives in the College's 2023-2028 Strategic Plan.

In the formation of the working groups for the Reimagining Elmira College Project, the President consulted with the Co-Chairs of the self-study, and as result, ten working groups have been provided with research from the self-study relevant for their respective working groups. Already the self-study is meeting the MSCHE expectation that it will be useful for the College in the years ahead because it is already helping to shape the strategic planning of the College through the Reimagining Elmira College Project.

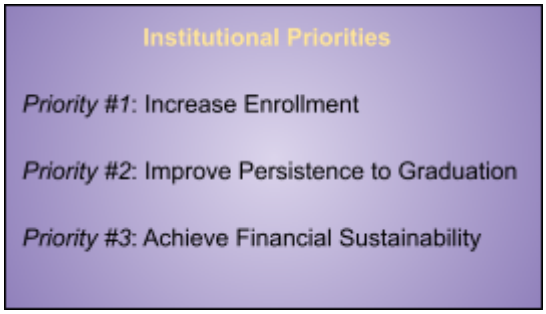
Other Recent Developments

Under the leadership of new Vice President of Institutional Advancement & Alumni Engagement, Paula Lee Hobson, the College has taken steps to increase fundraising for FY24. Budget-relieving gifts totaled $1,888,103.88, exceeding the goal of $1,500,000, a 29% increase over FY23. In addition, the Board of Trustees has agreed to fund a plan to expand the fundraising staff by hiring three frontline major-gift fundraisers to do remote work in population centers with the highest density of alumni. Such fundraisers generate on average from $750,000 to one million dollars annually. The Reimaging Elmira College Project includes a working group on fundraising, led by VP Hobson. Its goal is to "partner with campus members, especially faculty and athletic coaches, to open doors for Institutional Advancement with alumni, parents, and community members who can make philanthropic investments in the College."

As part of its Strategic Plan, the College continues to take steps to grow enrollment through the creation of new academic programs and the improvement of existing ones. In the past few years, as detailed in the Self-Study Design, it has created a number of new programs, with an emphasis on career-based professional programs. Most recently, the College approved 1) a revised Criminal Justice Major, adding new concentrations in Cybersecurity, Prelaw, and Corrections, and 2) a new Fashion Business Generalist concentration for the Business Major. Minors in Fashion Business Generalist and Cybersecurity have also been approved. In addition, a new Forensic Science major has been approved, as well as Business concentrations and minors in 1) Digital Marketing and 2) Esports and Gaming Administration. Perhaps most importantly, the College has created a Bachelor of Social Work program, which was approved by the New York State Education Department. The program's Letter of Institutional Intent and Candidacy Eligibility Application has been approved by the Council on Social Work Accreditation. The Reimagining Elmira College Project will continue this recent work on creating and enhancing academic programs. It includes a working group, led by provost Dr. Patricia Ireland, whose goal is to "identify academic programs with the greatest mission alignment and growth potential."

The College also continues to take steps to grow enrollment through improving retention and persistence to graduation. A number of initiatives, as detailed in the Self-Study Design, have been recently implemented or are in progress. Student support services are a key aspect of the College's mission, which singles out the importance of providing a "collaborative and supportive environment" for students. Appropriately, the Reimagining Elmira College Project includes a working group on student support services, led by the Vice President of Enrollment Management, Dennis Kelly. The group's goal is to "identify campus programs and services that have maximum impact on enrollment and the student experience."

Institutional Priorities



Elmira College's enrollment and financial situation, detailed in the previous sections, informs the three institutional priorities it selected for this self-study: 1) increase enrollment, 2) improve persistence to graduation, and 3) achieve financial sustainability. During the Self-Study Institute in 2022, the Co-Chairs formulated these priorities, based on their knowledge of the College's current strategic planning and their experience on the College's Long Range Planning Committee. In Fall 2022, they brought the priorities for review to the Steering Committee, with Board Members and a student representative in attendance. In Spring 2023, they also brought them for review to the Senior Officers, where the President and his Vice Presidents discussed them. The discussion was informed by student and employee survey data compiled during the College's 2022-2023 planning process for its 2023-2028 Strategic Plan. Overall, consensus was reached that the three proposed institutional priorities are the most important for the College because they reflect the College's strategic planning, then as now. In this way, it was hoped, the self-study would be aligned with the College's strategic planning and thus well positioned to inform and advance that planning, as has turned out to be the case. As such, the three priorities were finalized in the College's Self-Study Design.

Self-Study Approach

As noted in the College's Self-Study Design, the College chose the Standards-Based Approach for its self-study because it has undergone a significant amount of institutional change since its last self-study, largely due to the enrollment and financial issues discussed above. Given this recent history, it seemed reasonable to ensure that the College is in full compliance by focusing on demonstrating compliance with the Standards and organizing the self-study report accordingly.

Organization of the Report

In accordance with the College's Standards-Based Approach, and as evidenced by the Table of Contents, each chapter addresses one standard, and the standards are addressed in their sequential order. Each chapter is structured with subheadings linked to the criteria of the respective standard. Emphasis is given to documenting compliance. As such, there are regular references to the Evidence Inventory. The naming conventions for the citations in the report are

the same used in the files uploaded to the Evidence Inventory Portal. Each citation is italicized and preceded by EI (for Evidence Inventory), and then followed by the standard, the criterion, the specific number of the document, and the specific title, as in this example: *EI II.1.03 Employee Handbook 2024*. The files, as named in the report, can be found in the Evidence Inventory Portal, appropriately categorized according to standard and criterion. A full list of the Evidence Inventory can also be found in an Appendix to the report.

CHAPTER 1

As demonstrated below, Elmira College's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish, and its stated goals are clearly linked to its mission and specify how the institution fulfills its mission. The mission is published and widely known by the institution's internal stakeholders. It appears prominently on the College's website on the "About EC" web page as well as on the footer of each page. It also appears in important institutional documents, including the College's *Institutional Assessment Plan* (see *EI I.4.01_Institutional Assessment Plan 2023*) and the College's *Strategic Plan* (see *EI I.2.01_Strategic Plan 2023-2028 Booklet*). As evidenced by these two documents, the College's mission is at the heart of its academic and administrative planning. Recently, the College promoted awareness of its mission at its *Faculty & Staff Development Day* in August 2022 (see *EI I.1.01_Faculty & Staff Development Day Agenda 2023*). Employees worked, in small groups and collectively, to sequence the scrambled elements of the mission and to recall and state the ways in which their departments and units contribute to the mission.

Mission, Goals, and Academic Planning

As part of the self-study process, the College's mission was reviewed and updated through a process of appropriate collaborative participation, concluding with approval by the governing board (see *EI I.1.02_Mission Update 2022-2023*). As currently formulated, the College's mission accurately defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish (see *Figure 1*). The mission highlights the strong professional focus of the College, which is evident in the College's professional programs and graduates. Annually, more than half of the College's students graduate with professional degrees (see *EI I.1.03_IPEDS Completion Report 2023* and *EI I.1.04_Concise Completion Report 2023*). The professional focus is also evident in the College's Institutional Student Learning Outcomes (ISLOs), which are guided and defined by the College's mission and specify that all of the College's students must "acquire practical experience through an internship or a career related project or activity" (see *Figure 2* below). This professional focus, along with its status as primarily an undergraduate institution, defines the purpose of Elmira College. It is reflected in the College's Carnegie Classification: "Baccalaureate College: Diverse Fields" (institutions in which less than half of bachelor's degree majors were in arts and sciences). It's also reflected in *US News & World Report* classification of Elmira College as a "regional college" (colleges that

Figure 1 Elmira College Mission

Grounded in the liberal arts and sciences, Elmira College strives for excellence in both general and professional education, providing a collaborative and supportive environment that enables students to become active learners, effective leaders, responsible community members, and globally engaged citizens. Proud of its history and tradition, Elmira College is committed to the ideals of diversity, environmental sustainability, experiential learning, community engagement, and intellectual and personal growth.

focus on undergraduate education but grant fewer than half their degrees in liberal arts disciplines). It's further reflected in the College's graduate programs, which are exclusively in Education and Business.

Figure 2 Institutional Student Learning Outcomes

I. Develop and employ skills in communicating.
II. Learn and apply strategies for critical thinking.
III. Develop and apply skills in quantitative reasoning.
IV. Develop and employ skills in Information Literacy and Information Technology.
V. Achieve intellectual breadth in the liberal arts and sciences.
VI. Engage in a variety of focused and sustained modes of inquiry and research to support local, national, and global engagement.
VII. Develop effective communication and leadership skills by engaging in such activities as group participation in collaborative coursework, athletics, clubs, and organizations, committees, honor societies, teams, classes, student media, or student government.
VIII. Contribute to the life of the local and campus communities through community service, residential living, and meaningful College ceremonies.
IX. Acquire practical experience through an internship or a career related project or activity.

At the same time, the College's mission also highlights its commitment to general education and specifically the liberal arts and sciences. This is reflected in the College's ISLOs, which note that all students must "achieve intellectual breadth in the liberal arts and sciences." These learning outcomes are supported by the College's general education program (for the full assessment plan, see *EI I.3.01_AP Gen Ed 2324*). One notable example is the "Pillars" requirement, which requires students to take a range of courses in each of the following: 1) Fine Arts, 2) Humanities, 3) Social Sciences, and 4) Mathematics and Natural Sciences. The College's ISLOs are goals that clearly focus on student learning, and they are realistic, appropriate to higher education (see coverage of general education in Chapter 3), and consistent with mission.

In addition, all academic programs contribute to at least one of the ISLOs, as evidenced in their program assessment plans, which are archived by the Assessment Committee (see the assessment plans folder in *EI URL 3: Provost's Assessment Committee*). Each academic assessment plan provides goals that are clearly focused on student learning, stating the particular learning outcomes for the program in question while also linking them to the ISLOs. For example plans, see *EI I.3.02_AP Biology 2324* and *EI I.3.03_AP Psychology 2324*. In linking to the College's ISLOs, the College's academic programs are all aligned with its mission. For more evidence on the alignment of academic programs with mission and goals, along with their assessment, see Chapter 5.

The mission also guides the College's program and curricular development. In terms of professional programs, the College has developed a new Media Studies, Communications, and Design major and has also revised its Art major to include career-focused concentrations (See pages 3-4 in *EI I.1.05_Elmira College Annual Report 2021-2022*). It has also developed IT Management and Sports Management concentrations for its Business major along with minors in Data Analytics and Forensic Science (see page 2 in *EI I.1.06_Elmira College Annual Report*

2022-2023). Most recently, the College approved 1) a revised Criminal Justice Major, adding new concentrations in Cybersecurity, Prelaw, and Corrections, and 2) a new Fashion Business Generalist concentration for the Business Major. Minors in Fashion Business Generalist and Cybersecurity have also been approved (see *EI I.1.07_Faculty Meeting Minutes January 2024*). In addition, a new Forensic Science major has been approved, as well as Business concentrations and minors in “Digital Marketing” and “Esports and Gaming Administration " (see *EI I.1.08_Faculty Meeting Minutes January 2024*). In each case, it is evident that the mission guides the College’s program and curricular development.

Mission, Goals, and Strategic Planning

The College’s mission also guides its strategic planning (see *EI I.2.01_Strategic Plan 2022-2023 Booklet*). The foci and goals of the current 2023-2028 Strategic Plan connect with mission in several ways (See *Figure 3* below). For example, there is a strong connection with the foundational intention of the College’s mission to “provide a collaborative and supportive environment that enables students to become active learners.” This is evident in Strategic

Figure 3 2023-2028 Strategic Plan Goals

STRATEGIC FOCUS I. ENHANCE STRENGTH AND STABILITY	
Goal A	Ensure strong enrollment through annual enrollment growth and persistence to graduation.
Goal B	Strengthen Elmira College’s financial position through cost-savings and diversification and augmentation of revenue streams.
Goal C	Increase philanthropic support to the College.
Goal D	Use best practices to improve institutional sustainability and effectiveness.
STRATEGIC FOCUS II. FOSTER INNOVATION	
Goal A	Support faculty and students in the advancement of research, creative works, and knowledge generation.
Goal B	Enhance organizational infrastructure to support innovation and collaboration.
STRATEGIC FOCUS III. ENSURE AN INCLUSIVE AND SUPPORTIVE CAMPUS ENVIRONMENT	
Goal A	Increase diversity of faculty, staff, and student populations across the inclusion spectrum.
Goal B	Invigorate the campus community by providing resources to support mental and physical wellbeing.

Focus III: Ensure an Inclusive and Supportive Campus Environment. It is also evident in Strategic Focus II: Foster Innovation, particularly Goal A: Support faculty and students in the advancement of research, creative works, and knowledge generation, which is also evidence of the College’s support of scholarly inquiry and creative activity (for specifics, see *Figure [4]* in Chapter 3). Another connection to the College’s mission to provide a “collaborative and

supportive environment" is also evident in Strategic Focus I: Enhance Strength and Stability, specifically its emphasis on "persistence to graduation."

Also, as defined in the Strategic Plan 2023-2028 booklet, the foci foreground the professional emphasis of the College (see *EI I.2.01_Strategic Plan 2023-2028 Booklet*). Under "Enhance Strength and Stability," the Plan emphasizes the importance of "introducing new academic programs based on market research on high demand fields and what undergraduates are looking for in a college education." Under "Foster Innovation" the Plan notes that academic programs need "a direct link to a career or graduate studies" and that they should focus on "increasing student career- and life-readiness." This professional focus is also evident in the Plan's objectives. For example, the third objective under II.A proposes to "establish partnerships with local businesses/organizations to solve real-world problems while providing real-world, hands-on experience for students." Similarly, the first objective under II.B proposes to "increase student career- and life-readiness through integration of curricular and co-curricular programs." The evidence thus suggests that the foci, goals, and objectives of the Strategic Plan are appropriately aligned with mission, and in addressing the practical issues of the College, they are realistic and appropriate.

The Strategic Plan guides the development of the tactical goals for the administration, including 1) Academic Affairs, 2) Advancement & Alumni Engagement, 3) Campus Life, 4) Communication & Marketing, 5) Enrollment Management, and 6) Finance & Administration. These tactical goals are consolidated into a comprehensive Action Plan (see *EI I.3.02_2023-2024 Action Plan*). The Action Plan (formerly known as the Implementation Plan) ensures that the tactical goals of the administrative units are aligned with the College's strategic goals and mission. As the operationalized Strategic Plan, the Action Plan provides further evidence that the College has institutional goals that are realistic, appropriate to higher education, and consistent with mission. In the comprehensive range of the goals and how they are assigned, it also makes evident that the College has goals focused on student learning, related outcomes, and institutional improvement and that these goals are also supported by administrative, educational, and student support programs and services, consistent with mission. It is also evidence of how mission and the strategic plan guide resources allocation (for more evidence on this issue, see Chapter 6 on Standard VI).

Further evidence of institutional goals that are realistic, appropriate to higher education, and consistent with mission can be found in the annual assessment plans for administrative units. These plans provide practical and professional goals that align with mission, strategic planning, and/or the Action Plan. For examples, see *EI I.2.02_AP Campus Safety 2324*, *EI I.2.03_AP Financial Aid 2324*, and *EI I.2.04_HR 2324*. Administrative Assessment Plans are also further evidence of student learning and related outcomes supported by administrative and student support programs and services. For examples, see *EI I.3.05_AP CAPE 2324*, *EI I.3.06_Campus Life 2324*, and *EI I.3.07_AP IT 2324*.

The College's strategic planning process is administered by the Long-Range Planning Committee (LRPC), which is charged with overseeing the implementation of the Strategic Plan

and with assessing progress toward the goals articulated in the plan (see Part Seven in *EI I.4.01_Institutional Assessment Plan 2023*). The LRPC developed the current Strategic Plan through a collaborative process with students, faculty, staff, and parents, involving surveys, focus groups, and other kinds of feedback. As part of the process, it developed a SWOT analysis to address internal and external contexts (see *EI 1.1.09_SWOT Recap*). It also evaluated the results of the previous strategic plan (see *EI 1.4.02_2018-2023 Strategic Plan Dashboard*). A draft plan was shared with the campus community in May 2023 for review and feedback. Following additional revisions, a final draft of the Strategic Plan was unanimously approved by the Board of Trustees in June 2023. In a November 2023 email to the campus community, the President confirmed the approval and implementation of the Strategic Plan (see *EI I.1.10_President Email On Strategic Plan*). The President's email also announced the publication of the strategic plan on the College's website, to address all internal and external constituencies (See *EI URL 4: Elmira College Strategic Plan*).

Reviewing Mission

The Curricular Affairs Committee, a standing faculty committee, is charged with reviewing the relevancy of the College's mission (see section 1.8.5 in *EI 1.4.03_Faculty Handbook 2023-24*). This ensures that the faculty have a mechanism for providing input into the mission, but the Steering Committee found that there is no institutional procedure for ensuring the review of the mission in a strategic context. The recent review of the mission in 2023-2024, initiated as a result of the self-study, came after the 2022-2023 strategic planning process, and while the resulting strategic plan was not out of alignment with the mission, especially when the College's vision statement and ISLOs were also considered, the Steering Committee concluded that more explicit connections between the two could have been made. Accordingly, the mission has been updated to better reflect the College's strategic planning and make more explicit the implied sense of the mission (see *EI I.1.04_Mission Update 2022-2023*). In addition, the Long Range Planning Committee has revised its charge to include periodic mission review (see updated charge). Going forward, the Steering Committee recommends that the Long Range Planning Committee develop and incorporate a process for reviewing the mission into the strategic planning process to ensure that the mission both guides and reflects the strategic planning of the College.

Graduate and Professional Studies

In line with the College's mission and current strategic planning, the Graduate and Professional Studies (GPS) department is pursuing professional programs that directly connect with community needs. Two examples of this growth are programs in Critical Care Emergency Medical Technician (CCEMT) and the Masters of Athletic Training (MSAT). These programs are being developed in conjunction with Guthrie Medical Group. Similarly, GPS is planning on expanding its online asynchronous Masters of Education (MSE) programs to include an MSE in Childhood Education and a Teacher Preparation Residency Program. The MSE Childhood Education program will address both the local teacher shortage and provide an avenue for our recent graduates in content areas, like the sciences, to complete their initial certification in the twelve months immediately following graduation. The Teacher Preparation Residency Program, on the other hand, is designed for working professionals who are pursuing their MSE. This

program will provide stronger mentorship and financial support for students pursuing their initial certification at the graduate level and give K-12 schools the opportunity to work with pre-service teachers for nine months prior to employing them as full-time teachers.

Assessment of Mission and Goals

Elmira College has a comprehensive *Institutional Assessment Plan* (IAP), the first iteration of which goes back to 2011 (see *EI I.4.01_Institutional Assessment Plan 2023*). The IAP includes academic as well as administrative assessment, and it is supported by several committees, as noted below. The basis of the assessment of mission and goals is the Annual Assessment Cycle (see *Figure 4*, below), which is managed by the Assessment Committee. Each year, all academic programs and administrative units submit or confirm their assessment plans. They also revise them (if need be). Then they conduct an assessment and produce an annual assessment report. Plans and reports are generated according to standardized templates (see *EI I.4.04_Academic Plan Template*, *I.4.05_Academic Report Template*, *I.4.06_Administrative Plan Template*, and *I.4.07_Administrative Report Template*), and they are archived by the Assessment Committee (see *EI URL 3 Provost's Assessment Committee*).

Figure 4 Key Dates in the Annual Assessment Cycle

September 15: Administrative Units and Academic Programs finalize and submit their Assessment Plans to the Assessment Committee (or confirm their existing plans).

November 17: Administrative Units and Academic Programs submit revised Assessment Plans to the Assessment Committee.

June 1: Administrative Units and Academic Programs submit Annual Assessment Reports to Assessment Committee

For academic assessment, the Curricular Affairs Committee supervises the program review process (see section 1.8.5 in *EI 1.4.03_Faculty Handbook 2023-24*). Each review evaluates a program's learning goals according to its assessment plan, drawing on the annual assessment reports (see *EI I.4.08_CAC Program Review Guidelines 2023*). The General Education Committee supervises the review of the College's ISLOs (see section 1.8.13 in *EI 1.4.03_Faculty Handbook 2023-24*). It has a four year assessment plan and produces an annual assessment report on its progress (see Part 5 in *EI I.4.01_Institutional Assessment Plan 2023*). For an example assessment report and program review, see *EI I.4.09_AAR General Education 2223* and *EI I.4.10_Psycholgy Review 2023*, respectively. For more elaboration on academic assessment and more evidence of the assessment of mission and goals, see Chapter 5, especially *Figure [6]* for program assessment and *Figures [7-10]* for the assessment of General Education and the College's ISLOs.

Administrative assessment is facilitated by the Assessment Committee through the Annual Assessment Cycle and documented in assessment reports. For a selection of recent administrative assessment results, see *Figure 5* below. Administrative assessment is tied to the

Figure 5 Selection of Administrative Assessment Results, 2022-2023

UNIT	GOAL/OBJECTIVE/OUTCOME	RESULTS
Academic Affairs	Conduct trainings sessions about best teaching practices and educational technologies	**Achieved.** See *EI I.4.11: AAR INSTRUC DESIGN & Ed Tech 2223*
Admissions	Improve prospect, inquiry and application pool for programs targeted by digital ads and google search leads.	**Achieved.** See *EI I.4.12: AAR ADMISSIONS 2223*
Advising	First- and second-year students will report satisfaction with academic advising.	**Achieved.** See *EI I.4.13: AAR ADVISING 2223*
Campus Life	Increase the level of quality programming for students of diverse backgrounds	**Achieved.** See *EI I.4.14: AAR DEI 2223*
Campus Safety	Complete Title IX awareness training for all Campus Safety personnel within the 2022-2023 term.	**Achieved.** See *EI I.4.15: AAR Campus Safety 2223*
CAPE	Streamline resources across the different areas of CAPE (Center for Academic & Professional Excellence)	**Achieved.** See *EI I.4.16: AAR CAPE 2223*
Finance	Control Costs through the use of a “Marketplace” to make purchases through co-op vendors that offer discounts and rebates.	**Achieved.** See *EI I.4.17: AAR Finance 2223*
Human Resources	Diversify where we source applicants to target underrepresented markets in recruiting, by partnering with at least two niche recruiting channels and posting higher-level positions on at least 1 niche job board, by March 1, 2023.	**Achieved.** See *EI I.4.18: AAR Human Resources 2223*
Information Technology	By the end of FY 2022-23, the IT Department will upgrade academic spaces with new equipment. The IT team will aim to install 50% of the classroom technology equipment by June 30, 2023.	**Achieved.** See *EI I.4.19: AAR IT 2223*
Marketing	Improve keyword rankings for elmira.edu homepage and targeted programs so that they are consistently ranking within the top three on page one of search results.	**Achieved.** See *EI I.4.20: AAR Marketing 2223*

College’s Action Plan and used to evaluate and assess its progress. In linking to the Action Plan, administrative assessment is also aligned with mission and the strategic plan.

As explained in the IAP, the Long Range Planning Committee (LRPC) reviews all academic and administrative assessment data and makes recommendations, based on assessment data, to the President for final decisions regarding budget, planning, and resource allocation. As part of its charge, the LRPC periodically assesses the Strategic Plan. As mentioned, the goals of the previous Strategic Plan were assessed as part of the strategic

planning process for the 2023-2028 plan, and the results were published on the College's website (see "2018-2023 Strategic Plan Wrap-Up," *EI URL 4: Elmira College Strategic Plan*). LRPC also assists the Senior Officers with the review of The Action Plan. LRPC thus plays an important, institutional role in the periodic assessment of mission and goals to ensure they are relevant and achievable.

Institutional Data Storage

The College's data related to Standard I is dispersed in various databases and sometimes makes the collection and utilization of the data problematic. Data can be found on the cloud (cloud.elmira.edu), on MyEC, on Google Drive, and in some cases in specific employee's email or personal drive. The Steering Committee recommends that, moving forward, the College review its archiving methods and practices and identify an efficient and centralized method of archiving data, documents, surveys, and the like, to allow for the most effective tracking and utilization of institutional data over time and to improve data-based decision-making. Old data and documentation should be imported into this new system and old archives phased out.

Recommendations

The recommendations identified and discussed in this chapter are:

1) The Long Range Planning Committee should develop an institutional process for reviewing the mission and incorporate it into the strategic planning process to ensure that the mission guides and reflects the strategic planning of the College.

2) The College should review its archiving methods and practices and identify an efficient and centralized method of archiving data, documents, surveys, and the like, to allow for the most effective tracking and utilization of institutional data over time and to improve data-based decision-making.

CHAPTER 2

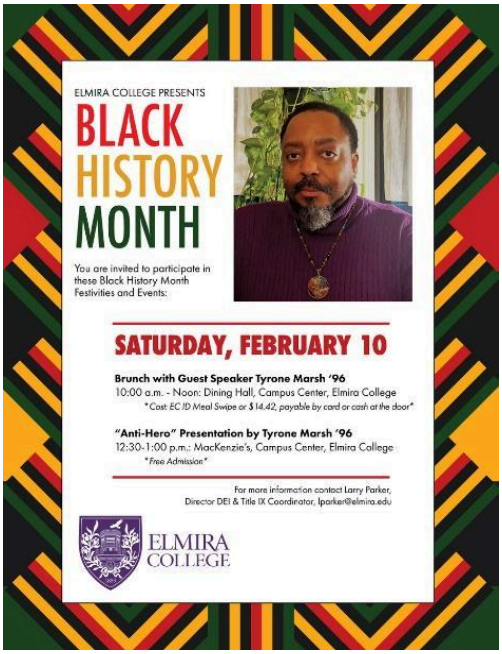
Standard II: Ethics & Integrity

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 [Introduction will be fleshed out when all the chapters are combined into one cohesive report.]

Free Speech, Academic Freedom, and Intellectual Property Rights

Elmira College is committed to freedom of expression. On March 28, 2024, the College's President reaffirmed this commitment, announcing a new free speech policy outlining the College's stance on threatening speech and hate crimes, and the potential consequences for such actions by any member of the campus community (see *EI II.1.01 President Email Free Speech*). The policy was developed by a task force with input from the College community. It encourages students, faculty, and staff to participate in their right to free expression, but also protects their right to enjoy an educational experience and working environment free from harassment (see *EI II.1.02 Free speech Policy*). This policy can be found in the Employee Handbook (see page 186, in *EI II.1.03 Employee Handbook 2024*) and in the Student Code of Conduct (see page 7, in *EI II.1.04 Student Code of Conduct 23-24*).

In addition, Elmira College is committed to academic freedom as set forth in the 1940 "Statement of Principles on Academic Freedom and Tenure," jointly formulated by the American Association of University Professors and the Association of American Colleges (see *EI II.1.05 Faculty Handbook, 2.91: Academic Freedom*). The College is also committed to supporting intellectual property rights, as noted in the Faculty Handbook (*EI II.1.06 Faculty Handbook, 2.12: Copyrighted Materials*), the Elmira College Catalog (*EI II.1.07 EC Catalog Copyright Statement*), and the EC Canvas Copyright Policy (*EI II.1.08 EC Canvas Copyright Policy*).



Respect for Diversity

Dedicated to attracting and retaining students from diverse backgrounds, Elmira College creates a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. The climate is related to the College's mission to provide "a collaborative and supportive environment" and produce "globally engaged citizens," and it is explicitly supported by the College's strategic plan (see "Mission, Goals, and Strategic Planning" in Chapter 1). Recent initiatives to foster respect for diversity include the creation of the Office of Diversity, Equity, and Inclusion (DEI) in February 2002

(see *EI II.2.01 Office of DEI*). Through a three-fold approach, the Office of DEI is focused on supporting students, enriching the campus community, and collaborating with staff and faculty to provide a holistic service to students across disciplines. In an effort to enrich the campus as a whole, the Office of DEI initiates and implements efforts to spread awareness and celebrate other cultures. From working with dining services and celebrating cultures through food to inviting guest speakers to campus to share life and professional experiences, the College community has many opportunities to share in the experiences of other cultures together (see *EI II.2.02 DEI Events 2022-2024*).

In September 2022, to further foster a sense of belonging at EC for our diverse students, as well as to cultivate an equitable and inclusive environment on campus for all, the College opened the Inclusivity, Diversity, Equity, Accessibility Center, known as the I.D.E.A. Center (see *EI II.2.03 Opening of IDEA Center*). The Center is a gathering place for culturally-based student clubs, such as the International Club, Black Student Union, LatinX, Pride, and the Intercultural Student Athlete Alliance. The Center is also the location for Tuesday Talks, which are open discussions about sensitive topics (e.g., politics, religion, mental health, relationships) designed to develop an understanding and appreciation for diverse perspectives. The I.D.E.A. Center was made possible thanks to Dr. Harold Munnings, who helped fund the renovations as a gift in honor of his wife, Moneira Ferguson-Munnings ’91. The Munnings are from Nassau, Bahamas, and Moneira frequently talks about her positive experiences as a student at Elmira College.

The College also recently created a new Equity Committee that is co-chaired by the DEI director and a faculty member. The Committee’s goal is to advocate for policy and procedure changes that will improve equity in the future. Recently the Committee analyzed the results of a cultural awareness survey sent to all employees (see *EI II.2.04 Faculty Cultural Awareness Survey 2022-2023* and *EI II.2.05 Staff & Admin Cultural Awareness Survey 2022-2023*).

In addition, the College’s general education program offers students the opportunity to expand their cultural and global awareness, their cultural sensitivity, and their appreciation for diverse perspectives. It does so principally through the “World Engagement” requirement, which is designed to foster the ability to view the world from multiple perspectives and gain an appreciation of the global interconnectedness of issues, trends, and systems (see “General Education Program in Chapter 5).

Grievance Policy

Elmira College has a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. For example, the faculty grievance policy and procedures are clearly stated and readily available in the Faculty Handbook (*EI II.3.01 Faculty Grievance Policy 2022-2023*). As noted in the Handbook, the formal faculty grievance process is overseen by a standing faculty committee, the Grievance Committee, whose membership includes three full-time faculty and one alternate, the latter serving if there is a conflict of interest with a member of the Grievance Committee (see Figure 1, to the right).

Figure 1: Duties of the Grievance Committee

a. Receives petitions from faculty members for the redress of grievances in any matter including, but not limited to, questions of severance, promotion, apparent infringement of faculty rights, alleged violations of academic freedom, and discrimination.

b. Seeks settlements of such grievances satisfactory both to the College and the petitioner.

c. In cases where no such settlement is reached, reports its findings and recommendations to the petitioner and to the appropriate administrative office and faculty body.

The College's student grievance policy is stated in detail in the Student Code of Conduct (*EI II.3.02 Student Grievance Policy 2022-2023*). The policy includes explanations of the grievance process, informal resolution, investigation procedures, hearing procedures, and appeals. The College also has a dedicated webpage for student complaints, providing contact information and appropriate links for the New York State Education Department, MSCHE, and the National Council for State Authorization Reciprocity Agreements or NC-SARA (*EI II.3.03 Student Complaints Webpage 2022-2023*). This webpage also provides complaint procedures for students in distance learning courses and graduate and professional programs. In addition, the College also provides a readily available brochure on Title IX policy and procedures (*EI II.3.04 EC Title IX Brochure 2023*) as well as a dedicated webpage (*EI II.3.05 Title IX Webpage*) and an extensive policy document (*EI II.3.06 Policy Against Sexual Harassment & Other Sexual Misconduct*).

The employee grievance policy is also clearly stated and readily available in the Employee Handbook (*EI II.3.07 Employee Grievance Policy*). It covers complaint policy, dispute resolution, and whistleblower policy. Overall, for faculty, students and employees, the College's policies and procedures are fair and impartial, and they assure that grievances are addressed promptly, appropriately, and equitably.

Conflicts of Interest

Elmira College strives to avoid conflicts of interest or the appearance of such conflicts in all activities and among all constituents. To that end, it has a comprehensive conflict of interest policy for Trustees, institutional Officers, and employees with fiduciary responsibility (see *EI II.4.01 Conflict of Interest Policy & Disclosure Form*). It is intended to serve as guidance for all persons employed by the institution in positions of significant responsibility. It defines what a conflict of interest is and how it is to be handled. Each Trustee, Officer, and employee with fiduciary responsibility completes and signs the Board of Trustees Annual Conflict of Interest

Disclosure form provided annually by the CFO, disclosing any potential conflict of interest (see, again, *EI II.4.01*). The CFO provides such forms to the Board's Audit Committee, which reports on all disclosures to the Board's Executive Committee and to the Board as a whole. In addition, each Trustee and Officer shall disclose to the Board at the earliest practical time any potential conflict of interest if not yet in existence at the time of the annual disclosure.

As stated in the Employee Handbook, the College also has a nepotism policy that prevents the College from employing a person in a position where that person would be subject to direct supervision by a relative or where a conflict of interest might occur (see *EI II.4.02 Nepotism Policy*). In addition, the College has faculty conflict of interest policies, particularly in regard to political activity (see *EI II.4.03 Faculty Policy on Political Activity*), outside employment (see *EI II.4.04 Faculty Policy on Outside Employment*), and financial aid (see, again, *EI II.4.05 Office of Financial Aid Code of Conduct*).

Employee Practices

Elmira College has fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. The Employee Handbook clearly states the College's policy and procedures for recruiting and hiring, outlining six steps for filling a position (see *EI II.5.01 Employee Hiring Procedures*). In doing so, the College establishes guidelines for the employment process to ensure that the recruitment and selection processes are consistent and identify the best qualified employees. Elmira College is an equal opportunity employer and seeks to employ individuals based on their qualifications, experience, and ability to perform the position responsibilities.

Figure 2 Performance Review Schedule

Review Period: June 1st – May 31st

Self-Evaluations Due: June 13th

Supervisor Evaluations Due: June 30th

The College also has a clearly defined annual performance review process for evaluation and promotion (see *EI II.5.02 Performance Review Process & Instructions*). Each review entails a self-performance review and a supervisor evaluation and is conducted according to a regular schedule (see Figure 2, right). To facilitate the process for all concerned, the self-performance review and supervisor review are completed electronically on MyEC (see *EI II.5.03 Performance Evaluation Forms on MyEC*). The self-performance review consists of two sections of self-assessment. In one, the performance review, the employee evaluates five traits or skills with a five-point likert scale (*EI II.5.04 Performance Review Section*). In the other, the overall assessment section, the employee provides narrative responses to four questions (*EI II.5.05 Overall Assessment Section*). To go with its performance review process, the College also has a salary increase policy (*EI II.5.06 Salary Increase Policy*).

In addition, as detailed in the Employee Handbook, the College has appropriate disciplinary procedures, including progressive discipline and performance improvement plans (*EI II.5.07 Employee Disciplinary Procedures*). Progressive discipline involves the following four

steps: 1) verbal counseling, 2) written reprimands, 3) suspension with work without pay, and 4) termination of employment. The Performance Improvement Plan or "PIP" is a written document used by supervisors for the purpose of improving the performance or behavior of employees and addressing performance discrepancies identified in the performance review process process. The format of the plan and the responsibilities of all involved are clearly defined (see *EI II.5.08 Performance Improvement Plan*). For the separation of employees, the College also has a clear employee exit policy (see *EI II.5.09 Employee Exit Policy*).

For the faculty, the College has fair and impartial policies and procedures for hiring (see *EI II.5.10 Faculty Hiring Policy*), for promotion and evaluation (see *EI II.5.11 Faculty Promotion & Evaluation Procedures*), and for separation (see *EI II.5.12 Faculty Separation Policy*). The faculty recently updated the process for promotion to full-tenure. For students, the College has an appropriate employment policy (see *EI II.5.13 Student Employment Policy*).

External and Internal Communications

Elmira College strives for honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. To that end, it has an Office of Communications & Marketing or OCM (see *EI II.6.01 Office of Communications & Marketing*). The OCM's mission is to assist in articulating the mission, vision, and values of Elmira College, in partnership with internal and external College stakeholders, through the creation and development of communications, branding, and marketing strategies that tell the College's compelling story. OCM is responsible for creating integrated marketing, advertising, and public relations (see *Figure 3* below). It must review and

Figure 3 Responsibilities of the Office of Communications & Marketing

- Media relations
- Design and printing requests
- Advertising
- Marketing materials (newsletters, invitations, brochures, banners, etc.)
- Editorial assistance (writing/editing/proofreading)
- Strategic marketing and communication plans
- Event materials and signage
- Electronic and web-based marketing solutions
- Elmira College's official social media accounts

and pre-approve all communications presented to external audiences, including prospective students, families, alumni, and donors. Accordingly, OCM has developed appropriate guidelines for 1) design and print services, 2) media relations, 3) photography and video services, 4) social media, and 5) web services (see *II.6.02 EC Branding Style Guide*). The OCM also works collaboratively with news media to share College news, faculty and student achievements, programs, events, and other pertinent information (see *II.6.03 Media Inquiries*).

The Office of Communications & Marketing maintains the elmira.edu website (see *II.6.04 Web Communications*). The OCM's website policy helps provide a framework necessary for compliance with local, state and federal regulations and laws (see *II.6.05 Website Policy*). The OCM manages updates to the College's website (see *II.6.06 Website Requests*) and also to the College's event calendar (see *II.6.07 Submit An Event*). Updates include the webpages for Fast Facts (see *II.6.08 Fast Facts*) as well as for News (see *II.6.09 News*).

The Office of Communications & Marketing also leads the development and strategy for the College's social media accounts and oversees the College's official social networks as well as content generation and engagement for each platform, including Instagram, Facebook, LinkedIn, Twitter, and YouTube (see *II.6.10 Social Media at EC*). OCM and Elmira College embrace the responsible use of social media to communicate and build relationships with prospective and current students, alumni, employees, parents, and community members (see *II.6.11Social Media Policies & Best Practices*).

To ensure honesty and truthfulness in admissions-related materials, the Office of Communications & Marketing works with faculty to promote academic programs accurately and effectively. Specifically, OCM works with the Curricular Affairs Committee (CAC), a standing faculty committee responsible for reviewing new and revised programs and courses (for more on CAC, see the section on Faculty in Chapter 3). Through CAC, OCM works with appropriate faculty to complete a messaging and communications plan document (see *II.6.12 New Program Questionnaire*). OCM also has faculty review admissions "one-sheeters" for academic programs before they are sent to prospective students (see *II.6.13 Business Admin One-Sheeter 2023* and *II.6.14 Nursing One-Sheeter 2023*). OCM also works directly with Athletics (see *II.6.15 Athletics One-Sheeter 2023*) as well as Admissions and the Office of the Registrar (*II.6.16 Admissions Travel Brochure 2023*).

OCM also maintains MyEC, a student and employee online portal that's home to forms, handbooks, policies, news, announcements, long range planning, and more. Students also use MyEC to register for classes (*II.6.17 Home Page of MyEC*). OCM also works with the Office of Advancement & Alumni Engagement and other appropriate content experts to produce the Annual Report (*II.6.18 Annual Report 2022-2023*). OCM also works with the Office of Information Technology to protect the information used by administration and staff so that it is maintained at proper levels of availability, confidentiality, and integrity (see *II.6.19 Acceptable Use of Computers and Information Technology Resources*).

For evidence on how the College's recently implemented online catalog supports honest and truthful communications, see the section on Undergraduate Academic Programs in Chapter 3. On administrative internal communications, such as Town Halls and the annual State of the College, see Chapter 7. For required reporting, including IPEDS, see the section below on Federal, State, and Commission Compliance.

Affordability, Accessibility, and Financial Aid

Elmira College promotes affordability and accessibility. The College's tuition and fees as well as combined tuition, fees, room and board are affordably priced below the published rates of most of its regional, private competitors (see *II.7.01 Competitor Pricing*). In addition, the College provides generous scholarships (see *II.7.02 Scholarships*) and promotes awareness of external scholarships (see *II.7.03 External Scholarships*). Also, the College has recently launched its Soaring Eagles Take Flight initiative, which covers out-of-pocket tuition and mandatory fees for New York State undergraduates whose families meet the program's criteria (see *II.7.04 Take Flight Initiative Press Release*). The Take Flight program is specifically for incoming, full-time undergraduate residents beginning with the Fall 2024 term. Students automatically qualify for the award if they have a family-adjusted gross income of $50,000 or less and typical family assets. This new program expands and further demonstrates the College's commitment to affordability and accessibility, and as of April 2024, the number of deposited students in the program is exceeding the College's projections [Based on April 30 email from Dennis Kelly: projected 45, currently 50 deposited, with 80 students overall eligible. Update final numbers and present them in a textbox.]

The College is also committed to helping students understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. This is evident in its involvement in the College Cost Transparency Initiative (CCT), a coalition of more than 360 institutions of higher education that have voluntarily committed to follow a set of principles and standards that ensure transparency, clarity, and understanding around student financial aid offers (see *II.7.05 College Cost Transparency Initiative*). The principles and standards recommended by the CCT respond to the needs of students and families in a nuanced and careful manner, ensuring that financial aid offers to undergraduate students are transparent and understandable (*II.7.06 Principles and Standards of CCT Initiative*).

One way that the College specifically promotes student understanding about financial aid is through its website. The main menu contains an "Affordability" link that takes students to a webpage containing an overview of financial aid (*II.7.07 Financial Aid Overview Webpage*). From here, students can find out about FAFSA, scholarships, work-study, grants, VA benefits, tuition & costs, and the College's net price calculator, with links to further information in each case. The webpage's side menu includes a link to a full breakdown of undergraduate tuition and costs (*II.7.08 Undergraduate Tuition & Costs*) as well as to the staff of the Office of Financial Aid (*II.7.09 Financial Aid Staff*). Additional webpages can be found on financial aid tips (*II.7.10 Financial Aid Tips*), applying for financial aid (*II.7.11 Applying Financial Aid*), types of aid (*II.7.12 Types of Financial Aid*), the Take Flight Initiative (*II.7.13 Take Flight Initiative*), the Net Price Calculator (*II.7.14 Net Price Calculator*), and a glossary of financial aid terms (*II.7.15 Glossary of Financial Aid Terms*). The College also regularly promotes understanding of FAFSA by emailing prospective students (*II.7.16 FAFSA Email*) and publishing news articles (*II.7.17 FAFSA News Articles*).

Financial Aid offers provide students the requisite details to make informed decisions, including the U.S. Department of Education College Financing Plan (see *II.7.18 Sample Award Offer*). Contact information is also provided for an admission counselor, including a QR code. Students are also notified that in order to receive the Federal Direct Loans included in financial aid offers, they must complete federally required web work, including entrance counseling at *studentaid.gov* and a Master Promissory Note (see *II.7.19 Office of Financial Aid Email*). The College does not promote or retain a Preferred Lender List for private education loans. Students are counseled prior to declining federal loans and accepting private education loans. At Accepted Student Days, students and their families can have one-on-one appointments with the Office of Financial Aid to discuss aid and payment options.

Federal, State, and Commision Compliance

Elmira College complies with all applicable federal reporting policies, regulations, and requirements. This is evident in its annual reports to IPEDs (see *II.8.01 IPEDS Data Feedback Report* and *II.8.02 IPEDS Data Collection Calendar*), in its annual filing of IRS Form 990 (see *II.8.02 2022 Elmira College 990*), and in its Federal Compliance Report (see *II.8.03 Federal Compliance Report* [needs to be completed]). The same is true with New York State reporting policies, regulations, and requirements, as demonstrated in the College's adherence to the NYSED reporting calendar (see *II.8.04 NYSED Data Collection Calendar*) and in its reported data (see *II.8.05 2023-2024 IDEx Data Exchange*). It is also evident in its annual NY State Title II reporting on its education programs (see *II.8.06 NY Title II Program Schedule* and *I.8.07 NY Title II Program Report*). In addition, it is well-documented in the periodic new and revised academic program proposals sent for approval to NYSED. For an example, see *II.8.08 NYSED Proposal for Art Program Revision*. For a comprehensive calendar of the College's annual federal and state reporting, see *II.8.09 Compliance Calendar 2023-2024*.

Elmira College also complies with all applicable Commission reporting policies, regulations, and requirements. It completes on time the Commission's Annual Institutional Updates. For an example, see *II.8.10 2023 Annual Institutional Update*. In 2020-2021 the College completed on time two requested Supplemental Information Reports, as noted on its official Statement of Accreditation Status (see Accreditation Actions in *II.8.11 Elmira College SAS*). In December 2020 the College also appropriately initiated the formal substantive change process to add distance education as an alternative delivery method, receiving Commission approval in March 2021 (see *II.8.12 ADM Substantive Change Request* and *II.8.13 Commission ADM Action Letter*). For the current self-study, the College also attended the Self-Study Institute in 2022 and submitted on time its Self-Study Design in 2023 (see *II.8.14 Commission Post SSI Letter* and *II.8.15 Commission SSD Approval Letter*). In addition, the College is in full compliance with the Requirements of Affiliation (see *II.8.16 Requirements of Affiliation* [needs to be completed]).

Elmira College also fully discloses graduation and retention information. This is evident in the College's annual submission of data to IPEDS (for example, see *II.8.17 2022 IPEDS Fall Enrollment Report* and *II.8.18 2023 IPEDS Completion Report*). It's also evident in the College's Fast Facts webpage (see *II.6.08 Fast Facts*) and in the College's Annual Disclosures

webpage (see *II.8.19 Annual Disclosures*). The College also discloses information on institution-wide assessments, such as the results of its previous MSCHE self-study (see *II.8.20 Accreditation*), the assessment of the previous strategic plan (see *I.4.02 2018-2023 Strategic Plan Dashboard*), and the College's national rankings (see *II.6.08 Fast Facts*). In addition, it discloses certification, licensure, licensing board pass rates. For example, NCLEX-RN pass rates for the Nursing program can be found on the Annual Disclosures webpage as well as on the Nursing program webpage (see *II.8.21 Nursing Program*).

Assessment of Ethics and Integrity

Elmira College periodically assesses ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented. The College conducts an audit every year (see *II.9.01 Elmira College 2022 SA FS Final*). It conducts an annual employee survey (see *I.9.02 2023 Satisfaction & Engagement Survey Results*) as well as annual stakeholder surveys, including students and alumni as well as employees (see *II.9.03 2024 Stakeholder Survey-Students*, *II.9.04 2024 Stakeholder Survey-Alumni*, and *II.9.05 2024 Stakeholder Survey-Employees*). In addition, it periodically conducts a DEI survey (see *II.2.04_Faculty Cultural Awareness Survey 2022-2023* and *II.2.05 Staff & Admin Cultural Awareness Survey 2022-2023*). These surveys help the College to gauge its relationship with its various constituencies and plan accordingly.

Internal Communications

Internal communications are "honest and truthful," but they sometimes work against a "climate that fosters respect," especially in regard to communications about health insurance, benefits, and compensation. Self-study evidence already suggests some issues with internal communication. This is evident, for example, in the Employee Satisfaction & Engagement Survey (Sept. 2023). The 2024 Stakeholder Survey also shows that 7 out of about 24 employee responses note communication as a "weakness." The issue has been further exacerbated by recent email announcements, postdating the surveys, about increased health insurance premiums and the suspension of the retirement matching plan in Fall 2023 and Spring 2024, respectively. Brief and unexpected, the announcements created more employee dissatisfaction with internal communications, even when there is adequate follow-up. More considerate communications are needed on issues vital to employee interests.

Generally, there is also a sense of inconsistent internal communications on campus, for both students and employees. This is related to the College having multiple communication platforms. This issue is recognized in the 2023-2028 Strategic Plan, and the Steering Committee confirms it is still an issue. The Steering Committee also recommends that the College assess its internal communication platforms, practices, and procedures and then identify a mode of communication that best serves the needs of the College community, to ensure that consistent and reliable information reaches all the College's constituencies. After an appropriate period of implementation, assessment should follow to ensure effectiveness.

Recommendations

The recommendations identified and discussed in this chapter are:

1) The administration should develop and assess strategies for improving employee satisfaction with its communication, transparency, and accountability on issues related to employee health insurance, benefits, and compensation.

2) The College should assess its internal communication platforms, practices, and procedures and then identify a mode of communication that best serves the needs of the College community, to ensure that consistent and reliable information reaches all the College's constituencies.

CHAPTER 3 Standard III: Design & Delivery of Student Learning Experience

Elmira College provides its students with learning experiences that are characterized by rigor and coherence at all levels and that are consistent with higher education expectations. These experiences are designed, delivered, and assessed by appropriately qualified and dedicated faculty, in the classroom and through faculty governance. [Intro will be expanded in final draft.]

Faculty

Elmira College's faculty are regulated by the policies in *The Faculty Handbook* (see *EI III.2.01: Faculty Handbook 2023-2024*). They have complete oversight of designing, delivering, and assessing student learning experiences (for full coverage of assessment, see Chapter 6), and they are qualified for the positions they hold and the work they do. Each faculty member has an earned doctorate or appropriate professional degree along with appropriate teaching experience, depending on the appointment-criteria for their rank, as defined in *The Faculty Handbook* (see section 2.2: Definitions of Academic Ranks and Titles). The College also takes care to document the qualifications of its faculty (see *EI III.2.01*, section 2.3: Policies on Recruitment and Retention). The faculty are organized into four academic divisions and three free-standing programs, each with a division chair or program director (see *Figure 1* below). For

Figure 1 Academic Divisions and Free-Standing Programs

Business & Economics Division	**Chair:** Dr. Alison Wolfe, Professor of Marketing
Humanities & Creative Arts Division	**Chair:** Dr. Annaliese Hoehling, Assistant Professor of English
Mathematics & Natural Sciences Division	**Chair:** Dr, Corey Stits, Associate Professor of Chemistry
Social & Behavioral Sciences Division	**Chair:** Dr. Martha Easton, Associate Professor of Sociology
Communication Sciences & Disorders Program	**Director:** Dr. James Baer, Associate Professor of Communication Sciences
Nurse Education Program	**Director:** Dr. Milissa Volino, Associate Professor of Nurse Education
Teacher Education Program	**Director:** Dr. Alexis Rittenberger, Assistant Professor

a complete listing of full-time tenured and tenure-track faculty and their credentials, by division and program, see *EI III.2.02: Elmira College Faculty 2023-2024*. This listing suggests the faculty are sufficient in number, as does the current faculty-to-student ratio of 7:1 (as reported by IPEDS).

Faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures established and published by *The Faculty Review Committee,* who administers the faculty review process (see *EI III.2.01*, section 1.8.3: Faculty Review Committee). The review process is clearly detailed in *The Faculty Handbook*. The general criteria for review can be found in section 2.4: Policies on Promotion: 1) teaching effectiveness, 2) service to the College, 3) research and creative work, and 4) professional competence and activities. Further clarification can be found in sections 2.5: Policies on Tenure and 2.8: Faculty Duties and Responsibilities. The review process is described in section 2.6: Procedures for Review, Promotion in Rank, and/or Advancement to Tenure, which includes first year evaluation (2.6.3), mid-tenure probationary evaluation (2.6.4), tenure evaluation (2.6.5), post-tenure review (2.6.9), and promotion to professor (2.6.8). The *Faculty Review Committee* has also developed a Peer Review Guide for scholarship from first year to full professor (*EI III.2.03*) and rubrics for promotion to professor on teaching (*EI III.2.04*), service (*EI III.2.05*), and leadership (*EI III.2.06*). Policies and procedures related to grievance and non-reappointment of probationary faculty can be found in section 2.7: Policies and Procedures Related to Severance.

Faculty are engaged in rigorous and effective teaching. As noted in *The Faculty Handbook*, “Elmira College recognizes that excellence in teaching is the most important attribute of a faculty member” (2.4.3). Rigorous and effective teaching is evident in *Figure 2*, which presents three-years of summative data points from IASystem teaching evaluations, which are administered every fall and winter term. For the full “Combined Evaluations

Figure 2 Summative Data Points from Teaching Evaluations, 2021-2024

Summative Data Points	F21	W22	F22	W23	F23	W24
The course as a whole was:	4.5	4.5	4.3	4.4	4.3	
The course content was:	4.5	4.5	4.3	4.4	4.3	
The instructor’s contribution to the course was:	4.7	4.7	4.6	4.6	4.6	
The instructor’s effectiveness in teaching subject was:	4.6	4.6	4.6	4.6	4.6	
Overall rating (median):	4.6	4.6	4.5	4.5	4.5	

Summary” for each term, see *EI III.2.07-09*. Further evidence of rigorous and effective teaching can be seen in faculty development of pedagogy. A notable recent example is the College’s AI Task Force, who in conjunction with the *Faculty Development Committee* has been producing an informative weekly newsletter identifying and summarizing articles on the pedagogical issues surrounding AI and various ways to address them. For the most recent newsletter, see *EI III.2.12: AI Task Force Newsletter #8*. The AI Task Force and the *Faculty Development Committee* are also partnering to offer a full-day Faculty In-Service program on May 22, 2024, which will feature a morning program devoted to AI and an afternoon of faculty-led panels, workshops, and presentations on pedagogy.

The faculty are also engaged in rigorous and effective assessment, the basis of good teaching and further evidence of it. All academic programs have assessment plans that are updated each year, as needed. The plans include specific student learning outcomes, how they are assessed, and when. Each year, all academic programs submit an annual assessment report based on their assessment plan, assessing at least one learning outcome. The plans and reports are archived by the *Assessment Committee*, who facilitates the annual assessment process. For an example assessment plan and assessment report, see *EI III.2.13: AP Biology 2324* and *EI III.2.14: AAR Biology 2223*, respectively. In addition, all academic programs utilize assessment plans and reports in their program reviews, which are conducted on a seven year cycle and supervised by the *Curricular Affairs Committee*. For an example program review, see *EI III.2.15: Psychology Program Review 2023*. A full account of the assessment of student learning is provided in Chapter 5, providing further evidence of rigorous and effective assessment.

The faculty are also fully engaged in rigorous and effective service. As noted in *The Faculty Handbook*, Elmira College "must necessarily depend upon its faculty for quality services rendered outside the classroom. Therefore, a faculty member may reasonably be expected to demonstrate active participation in the operational concerns of the institution . . . . Service to and participation in the business of the Faculty (e.g. faculty meetings, faculty committees, division meetings) is expected of all faculty members" (2.4.4). Faculty and division meetings are held monthly, and committee meetings are typically weekly. The full range of standing committees and their charges are described in *The Faculty Handbook* (1.8), and a selection of major committees appear below in *Figure 3*. The extent of faculty engagement and involvement

Figure 3 Selected Faculty Standing Committees

COMMITTEE	HANDBOOK	CHAIR
Faculty Executive	1.8.2	Dr. Mitchell Lewis, Professor of English
Faculty Review	1.8.3	Dr. Charles Mitchell, Professor of American Studies
Curricular Affairs	1.8.5	Dr. Doc Billingsley, Assistant Professor of Anthropology
Educational Standards	1.8.6	Dr. Tammy Bocek, Associate Professor of Nurse Education
Faculty Development	1.8.11	Dr. Kelly Kane, Assistant Professor of Psychology

is evident not only in the committee charges but also in the required membership of committees (see *EI III.2.17: Faculty Committees List 2023-2024*). The majority of the faculty are always involved in committee service. Committees produce agendas and minutes to document their work, the most important being the minutes for the monthly faculty meetings, where motions on important faculty business–such as new and revised academic programs–are discussed and approved (see *EI III.2.18: Example Faculty Meeting Minutes*).

The faculty are also engaged in rigorous and effective scholarly inquiry and related professional activities appropriate to their areas of expertise. Extensive evidence of this claim,

organized by academic division and free-standing program, can be found in *EI III.2.16: Selected Faculty Research 2022-2024*. The College supports faculty scholarship and professional activities, providing them with sufficient (1) opportunities, (2) resources, and (3) support for professional growth and innovation. For example, *Figure 4* below shows funding allocated for faculty development the last three years, along with how much money was dispersed, how many faculty took advantage of it, and what the average amount of support was.

[Insert Figure 4: Cheryl's Table on professional development funding and usage]

Faculty Handbook

Opportunities for improvement were found with *The Faculty Handbook*. Specifically, it was found that the master digital file of the *Handbook* was not consistently updated with faculty approved changes. In addition, rigorous document control was not always exercised with the master file of the *Handbook*. Consequently, multiple versions of the *Handbook* were disseminated to the faculty in different digital venues. As such, an appropriate recommendation has been made.

Undergraduate Academic Programs

Elmira College's academic programs leading to a degree are of a length appropriate to the objectives of the degree as defined by the New York State Education Department (NYSED). The College has over thirty-five majors, and they are registered with NYSED, who must review, approve and register every program creditable toward a degree at a New York State college or university before the institution may offer the program. The College's programs have been assigned a HEGIS code by NYSED, ensuring each program's consistency with national standards (see *EI URL 2: Undergraduate and Graduate Catalogs*, "Undergraduate Majors and Minors List").

The College has a unique 4-1-4 calendar, with a twelve-week fall term, a twelve-week winter term, and a four week spring term (see *EI III.1.01, 2024-2025 Academic Calendar*). Final exams conclude the long terms (see *EI III.1.02, Final Exam Schedule 2023-2024*). A full-time load in the fall and winter terms is 12 credits, and in the spring it is 4-6 credits. The same standard for a credit-hour holds in each term. The Elmira College credit-hour is equivalent to the semester hour (*EI URL 2: Undergraduate and Graduate Catalogs*, "Academic Services and Regulations" and "Credits"). As required by NYSED, earning 1.0 credit hour requires at least seven hundred fifty minutes of instruction and another 1,800 minutes of supplementary assignments. All College courses are designed accordingly (see *EI III.1.03, Course Proposal Form*).

The College's academic programs are designed to foster a coherent student learning experience and to promote synthesis of learning. This is evident in the full descriptions of the programs in the online *Catalog* (see *EI URL 2: Undergraduate and Graduate Catalogs,* "Undergraduate Majors and Minors List"). For example, the coherency is evident in the clear demarcations between required and elective courses, and the utilization of prerequisites and corequisites. The promotion of synthesis is evident in the general use of capstone experiences

such as senior seminars, senior projects, practicums, field experiences, and the like. Further evidence of the College's programs being designed to foster a coherent student learning experience and to promote synthesis of learning is evident in the assessment plan for each academic program, which states all program learning outcomes and how, when, and where they are assessed (see Chapter 6)

The full descriptions of academic programs in the online Catalog suggest that they are clearly and accurately described in a way that students are able to understand and follow program requirements and expected time to completion. In addition, on the designated webpage for each program, students can select an icon that allows them to print a "degree planner" (for an example, see *EI III.3.01, Sample Degree Planner Psychology*). The College's general degree requirements are also clearly and accurately described in the online Catalog (*EI URL 2: Undergraduate and Graduate Catalogs*, "Undergraduate Baccalaureate Degree").

It should be noted that the online digital catalog, developed by Modern Campus, was implemented in 2023-2024, replacing a PDF of the catalog that was difficult to navigate for students and advisors alike. Overseen by the registrar, the catalog enhances the ability of students to understand and follow program requirements (see Figure x below). The College's

Figure 5 New Online Digital Catalog

- Provides intuitive interface, making information accessible
- Offers degree planners to keep students on track to graduate
- Integrates undergraduate and graduate catalogs
- Ensures students and advisors have current information through real-time updating
- Integrates with College website, ensuring accuracy of information for the public
- Makes archived catalogs easily accessible for advising

investment in the new online catalog is further evidence of its commitment to helping students navigate their education.

Sufficient Learning Opportunities & Resources

Elmira College provides sufficient learning opportunities and resources for programs and student progress. Sufficient learning opportunities are evident on course syllabi, which each term are collected and archived by the Registrar's Office (see *EI III.4.01, Syllabi Submitted by Term*). They are also evident in the number of courses offered each term (for an example, see *EI III.4.02, Fall 2023 Course Schedule*, and *III.4.03, Fall 2023 Course Descriptions*). Before a course schedule goes live for advising, Faculty and the Registrar carefully review the proposed courses in the context of student needs, ensuring that appropriate courses are offered. This occurs several times a year on the *Council of Chairs*, which represents all the academic divisions and stand-alone programs. The review typically leads to needed schedule adjustments (for an example related to the Fall 2023 schedule, see *EI III.4.03, Registrar Email*

Fall 2023 Schedule). Following registration, the Registrar works individually with division chairs and program directors to address enrollment issues (such as overenrolled courses and the need to offer additional sections).

Figure 6 Library Holdings

- 88,021 Print Book Titles (96,453 Volumes)
- 247,124 E-Books
- 102 Research Databases offering academic journal article and newspaper collection, and educational and documentary streaming video collections.

In addition, the Gannett-Tripp Library (GTL) provides sufficient learning opportunities and resources for programs and student progress, offering a full range of learning resources, facilities, library services, and professional and paraprofessional library staff (see *EI III.4.05, IPEDS AL Elmira College 2022-2023*). The library staff consists of one full-time professional librarian, two paraprofessionals (including an evening Access Services Manager position), and 1.5 FTE student assistants. In support of the College's academic mission and its educational offerings, the library routinely assesses its resources, collections, and services, reviewing database and circulation statistics as well as student surveys regarding library use (see see *EI III.4.06, Library Mission & Goals*, and *EI III.4.07, Library Assessment Plan 2022-23*). All collections cover a broad range of subjects in support of the College's undergraduate and graduate programs (see *EI III.4.08, Library Collection Development Policy*). For items not included in its collections, the library participates in OCLC's WorldShare Management Services' interlibrary loan service to borrow (and lend) from other institutions' libraries.

Content on the library's web site is reviewed and updated regularly, and includes access to all of the library's electronic resources, and information regarding print collections. The site provides details regarding materials and services based on role (student, faculty, alumni, etc.), self-guided research guides, and information on research strategies, citation, plagiarism, copyright, the collections, and more. Brief video tutorials covering the use of individual electronic databases and information literacy skills are included. Efforts have been made to ensure that content is accessible for users with disabilities. The librarian provides in-person and remote customized, interactive instruction sessions for classes working on research projects in any field and at any level of study. Individual consultations with students, focusing on specific research needs, are also provided either in person or via telephone or email. A *Library Advisory Committee*, composed of a full-time faculty member from each academic division, meets with the librarian twice each term to discuss how the library can fulfill students' needs. Faculty are regularly updated on resources (see *EI III.4.09, Library Resource Sheet for Teaching Faculty*). Overall, the GTL works closely with faculty and students to ensure sufficient learning opportunities and resources for academic programs and student progress.

Furthermore, the College recently secured a $1,850,000 technology grant from the USDOE Fund for the Improvement of Postsecondary Education (FIPSE). The funding is being allocated across three academic years, starting with 2022-2023, and it will enhance all aspects of student life and support the educational experience and software platforms that provide the

core of the academic experience. Importantly, the grant will also fund upgrades to classroom technology and various computer labs (see Figure 7 below). In researching and writing the proposal, the President, the CFO, the Provost, and two senior faculty members worked together to assess the College's technology needs, seeking the input of the College community (see *EI III.4.10, Approved Technology Grant Project Narrative*). The actual proposal was submitted to the USDOE in June of 2022 and was approved [when?]. This grant will transform Elmira college into the digital campus of the future, providing the learning opportunities and resources students need to succeed in college and beyond. For a list of projects funded by the grant and the current status of their implementation, see *EI III.4.11, Technology Grant Upgrade Status*.

Figure 7 Allocation of Technology Grant

Project Objective	Project Cost
Computer Lab Equipment	242,300
Classroom Technology Equipment	377,250
Digital Arts Maker's Lab	7,500
Education Model Classroom	17,495
Nursing Technology Upgrades	19,630
Student Access Enhancements	6,250
Theater Lighting Upgrade	24,900
Academic Software Upgrades	98,120
Data Analytics	485,715
IT Data Center Network Upgrade	203,340
Network Administrator	281,250
Project Director	86,250
Grand Total	1,850,000

Sufficient opportunities and resources for programs and student progress are also evident in the accreditation of professional programs, most notably Nursing, which had its accreditation with ACEN (Accreditation Commission for Education in Nursing) renewed in Fall 2023. For additional evidence of sufficient opportunities and resources for programs and student progress, see Chapter 4's coverage of Standard IV and how the College "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."

Periodic Assessment of Undergraduate Academic Programs

Elmira College conducts periodic assessment of the effectiveness of its undergraduate programs, as detailed in its *Institutional Assessment Plan* (see *III.8.01, Institutional Assessment Plan 2023*). Two College committees play an important role in this process. One is the *Assessment Committee*, which supervises the annual assessment process. All academic programs have assessment plans and submit annual assessment reports. For an example plan and report, see *EI III.8.02, AP Biology 2324*, and *EI III.8.03, AAR Biology 2223*, respectively. The other committee playing an important role in assessment is the *Curricular Affairs Committee*, which supervises the seven-year Program Review cycle (see *EI III.8.04, Program Review Guidelines*). For an example of a program review, see *EI III.8.05, Psychology Review 2023*. The work of both committees–academic assessment in general–are discussed

extensively in Chapter 5, which provides further evidence that the College conducts periodic assessment of the effectiveness of its undergraduate programs.

The College's professional academic programs are also periodically assessed through professional accrediting bodies. Recently, the Accreditation Commission for Education in Nursing (ACEN) assessed the Nursing Education program and renewed its accreditation for eight years. Also, the Association for Advancing Quality in Education Preparation (AAQEP) assessed the Teacher Education and the Communication Sciences and Disorders programs and granted their first time accreditation with AAQEP for seven years.

General Education Program

Elmira College's general education program offers *sufficient scope* to draw students into new areas of intellectual experience (see *EI URL 2: Undergraduate and Graduate Catalogs,* "Undergraduate Baccalaureate Degree"). It does so primarily through the "The Liberal Arts Pillars" requirement, which entails a total of 27 credits in 1) Fine Arts, 2) Humanities and Languages, 3) Social Sciences, and 4) Mathematics and Natural Sciences (see *Figure 8* below). In addition, the College's general education program offers students the opportunity to expand their cultural and global awareness, their cultural sensitivity, and their appreciation for diverse perspectives. It does so principally through the "World Engagement" requirement, which

Figure 8 Liberal Arts Pillars Requirement

Fine Arts 6 credits
(ARH, ART, DAN, FAR, MUS, and THE field codes)
The Fine Arts are the expression of our human experience through visual art, writing, language, motion, and music. Coursework from this pillar will develop a student's skills in the creation of the fine and performing arts, present historical and cultural contexts for appreciation of the arts, and encourage students to embrace new means of expression.

Humanities and Languages 9 credits
(AMS, ASL, and all languages, ENG, LAL, HIS, HUM, and PHR field codes)
The Humanities focus on the interpretation of the human experience with a strong emphasis on analytical, critical, and reflective approaches. Courses from this pillar contribute to a student's understanding of the development, expression, and diversity of the human community by examining the development of a wide variety of ideas and forms of expression using literary, historical, and philosophical texts, and various artistic media.

Social Sciences 6 credits
(ANT, ARC, CRJ, ECO, GEG, PSY, PSC, SOC, SSC, SST, and WMS field codes)
The social sciences study human behavior in the context of culture and society. Courses from this pillar develop a student's ability to use quantitative and qualitative tools to analyze material artifacts, institutions and processes, motivations, and behavior of people in past and contemporary societies.

Mathematics and Natural Sciences 6 credits
(AST, BIO, CHE, CSC, ENV, GEO, MAT, NSC, and PHY field codes)
Mathematics and the natural sciences focus on using empirical and quantitative methods and the development of those methods by way of formal logic and quantitative reasoning. Courses from this pillar enable students to better employ the scientific method, use mathematical tools, and apply knowledge of nature to understand the universe.

is designed to foster the ability to view the world from multiple perspectives and gain an appreciation of the global interconnectedness of issues, trends, and systems. Students take nine credits of World Engagement, three in each of the following: 1) Global Perspectives, 2) Non-Western Perspectives, and 3) Western Perspectives. Electives for World Engagement may be found in all of the Pillars and may also be used to satisfy the Pillar requirement. Overall, students take 27-36 credits of The Liberal Arts Pills and World Engagement, whose range of disciplinary, cultural, and global perspectives addresses values and ethics and prepares students to make well-reasoned judgments outside as well as within their academic field.

Elmira College's general education program also offers a curriculum designed so that students acquire and demonstrate the *essential skills* of (1) oral and written communication, (2) scientific and quantitative reasoning, (3) critical analysis and reasoning, (4) technological competency, and (5) information literacy. These and other skills are specified in the College's Institutional Student Learning Outcomes or ISLOs (see Figure 9), and these skills in turn are

Figure 9 Institutional Student Learning Outcomes (ISLOs)

I. Develop and employ skills in communicating.
II. Learn and apply strategies for critical thinking.
III. Develop and apply skills in quantitative reasoning.
IV. Develop and employ skills in Information Literacy and Information Technology.
V. Achieve intellectual breadth in the liberal arts and sciences.
VI. Engage in a variety of focused and sustained modes of inquiry and research to support local, national, and global engagement.
VII. Develop effective communication and leadership skills by engaging in such activities as group participation in collaborative coursework, athletics, clubs, and organizations, committees, honor societies, teams, classes, student media, or student government.
VIII. Contribute to the life of the local and campus communities through community service, residential living, and meaningful College ceremonies.
IX. Acquire practical experience through an internship or a career related project or activity.

correlated with and supported by the various components of the College's general education program (see *Figure 10*). To assure that students acquire and demonstrate these skills, the ISLOs are periodically assessed by the *General Education Committee* (GEC) according to a four-year assessment plan, as detailed in the College's *Institutional Assessment Plan* (see *III.5.01, Institutional Assessment Plan 2023*). GEC submits annual assessment reports to the Assessment Committee. The GEC and its recent assessments are discussed in detail in Chapter 6.

The Gannett-Tripp Library's staff members collaborate with teaching faculty in fostering the essential skills of information literacy and technological competency across the curriculum. This is an important part of the College's Mission and supports the rigor of its educational offerings. Following the Information Literacy Standards established by the Association of

College and Research Libraries, the GTL provides crucial support services in this area (see *EI III.5.02, Library, Information Literacy, and Technological Competency*).

Figure 10 General Education Components & Institutional Student Learning Outcomes

Component/ISLO	I	II	III	IV	V	VI	VII	VIII	IX
Academic Writing Program	X	X							
Math & Quantitative Reasoning			X						
First year Seminar	X	X		X				X	
The Pillars					X				
World Engagement						X			
Physical Education & Wellness							X		
Community Engagement							X	X	
Internship									X

Graduate and Professional Programs

Elmira College has five graduate programs (see Figure 11 below). They offer a variety of appropriate opportunities for the development of research, scholarship, and independent thinking, as evidenced in the program descriptions in the *Graduate and Professional Catalog* (see *EI URL 2: Undergraduate and Graduate Catalogs*, "Graduate Programs" and "Graduate Course Descriptions"). They include EDU 5005: Education in a Democratic Society; EDU 5400: Student Teaching; EDU 5900: Principles of Educational Research; EDU 5999: Thesis/Project; and MGT 5000: Evaluating Research in Management. These opportunities are provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula (See *EI III.6.01, Graduate & Professional Programs Faculty*).

Figure 11 Graduate Programs

Master of Science in Education

- Adolescence Education 7-12, (M.S.Ed)
- General Education, (M.S.Ed)
- Inclusive Special Education (All Grades), M.S.Ed)
- Literacy: Birth to Grade 12, (M.S.Ed)

Master of Science

- General Management, (M.S.)

Elmira College also conducts periodic assessment of the effectiveness of its graduate programs, as detailed in its comprehensive *Institutional Assessment Plan* (see *EI III.6.02, Institutional Assessment Plan*). A recent assessment of the Management program indicates

that it is no longer financially viable and recommends sunsetting the program (see *EI III.8.06, AAR MSMGT 2324*). The Steering Committee expects that the College will complete the institutional review of this program through appropriate channels and make a formal decision as soon as possible.

Recommendations

The recommendations identified and discussed in this chapter are:

1) Develop an institutional process for updating, archiving, and disseminating *The Faculty Handbook* involving the Faculty Executive Committee and the Office of Academic Affairs to ensure its integrity, accessibility, and utility.

CHAPTER 4

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. [Standard IV language. Intro to be revised and expanded in final draft.]

Admission Policies and Procedures

The College has clearly stated ethical policies and processes to admit students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission. On its website, the College provides accurate and comprehensive Admissions information so that prospective students can evaluate their own compatibility with the College's mission (see *IV.1.01 Admissions*). This includes full information on all degrees and programs (see *IV.1.02 All Degrees & Programs*), as well as admission requirements (see *IV.1.03 Undergraduate Admission*) and rankings and accolades (see *IV.1.04 Rankings & Accolades*). The College also provides helpful information such as average ACT and SAT scores (see *IV.1.05 Fast Facts*). In addition, the faculty work with Admissions through the Educational Standards Committee–a standing faculty committee–to establish appropriate standards for admissions and to review questionable applicants (see *IV.1.06 Educational Standards Committee Charge*). The Manager of Student Success, the Registrar and, as needed, the Director of Graduate and Professional Programs, serve on the Committee. Admissions applies the Committee's standards uniformly to all prospective students (see *IV.1.07 Application Review Memo* and *IV.1.08 Application Review Form*). These standards also include ELL requirements (see *IV.1.09 English Proficiency Requirements*).

The College also provides accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds. It does so as a member of the College Cost Transparency Initiative (CCT), a coalition of more than 360 institutions of higher education that have voluntarily committed to follow a set of principles and standards that ensure transparency, clarity, and understanding around student financial aid offers (see *IV.1.10 College Cost Transparency Initiative*). The College adheres to the principles and standards recommended by CCT, responding to the needs of students and families in a nuanced and careful manner, ensuring that financial aid offers to undergraduate students are transparent and understandable (*IV.1.11 Principles and Standards of CCT Initiative*). For a full discussion of the College's ethical policies and processes in regard to financial aid offers, along with supporting evidence, see Chapter 2, "Affordability, Accessibility, and Financial Aid," pp. 8-10.

In addition, the College provides accurate and comprehension information about expenses on its website (see *IV.1.12 Undergraduate Tuition & Costs* and *IV.1.13 Graduate*

Tuition & Costs), along with a Net Price Calculator (see *IV.1.14 Net Price Calculator*). It also provides this information to IPEDS (see *IV.1.15 Principles and Standards of CCT Initiative*). Appropriate information about refunds is available in the College's online Catalog (see *IV.1.16 Refund Schedule* and *EI URL 2: Undergraduate and Graduate Catalogs*). For more information on the implementation and features of the online Catalog, see Chapter 3, "Undergraduate Academic Programs," p. 7.

Retention and Student Success

Elmira College has clearly stated ethical policies and processes to retain and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission. This includes processes by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals. For example, as noted on *Steps After Enrolling* webpage, the College requires a mathematics placement assessment through ALEKS Placement, Preparation and Learning to determine readiness for quantitative courses (see *EI IV.1.17 Steps After Enrolling*). This online assessment is adaptive, meaning it adjusts the questions to find out what you already know. The assessment can include material from basic arithmetic through Precalculus, and will take approximately 90 minutes to complete. The assessment is scored according to the table in Figure 1, below, and it is also used for placement in quantitative-based courses in other

Figure 1 ALEKS Course Placement Table

Course #	Course Name	ALEKS Score Range
MAT 1000-1001	Essential Math Skills	0-29
MAT 1030	College Algebra	30-45
MAT 2090	Statistical Methods	46 and above
MAT 2002	Mathematics for Elementary Teachers I	46 and above
MAT 1091	Pre Calculus I	46-60
MAT 1092	Pre Calculus II	61-75
MAT 2010	Calculus I	76-100

disciplines (see *EI IV.1.18 ALEKS Scores*). The College's *Steps After Enrolling* webpage provides links to appropriate information to assist students with the assessment (see *EI IV.1.19 ALEKS Student Registration Instructions* and *EI IV.1.20 ALEKS FAQ*).

In addition, the College's first year academic experience is designed to be foundational preparation for all students. This includes FYS 1010: First Year Seminar, a foundational course in the liberal arts and sciences for entering first-year students (see *EI IV.1.21 First Year Seminar*). Offered in the fall term, it serves as a gateway to the College's General Education program and introduces students to the wider world of learning beyond the professional training

of their declared majors. The main goal of the program is to help students make the transition from high school to college. As such, students are introduced to the many academic and non-academic support services available to them at the College. The first year academic experience also includes a required first-year academic writing course, WRT 1050: College Writing, offered in the winter term (see *EI IV.1.22 Academic Writing*). The outcomes and goals of this course include building foundational skills for writing, critical thinking, and information literacy. It is a foundational and developmental skills-building class that helps all students transition to, and succeed in, college coursework.

Students who demonstrate need for additional academic support are identified and placed into LRS 1020: Academic Strategies Enrichment (1.5 credits), which is designed to foster the formation of positive academic behaviors (see *EI IV.1.23 LRS Course Description*). Placement in this course is determined by academic performance, and the course focuses on study skills and habits. As part of this course, students receive help and guidance for making appointments with the Tutoring Center and Writing Center for targeted subject-matter and writing. They also develop academic success strategies such as time management, note taking, test taking, studying, critical thinking, problem solving, academic discourse, and academic reading. With a growth mindset approach, students engage in discussions, reflect on their growth, and complete assignments that help them to integrate their developing skills into their everyday lives.

Orientation, Advising, and Counseling

The College also provides orientation programs to enhance retention and guide students throughout their educational experience. For example, the College offers Summer Orientation at which students choose their courses, learn about College traditions, and meet members of their class (see *EI IV.1.24 Summer Orientation Student Schedule 2023*). Summer Orientation is led by talented upperclassmen Orientation Leaders (OLs) that have thrived at EC, and helpful Pre-Orientation Programs are provided as well (see *EI IV.1.25 POPs Summer 2023*). In addition, the College provides a Fall Welcome, a four-day program that helps new students transition to college life at EC (see *EI IV.1.26 Fall Welcome Schedule 2023*). The OLs from Summer Orientation return to campus to support students, including moving them into the residence halls. For more on Summer Orientation and Fall Welcome, see *EI IV.1.17 Steps After Enrolling*.

Elmira College also provides an advising program to enhance retention and guide students throughout their educational experience (see *EI IV.1.27 Academic Advising Webpage*). As noted in the Faculty Handbook, the College emphasizes the role of its faculty in the academic advising of students (*EI IV.1.28 Faculty Advising Duties & Responsibilities*). The advising program itself is supervised by the Advising Committee, a faculty standing committee (*EI IV.1.29 Advising Committee Charge*). Advising for registration takes place twice a year, once in the fall term (see *EI IV.1.30 Fall Advising & Registration 2023*), and once in the winter term (see *EI IV.1.31 Winter Advising & Registration 2024*). The process is assisted by the College's Jenzabar platform, where students can register and find helpful advising information, and also by the College's online Catalog, which provides useful degree planners (for an

example, see *EI IV.1.32, Sample Degree Planner Psychology*). As discussed below in Assessment of Student Support Programs, recent assessments indicate overall student satisfaction with advising.

Figure 2 Universal Tenets of EC Counseling Process

1. The counseling process is driven by student identified needs and goals.
2. The counseling process is action oriented and task driven; the intent of the process is not to merely promote catharsis but is intended to add to the student's knowledge base, skill set, and ability to overcome whatever obstacles they are facing.
3. The emphasis in the work is on proactive development of tools and problem identification so as to intervene and eradicate challenges or issues before they impede student wellbeing or performance.
4. Ultimately the process is intended to literally teach students how to be their own therapist, and as such foster independence for life through knowledge acquisition and skill building.

Elmira College also provides a counseling program to enhance retention and guide students throughout their educational experience (*EI IV.1.33 Counseling Services Webpage*). All students enrolled at the College are provided free, confidential counseling services. The scope of service provision is individualized to each specific student's stated needs, but the counseling process as a whole is founded on universality tenets, listed in *Figure 2*, above. Beyond the provision of individual clinical services, the Counseling Department also provides 1) referral and advocacy services, 2) group psychoeducation, 3) assessment and evaluation services with appropriate follow up referrals, and 4) training to various departments and student groups on campus. For an overview and history of Counseling Services and an analysis of trends, see *EI IV.1.34 Counseling Services at Elmira College 2023*.

Recent data shows that a significant number of students regularly utilize counseling services (see *Figure 3*, to the right). In addition, Fall 2023 self-study research revealed that demand for and use of mental health services is extremely high for the one full-time counselor on staff, whose caseload often required exceeding a 40-hour work week to meet the needs of students, coming in earlier or staying later than standard College hours. To alleviate this excessive caseload, the College announced in January 2024 the hiring of a new, part-time, licensed mental health counselor (see *EI IV.1.35 Email Regarding New Part-Time Counselor*). [The Working Group Report recommended a full-time position. Need to revisit this issue and decide how we want to address it.]

Figure 3 Recent Trends in Counseling Services

2021-2022 Academic Year
- Total sessions administered: 1242
- Total students seeking support: 138
- Average sessions per student: 9

2022-2023 Academic Year
- Total sessions administered: 1120
- Total students seeking support: 160
- Average sessions per student: 7

Enhancing Student Success

Finally, the College has processes designed to promote degree completion and enhance the successful achievement of students' educational goals. The most notable example of this is the College's Center for Academic and Professional Excellence (CAPE), which combines all the College's academic support services under one banner, including 1) Accessibility Services, 2) Student Success, 3) Tutoring Center, 4) Writing Center, 5) English Language Learners, and 6)

Career and Professional Development (see *EI IV.1.36 Cape Webpage*). Created in 2022, CAPE's comprehensive mission is to optimize and customize the learning experience for each student, from their first college experience through graduation and beyond into a fulfilling career or graduate studies (see *EI IV.1.37 Cape News Article*). For more on CAPE's respective services, see *Figure 4* below.

Figure 4 Evidence Inventory Documentation of CAPE Services

CAPE SERVICES	EVIDENCE INVENTORY DOCUMENTATION
Accessibility Services	*EI IV.1.38 Accessibility Services*
Student Success	*EI IV.1.39 Student Success*
Tutoring Center	*EI IV.1.40 Tutoring Center*
Writing Center	*EI IV.1.41 Writing Center*
English Language Learners	*EI IV.1.42 English Language Learners*
Career & Professional Development	*EI IV.1.43 Career & Professional Development*

One notable new CAPE program that promotes degree completion and enhances the successful achievement of students' educational goals is Supplemental Instruction (SI, see *EI IV.1.44 Supplemental Instruction Website*). Piloted in Fall 2022 with a $5,000 grant that was awarded by the Jessie Ball duPont Fund, the SI program uses a proactive approach to improve academic achievement among its students (see *EI IV.1.45 Supplemental Instruction News Article*). Instead of waiting to identify students who are struggling with a course, the SI program targets courses that typically have higher rates of student failures, low marks, or withdrawals but that are required to take as part of a major, in subjects such as Biology, Chemistry, Nursing, and Mathematics. Once the specific courses are identified, the faculty nominate students who have previously taken the course and performed well to serve as supplemental instruction leaders. Each student receives multiple days of training before the start of the term, learning facilitation strategies, collaborative learning techniques, and learning strategies. They sit through the course again and model in-class behaviors for the other students and serve as additional resources to students whenever they have questions. In addition, they organize and lead weekly group study sessions with the goal of having 25% or more of the students in a course attend at least one peer-facilitated study session.

The first year of the SI program was a success. On average, students attending five or more sessions typically did better than or comparable to non-SI students (see *Figure 5* below). The success of the SI program has led to the award of another grant from the Jessie Ball duPont Fund, for $78,990, which will help fund the expansion of the SI program from its initial four courses each term to eight courses per term, over the next three years (2023-2026). For a detailed breakdown of student performance during the first year, see *EI IV.1.46 SI Summary Report Fall 2022* and *EI IV.1.47 SI Summary Report Winter 2023*.

Figure 5 Supplemental Instruction Student Performance

Fall 2022	Non-SI Group		SI Group with 5+ Sessions	
Course	# of Students	Mean Final Grade	# of Students	Mean Final Grade
BIO 1210	9	2.80	12	3.51
CHE 1010	6	3.45	4	3.58
MAT 2090	23	3.19	3	3.90
NSG 3100	7	2.46	11	2.45
Winter 2023				
BIO 1211	11	3.09	10	3.44
CHE 1010	1	3.30	2	3.35
MAT 1030	8	1.18	8	3.18
NSG 2640	8	2.95	5	2.76

Elmira College also supports degree completion and educational goals of transfer students. Since 2021, the College has been named to the Transfer Honor Roll by Phi Theta Kappa Honor Society, most recently in 2024 (see *EI IV.1.48 News Article on Transfer Honor Roll 2024*). This distinction recognizes the College for developing academic programs of interest to community college students and providing transfer support, making it easier for those students to earn their four-year degrees. Phi Theta Kappa (PTK) uses 40 metrics related to the support and success of transfer students, including college cost and financial aid, campus life for transfer, admission practices, and bachelor's degree completion (for more about PTK and their evaluation methods, see *EI IV.1.49 Transfer Honor Roll*). Data for the Transfer Honor Roll comes from the National Student Clearinghouse and from data submitted through the four-year institution's profile on PTK Connect, Phi Theta Kappa's online tool designed to help students find their best-fit colleges and career pathways. Colleges completing the PTK Connect profile are given a Transfer Friendliness Rating. The Honor Roll is chosen from among the top 25 percent of the highest-rated colleges. [articulation agreements?]

Elmira College also facilitates transfer to other institutions through its Office of the Registrar (see *EI IV.1.50 Office of the Registrar*). In particular, it provides transcripts through the National Student Clearinghouse (see *EI IV.1.51 Request for Academic Transcript*). The College also has a number of early acceptance agreements to facilitate students' transition to graduate school, especially pre-health programs (see *EI IV.1.52 Pre-Health Early Acceptance & Graduate Programs*).

In addition, the College has post-completion placement processes designed to enhance the successful achievement of students' educational goals. The Office of Career Services (OCS) provides career coaching, career assessment tests, professional workshops, job shadowing, networking opportunities, and more (see *EI IV.1.43 Career & Professional Development*). OCS also helps students find internships, practice for job interviews, and edit resumes and cover letters. OCS also offers students access to Handshake and Elmira College AlumniFire, which provide thousands of professional opportunities and a robust network of alumni waiting to help students launch their careers (see *EI IV.1.53 Office of Career Services for Students*). In addition, the College is piloting an alumni mentoring program (see *EI IV.1.54 Alumni Mentoring Slides*). The OCS also provides an array of resources for alumni, including free career coaching and resources for all stages of your professional life (see *EI IV.1.55 Office of Career Services for Alumni*). OCS staff is available for both virtual and in-person appointments, and its services are promoted at alumni reunions (see highlighted text in *EI IV.1.56 Reunion 2024 Schedule*).

Self-Study research has revealed that student support services could be strengthened in two areas: 1) quantitative reasoning and 2) English as a Second Language (ESL). As part of its Institutional Student Learning Outcomes, the College lists "develop and apply skills in quantitative reasoning" (see Chapter 1). To better achieve this outcome, a similar structure to the Writing Center with both peer and professional support is required. Also, the College no longer offers a program or courses for English as a Second Language. The College does have an ELL handbook and procedures (see *EI IV.1.57 ELL Program Handbook*), as well as a dedicated person for individualized student support (see *EI IV.1.42 English Language Learners*), but this is not enough to sustain the growing language and communication skills needed for non-native English speakers. Based on our increasing population of non-native English language speakers, the College needs to provide dedicated ESL resources and support (staff, professional development, courses, programs) either in-house (on campus or virtually) or possibly in partnership with another institution.

Credit Policies and Procedures

The College has policies and procedures regarding evaluation and acceptance of transfer credits. They are clearly stated on the College's website (see *EI IV.2.01 Transfer Admissions EI IV.2.02 Transfer of Credits*) as well as in the College's Catalog (see *EI URL 2: Undergraduate and Graduate Catalogs*, Undergraduate, Academic Services and Regulations, especially Transfer of Credits, Credit by Examination, Elmira College Equivalency Examination, and Advanced Placement Program). The College also has policies and procedures regarding credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches. Most notable are those regarding internships (see *EI IV.2.03 Elmira College Internship Manual*). Additional policies and procedures for experiential learning also exist for specially accredited programs, like Teacher Education, Communication & Speech Disorders, and Nursing (see *EI URL 2: Undergraduate and Graduate Catalogs*, Undergraduate, Undergraduate Majors and Minors List). The College's general education requirement, Community Engagement, does not entail credit (see *EI IV.2.01 Transfer Admissions EI IV.2.04 Community Engagement Guide*).

Student Information and Records

The College has policies and procedures for the safe and secure maintenance and appropriate release of student information and records. It adheres to the regulations of the Family Educational Rights and Privacy Act (FERPA), which is clearly stated on the College's website (see *EI IV.3.01 FERPA Policy*). The College also follows the guidelines of the American Association of Collegiate Registrars and Admissions Officers in regard to the retention of student academic records (see *EI IV.3.02 Retention of Student Academic Records*). In addition, the College has created a security plan to safeguard student information, in accordance with the final regulations issued by the Federal Trade Commission (FTC) under 16 CFR Part 314. These regulations stem from the Gramm-Leach Bliley Act (GLB Act) enacted in 2000, and updated in 2021. The objectives of the College's plan are to (1) ensure the security of student information, (2) protect against any anticipated threats to the security or integrity of such information, and (3) to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student (see *EI IV.3.03 Student Information Security & Privacy Policy*).

The College also follows the regulations of the Health Insurance Portability and Accountability Act (HIPPA) in regard to student medical records (see *EI IV.3.04 HIPPA Minimum Right to Know* and *EI IV.3.05 Health Center Notice of Privacy Practices*). The College also has appropriate information technology policies (see *EI IV.3.06 Acceptable Use of Computers and Info Tech Resources* and *EI IV.3.07 Acceptable Use of EC Electronic Communications Policy*) as well as mandatory cybersecurity training (see *EI IV.3.08 Cybersecurity Employee Training Email*).

Athletics

Elmira College's Athletic Program is regulated by the same academic, fiscal, and administrative principles and procedures that govern all other institutional programs (see *IV.4.01_Official Athletics Site of Elmira College*). It offers 18 varsity athletics teams, including eight men's and eight women's teams and two co-ed teams. The teams compete at the Division III level, with a strong focus on the student-athlete experience. The Athletic Program seeks to establish and maintain an environment in which the educational experience and the values of cultural diversity and gender equity are an integral part of athletics (see *IV.4.02_Elmira College Athletics Mission Statement*). The mission statement of the Athletic Program explicitly expresses support for the academic mission of the College: "In support of the Elmira College mission, the Athletics Programs compliments the co-curricular experience by providing an environment in which the student-athlete can achieve academic success . . . [and] cultivate and enhance [their] physical, psychological and social growth and development" (see *IV.4.03_Elmira College Athletics Mission Statement*). As one of its main goals, also stated in its mission, the Athletic Program strives to assure that "student-athletes are not treated differently from the rest of the student body (no preferential treatment in admissions, course selection, grading or living conditions)." In addition, the Athletics Program also adheres to NCAA Division III requirements, including that "athletics programs support the institution's educational mission by financing, staffing and controlling programs through the same general procedures as other departments of the institution" (see also *IV.4.04_Athletics Compliance*)

The Athletic Program also belongs to the Empire 8 (E8), an athletic conference whose members are committed first and foremost to the pursuit of academic excellence and aspire to be regarded as an outstanding NCAA Division III conference (see *IV.4.05_Empire 8 Behind the Torch*). The E8 membership seeks to distinguish itself among its peer group for its quality institutions, spirited and sportsmanlike competition, outstanding services and highly ethical policies and practices (see *Figure 6* above). The hallmark of the E8 is its commitment to serve the educational needs of its student-athletes. The E8 has regularly recognized the academic excellence of the College's student-athletes. For the Fall 2023 semester, one hundred EC student-athletes were placed on the E8's prestigious President's list (see *IV.4.06_E8 Fall 2023 President's List*). For Spring 2024, over one hundred student-athletes were similarly recognized (see *IV.4.07_E8 Spring 2024 President's List*). Individual recipients must earn a 3.75 grade-point average or higher during the semester, while participating in an NCAA-sponsored sport. In addition, the student-athlete must display positive conduct on and off campus and be enrolled full-time at the member institution.

Figure 6 Full Members of Empire 8

Alfred University
SUNY Brockport
Elmira College
SUNY Geneseo
Hartwick College
Houghton University
Keuka College
Nazareth University
SUNY Poly
Russell Sage College
St. John Fisher University
Utica College

The College's Director of Athletics reports directly to the President and works under the same administrative principles as the Senior Officers and their respective administrative units (For more on athletics and governance, see Chapter 7). The Director participates in the College's strategic planning process, as evident in the current turf field project (see *IV.4.08_Turf Field Project News Article* and *IV.4.09_Turf Field Project Dedicated Webpage*). The Director also participates in the College's budgeting process, adhering to the requirements of the Equity in Athletics Disclosure Act (EADA). A basic annual account of expenses and revenues can be found on the Official Athletics Site of Elmira College (see *IV.4.10_2022-2023 Elmira College EADA Report Online*), and a more extensive financial breakdown can be found under the College's listing at the Equity in Athletics Data Analysis website (see *IV.4.11_Equity in Athletics Data Analysis*).

A number of recent athletics developments suggest the need for more sports-medicine staffing. These include a growing number of athletes and sports activities due to new sports teams, intramurals, junior varsity teams, and club sports as well as the addition of a new turf field for the campus community. High risk sports (i.e., M & W wrestling, M basketball, M & W ice hockey, and cheer) require a certified athletic trainer to be present at each practice and game. Potential understaffing could lead to staff burnout and turnover, as well as to students not being seen in a timely or sufficient manner. Accordingly, the Steering Committee recommends proactive assessment of the needs of the College's increasing athlete population to determine if an additional full-time athletic trainer should be added to the sports medicine staff.

Student Life and Extracurricular Activities

The College's student life and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. This is overseen by the Division of Campus Life, which includes Campus Engagement, Campus Safety, Diversity/Equity/Inclusion, Health & Counseling Services, New Student Orientation, Residence Life, Student Conduct, and Title IX. By using traditional and innovative methods, the Division of Campus Life makes a significant contribution to a student's holistic collegiate experience by offering a significant number of varied opportunities for students to participate in social, cultural, leadership, recreational, residential, and wellness activities in a safe and secure environment. As explicitly noted in its mission, Campus Life serves the academic mission of the College by providing students with opportunities to develop as responsible global citizens and leaders prepared for a lifetime of professional and personal growth. By working as a collaborative, student-centered team, the Division of Campus Life creates and maintains an environment conducive to student learning (see *IV.4.12_Mission Statement Division of Campus Life*). [This section will need to be updated in the Fall to reflect the reorganization and new staffing of Campus Life.]

Assessment of Student Support Programs

The College periodically assesses the effectiveness of programs supporting the student experience. All programs participate in the College's annual assessment process and submit an annual assessment plan and report, as described in the College's Institutional Assessment Plan (see *EI IV.6.01 Institutional Assessment Plan 2023*). Some programs also submit end-of-year reports that include useful assessment data from surveys and the like.

For example, recent assessments show general student satisfaction with academic advising. A 2022-2023 assessment showed that first and second year students were overall highly satisfied with advising. Over 80% of the students reported having had no problems with academic advising, and 100% reported that their advisor provided adequate time to meet with them during their advising appointments (for full report, see *EI IV.6.02 AAR Advising 2223*). Recent assessments of seniors show similar satisfaction, as evidenced in student responses to four advising questions in the 2023-2024 Senior Exit Survey (see *Figure 7* below). Over eighty

Figure 7 Survey of Senior Satisfaction with Advising

Question	Mean (5-Point Likert Scale)
My academic advisor is/was approachable.	4.5
My academic advisor is/was concerned about my success as an individual.	4.4
My academic advisor was helpful and supportive in my exploration and formation of post-graduate opportunities and plans.	4.4
My academic advisor is/was knowledgeable about requirements in my major.	4.5

students were assessed, and the majority of their open-ended feedback was also positive (for a full report, including student feedback, see *I IV.6.03 AAR Advising 2324*).

Recent assessments also indicate general student satisfaction with tutoring in the Writing Center. For example, assessment data from 2022-2023 shows that student feedback following their thirty minute tutoring sessions was overwhelmingly positive (see *Figure 8* below). Students' open-ended responses to their tutoring sessions were also largely positive (for a full report, including responses, see *E I IV.6.04 Writing Center EOY CAPE Report 2022-2023*).

Figure 8 2022-2023 Assessment of Tutoring in the Writing Center

Questions	Responses (58 Students)
How well did you and your tutor address your writing goals?	Very well - 52 Moderately well - 3 Well - 3
Rate your agreement with this statement: "I will visit the Writing Center again in the future."	Strongly agree - 49 Agree - 6 Neutral - 1 Strongly disagree - 1
Rate your agreement with this statement: "I would recommend the Writing Center to another student."	Strongly agree - 49 Agree - 6 Neutral - 1 Strongly disagree - 1
Compared to your perception before your visit, how is your perception now?	More positive - 51 Unchanged - 5 More negative - 1

Assessment data also shows general student satisfaction with the Office of Student Success. This is evident with the Success Coaching program, which allows students to work one-on-one with a member of the Student Success team to set goals and create actionable steps to achieve them. Using a strengths-based approach, students are empowered to explore academic strategies and find what works best for them. These strategies include time management, note-taking, studying, test-taking, etc. Students are also encouraged to discuss any academic concerns with a member of the Student Success team. In Fall 2022, of the 60 students who participated in academic success coaching during the Fall, 12 responded to a survey (20% response rate). The results show that 100% of respondents were satisfied with the communication with their academic success coach, the structure and environment of their meetings, their coach's ability to make them feel heard and understood, and the outcome of their experiences; 91.7% were satisfied with the process of scheduling meetings; 83.3% of the participants expressed interest in meeting with an academic success coach moving forward; and 100% claimed they would refer a friend to academic success coaching (for more details, see pages 7-8 in *E I IV.6.05 Office of Student Success EOY CAPE Report 2022-2023*).

General satisfaction with the Office of Student Success is also evident in assessments of the Tutoring Center, which offers individual appointments and group review sessions for specific courses to help students academically progress throughout their education at Elmira College. In 2022-2023, of the 89 total students who utilized tutoring services, 14 responded to a survey. The results show that 94% of tutees were satisfied with the scheduling of their sessions, the environment in which their session took place, their tutor's approachability and professionalism; 69% of students were satisfied with their tutor's content knowledge; 69% of the tutees reported that they planned to utilize tutoring services again in the future; and 75% claimed they would recommend tutoring services to a friend (for more details, see page 20 in *E I IV.6.05 Office of Student Success EOY CAPE Report 2022-2023*).

A Spring 2023 survey emailed to students by the Center for Academic and Professional Excellence (CAPE) shows overall satisfaction with all the services provided by CAPE (see *Figure 9* below). For more details, including write-in responses, see *E I IV.6.06 CAPE Services Utilization Survey 2022-2023*.

Figure 9 2023 CAPE Survey Data

Service	Students	Mean	Median
Tutoring Center	20	4.35	5.0
Writing Center	15	4.6	5.0
Supplemental Instruction	9	4.8	5.0
Office of Career Services	23	4.7	5.0
English Language Learners	2	4.4	4.0
Office of Student Success	7	4.9	5.0

The student satisfaction with the Office of Career Services, evident in the CAPE survey, is complemented by employer satisfaction with the College's internship program. CAPE assesses employer satisfaction with student interns annually through required supervisor evaluations based on essential career readiness competencies identified by the National Association of Colleges and Employers (NACE, see *EI IV.6.07 National Association of Colleges and Employers*). The evaluation involves four criteria in each of the following areas: 1) Critical Thinking & Problem Solving, 2) Communication & Leadership, 3) Teamwork, Collaboration, & Intercultural Fluency, 4) Professionalism, Work Ethic, & Technology, and 5) Career Management. A 2023 assessment of 72 supervisor evaluations was overwhelmingly positive. No criterion scored below a 4.58 average on a 5.0 scale. For an example, see the assessment data on Critical Thinking & Problem Solving in *Figure 10* below. For the complete supervisor evaluation data, see pages 12-13 in *EI IV.6.08 Office of Career Services EOY CAPE Report 2022-2023*.

Figure 10 Data from 2023 Assessment of Supervisor Evaluations

Critical Thinking & Problem Solving	Average Evaluation
Shows a sincere interest in understanding the organization, their role, and their assigned task	4.82/5.00
Practices sound judgment based on an analysis of available data and information	4.73/5.00
Demonstrates creativity in approaching tasks, solving problems, and overcoming obstacles	4.62/5.00
Seeks out resources and/or asks for help when unsure about how to proceed on tasks	4.87/5.00

Post-completion job placement is assessed annually by CAPE through a senior survey known as the First Destination Survey (see *Figure 11* below). The data is admittedly incomplete, but CAPE has been improving student participation, most notably since 2023, when

Figure 11 Data from First Destination Survey on Initial Career Satisfaction

Job Placement Question	2021		2022		2023		2024	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
How satisfied are you with your initial career activity?	11	4.0	13	5.0	35	5.0	18	5.0

CAPE increased it from 70 students to 123 students by asking seniors to fill out the survey when they pick up their cap and gown for graduation. The current 2024 data, based on 101 students, is still in progress as of June 2024. CAPE continues to do outreach to graduates for about nine months post-graduation, compiling a final report for the National Association of Colleges and Employers. CAPE has recently started to work with the College's Director of Institutional Research to gather more reliable and complete data. For the 2023 and 2024 datasets, see *EI IV.6.09 Class of 2023 Post-Graduate Survey* and *EI IV.6.10 2024 Post-Graduate Survey (Preliminary)*.

For more on administrative assessment, especially the annual assessment process, see Chapter 1.

Recommendations

The recommendations identified and discussed in this chapter are:

1) The College should assess the needs of the College's Counseling services to determine if more staffing is needed.

2) The College should assess the needs of the College's increasing athlete population to determine if an additional full-time Athletic Trainer should be added to the sports medicine staff.

3) The College should assess its Quantitative Reasoning resources and support to determine if additional resources and support are needed, including a similar institutional structure to the Writing Center with both peer and professional support.

4) The College should assess its ESL program to determine if more dedicated ESL resources and support are needed, including staff, professional development, and courses, whether in-house (on campus or virtually) or possibly in partnership with another institution.

CHAPTER 5

Standard V: Education Effectiveness Assessment

As detailed in its *Institutional Assessment Plan* (see *EI V.1.01*), Elmira College has implemented a robust plan for assessing student learning and achievement of educational goals at all levels. On an annual basis, the College generates, evaluates, and utilizes assessment to improve learning. This is documented in the annual submission of academic Assessment Plans and Assessment reports, a process supported and sustained by the *Assessment Committee*. It is also documented in the annual submission of program reviews, a process supervised by the *Curricular Affairs Committee*. Overall, the data demonstrates that the College's students have accomplished appropriate educational goals consistent with their program of study, degree level, and the institution's mission.

Educational Goals

Elmira College has clearly stated educational goals at the institutional level that are derived from and rooted in its mission (see *Figure 1, Institutional Student Learning Outcomes*, below). These goals appear in the College's *Institutional Assessment Plan* (see *EI V.1.01*).

Figure 1 Institutional Student Learning Outcomes

I. Develop and employ skills in communicating.
II. Learn and apply strategies for critical thinking.
III. Develop and apply skills in quantitative reasoning.
IV. Develop and employ skills in Information Literacy and Information Technology.
V. Achieve intellectual breadth in the liberal arts and sciences.
VI. Engage in a variety of focused and sustained modes of inquiry and research to support local, national, and global engagement.
VII. Develop effective communication and leadership skills by engaging in such activities as group participation in collaborative coursework, athletics, clubs, and organizations, committees, honor societies, teams, classes, student media, or student government.
VIII. Contribute to the life of the local and campus communities through community service, residential living, and meaningful College ceremonies.
IX. Acquire practical experience through an internship or a career related project or activity.

The College's Institutional Student Learning Outcomes (ISLOs) explicitly intersect with its mission's emphasis on 1) liberal arts and sciences, 2) community engagement, 3) global citizenship, 4) active learning and intellectual growth, and 5) personal growth and leadership. The intersections are tabulated in *Figure 2* below (taken from *EI V.1.01*).

The ISLOS are supported by the College's general education program, the components of which are 1) the academic writing, 2) mathematical & quantitative reasoning, 3) first-year seminar, 4) the liberal arts pillars, 4) world engagement, 5) physical education and wellness, 6)

community engagement, and 7) internship. Relevant educational experiences are provided in each case, as described in the online undergraduate Catalog (see *URL: Graduate and Undergraduate Catalogs* and section “Undergraduate Baccalaureate Degree”). The connections between these components and the ISLOs are noted in the College’s *Institutional Assessment Plan* (see *EI V.1.01*) and are tabulated in *Figure 3* below.

Figure 2 Mission and Institutional Student Learning Outcomes

Elements of Mission/ISLOs	I	II	III	IV	V	VI	VII	VIII	IX
Liberal Arts and Sciences					X				
Community Engagement								X	
Global Citizenship						X			
Active Learning & Intellectual Growth	X	X	X	X		X			X
Personal Growth & Leadership							X		

Figure 3 General Education Components & Institutional Student Learning Outcomes

Component/ISLO	I	II	III	IV	V	VI	VII	VIII	IX
A. WRT	X	X							
B. MQR			X						
C. FYS	X	X		X				X	
D. Pillars					X				
E. World Engagements						X			
F. Physical Education & Wellness							X		
G. Community Engagement							X	X	
H. Internship									X

The College also has clearly stated educational goals at the program level. Each academic program has an Assessment Plan that explicitly states its student learning outcomes. One example is the Biology program (see *Figure 4* below). In addition to stating program outcomes, each assessment plan also links program outcomes to relevant Institutional Student Learning Outcomes, as illustrated with Biology in *Figure 5* below. Each assessment plan also draws an explicit relationship between each learning outcome and at least one relevant learning experience. For an example, see the full Biology assessment plan (*V.1.02: AP Biology 2223*).

All academic assessment plans are updated annually and archived on Google Drive by the Assessment Committee (see *URL: Provost's Assessment Committee*).

Figure 4 Biology Program Learning Outcomes

Students who successfully complete a major in **Biology** will:

PLO1. Analyze and solve biology problems using critical thinking skills and background knowledge obtained in coursework.
PLO2. Write and speak at a professional level.
PLO3. Read and analyze the primary and secondary literature in the field.
PLO4. Design and carry out laboratory and field studies.
PLO5. Demonstrate proficiency with a broad range of techniques and equipment relevant to biological sciences.

Figure 5 Biology Program Learning Outcomes Linked to ISLOs

ISLOs	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5
#1 Develop and employ skills in communicating		X			
#2 Learn and apply skills for critical thinking	X				
#3 Develop and apply skills in quantitative reasoning				X	
#4 Develop and employ skills in information literacy and information technology			X		
#6 Engage in a variety of focused and sustained modes of inquiry and research to support local, national, and global engagement.	X		X	X	
#7 Develop effective communication and leadership skills by engaging in such activities as group participation in collaborative coursework	X	X			
#9 Acquire practical experience through an internship or a career related project or activity.					X

Assessment of Student Learning

At Elmira College, assessment of student learning is an organized and systematic process conducted by faculty as part of the College's annual assessment process, as detailed in Parts Three, Four, and Five of the *Institutional Assessment Plan* (see *EI V.1.01*). Each academic program conducts assessment according to its 5-7 year Assessment Plan and produces an Annual Assessment Report, which is archived along with the Assessment Plans on Google Drive by the *Assessment Committee* (see *URL: Provost's Assessment Committee*). There are standardized templates for the Assessment Plans (see *EI V.2.01: Academic Plan Template Annotated*) as well as the Assessment Report (see *EI V.2.02: Academic Assessment*

Report Template). Each Assessment Plan defines meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals, with explicit benchmarks for each goal (for an example, see *EI V.1.02: AP Biology 2324*, especially Part III: Assessment of Program Learning Outcomes). Each Assessment Report evaluates the extent to which students achieve these program goals. A representative selection of assessment results from the 2022-2023 Annual Assessment Reports appears in *Figure 6*, below.

Figure 6 Representative Selection of Student Learning Assessment Results, 2022-2023

PROGRAM	PROGRAM LEARNING OUTCOMES	RESULTS
Accounting	#3: Demonstrate competence in the theory and application of accounting, auditing, and taxation principles.	100% of students met benchmark, exceeding target of 90% (See *EI V.2.03*)
Art	#1: Demonstrate skill and craftsmanship in a variety of traditional and nontraditional media	100% of students met benchmark, exceeding target of 80% (See *EI V.2.04*)
Biology	#3: Read and analyze the primary and secondary literature in the field	82% of students met benchmark, exceeding target of 80% (See *EI V.2.05*)
Clinical Lab Science	#1: Be able to analyze and solve scientific problems using critical thinking skills and background knowledge obtained in course work.	100% of students met benchmark, exceeding target of 80% (See *EI V.2.06*)
Criminal Justice	#7: Articulate the special concerns of minorities, juveniles, and females in the criminal justice system.	71% of students met benchmark, exceeding target of 70% (See *EI V.2.07*)
Finance	#2: Understand the structure of financial statements, and demonstrate the ability to analyze financial statements.	100% of students met benchmark, exceeding target of 80% (See *EI V.2.08*)
History	#5: Demonstrate the skills needed to analyze historical and social situations #6: Possess the skills needed to carry out research on historical topics #7: Demonstrate the writing skills needed for the effective written communication of facts, ideas, and arguments	100% of students met benchmarks, exceeding target of 80% (See *EI V.2.09*)
Human Services	#1: Apply knowledge of key theories and approaches underlying human services intervention, such as the prevention model, the empowerment model, and the ecological model	100% of students met benchmark, meeting target of 100% (See *EI V.2.10*)
Mathematics	#3: Be able to read and understand mid-level proofs.	83% of students met benchmark, exceeding target of 75% (See *EI V.2.11*)
Psychology	#2: Describe how the scientific method explores relationships between theories, hypotheses, results, and conclusions, and be able to critically evaluate the empirical evidence for theories.	90% of students met benchmark, exceeding target of 85% (See *EI V.2.12*)

Student learning data is also featured in Program Reviews, which are conducted on a seven-year rotating schedule, and supervised by the *Curricular Affairs Committee* (see *EI V.2.13 CAC Program Review Guidelines*). Program Reviews compile and evaluate assessment data, according to their respective assessment plans. For examples, see Sections I, II, and III in the 2022 Biochemistry Review (*EI V.2.14*) and the 2023 Psychology Review (*EI V.2.15*).

The *General Education Committee* also conducts assessment according to its four year Assessment Plan and produces several Annual Assessment Reports, all archived on Google Drive by the *Assessment Committee* (see *URL: Provost's Assessment Committee*). The General Education Assessment Plan is focused on the College's ISLOs and is available in the *Institutional Assessment Plan* (see *EI V.1.01*).

Recently, the *General Education Committee* assessed learning outcomes associated with the Academic Writing (WRT) requirement (see *Figure 7*, below, and *EI V.2.16: AAR Academic Writing Program 2223*).

Figure 7 Assessment of Academic Writing (WRT) Requirement

ISLO #1: Develop and employ skills in communicating.

AWP assesses academic learning outcomes via WRT 1050, the required first-year writing course.

> **AWP Learning Outcome #2:** Develop academic inquiry through a recursive writing process that uses revision as a space to reconsider previous assumptions and makes generative use of uncertainty and ambiguity to guide invention and development of ideas

PRELIMINARY RESULTS:

- Number of sections with data collected for assessment: 3
- CLO2: 91%, or 31 out of 34 assessable artifacts, rated mastery/proficiency for this outcome

A more complete assessment with analysis will be completed over the Spring and Summer terms.

The General Education Committee also assessed a learning outcome relevant to Institutional Learning Outcome #4 (see *Figure 8*, below, and *EI V.2.17: AAR First Year Seminar 2223*).

Figure 8 Assessment of the First Year Seminar (FYS) Requirement

ISLO #4: Develop and employ skills in Information Literacy and Information Technology.

LO 2. Students will be able to use educational technology such as MyEC, Canvas, and online library resources.

Tool: "Advising Worksheet MyEC Download and Canvas Upload" Assignment

Benchmark: At least 75% of FYS 1010 students successfully complete this assignment (assignment is graded complete/incomplete).

Results: 159/179 (88.8%) of FYS students received at least an 80% on the quiz. Benchmark met.

In addition, the General Education Committee assessed the MQR requirement (see *Figure 9*, below, and *EI V.2.18: AAR General Education 2223*).

Figure 9 Assessment of Mathematical & Quantitative Reasoning (MQR) Requirement

ISLO #3: Develop and apply skills in quantitative reasoning.

Assessed in Component/Courses: All courses with MQR designation

Benchmark: At least 75% of assessed student products should achieve proficiency.

Results:
Aggregate: 143/176 (81.25%) of students in MQR designated courses reached or exceeded proficiency. **Benchmark met**

Fall: 83/85 (97%) of students in MQR designated courses reached or exceeded proficiency.
Winter: 60/91(66%) of students in MQR designated courses reached or exceeded proficiency.

Finally, the General Education Committee completed an assessment of the Non-western Perspectives (NWP) requirement of the World Engagement component of the General Education program (see *Figure 10*, below, and *EI V.2.19: GEC NWP Assessment Report 2017-2021*).

Figure 10 Assessment of the Non-western Perspectives (NWP) Requirement

ISLO #6: Engage in a variety of focused and sustained modes of inquiry and research to support local, national, and global engagement.

NWP Learning Outcomes:
NWP designated courses must satisfy one of the following outcomes:
LO 1. Demonstrate an understanding of the world from a specific non-U.S. and non- European viewpoint. OR
LO 2. Demonstrate an understanding of significant issues pertaining to the history, institutions, economy, society, or culture of any non-U.S. and non-European civilization(s). OR
LO 3. Demonstrate an understanding of knowledge held outside the Western tradition.

Assessment: Direct assessment of course work by 723 students collected across nine terms

Results: on average 94.64% of our students are proficient in *at least one* of our student learning outcomes for the Non-Western Perspectives requirements.

In each example above, the extent of student achievement of the College's ISLOs is evaluated and determined.

On the College's website, each academic program has a "Careers" page that clearly articulates how its goals prepare students for successful careers, meaningful lives, and, where appropriate, further education (for an example, see *EI V.2.20: Biology Careers Page*).

Improvement of Educational Effectiveness through Assessment

The College documents its consideration and use of assessment results for the improvement of educational effectiveness through annual assessment reports and programs reviews but also through faculty motions, memos to the *Curricular Affairs Committee*, and various reports. Some recent examples appear below in *Figure 11*.

Figure 11 Selection of Improvements of Educational Effectiveness, 2022-2023

PROGRAM	IMPROVEMENT
Art	Significantly revised the Art Major to better align with the College's strategic planning to combine liberal arts with professional programs, adding several professional concentrations, including Art Therapy. (see *EI V.3.01: Art Revision Motion*)
Biology	To improve assessed student laboratory skills (PLO5), students will be provided with more opportunities to practice the following skills: use of pipets and micropipettes, metric system conversions, and basic lab calculations. This will be done in: BIO 2060: Molecular Cell Lab and BIO 3050: Microbiology Lab. (see *EI V.2.05: AAR Biology 2223*) [Expecting follow up from Abbi Paulson March 28]
Communication Sciences and Disorders	Based on assessment (PLO 3 Clinical Skills): The faculty have developed a plan to meet with all on-site and off-site clinical educators, to guide them in the use of the various assessment tools as well as assisting with establishing more specific expectations for student clinician performance. The faculty have developed a clinical supervision handbook. (see *EI V.3.02: AAR CSD 2223*)
English	Revised major to include a new capstone experience focused on individual student projects, informed by career goals, and supervised by faculty. Approved by CAC in March 2023. (see *EI V.3.03: CAC Memo and Course Proposal on ENG Capstone 2023*)
Environmental Science	Secured Corning Grant $20,000 to enhance instruction by providing needed equipment and additional hands-on experiences for students and deepening their understanding of the natural world. Specific purchases include writing boards, phone cases, dive lights, snorkel gear, and a handheld XRF to scan sediment cores non-destructively and provide a detailed analysis of metals in the cores. (see *EI V.3.04: Environmental Science Corning Grant*)
Mathematics	Based on assessment of Program Learning Outcome #1 we plan to: [1] emphasize the structure-preserving nature of linear mapping in Linear Algebra (MAT 3050) to introduce this notion before Abstract Algebra (MAT 3060), [2] incorporate proofs of one-to-one correspondences in Discrete Mathematics (MAT 2100) to endure adequate exposure to notions of 1 to 1 and onto functions, and [3] include new activities on isomorphisms into the next offering of Abstract Algebra including a new lab assignment on ring homomorphisms and isomorphisms. (see *EI V.2.11: AAR Mathematics 2223*)
Nursing	In January 2023 students were required to purchase U World, made cost effective by partial funding from the Nursing program. This product was identified as contributing to the success of the 2022 cohort's NCLEX pass rate. Also, the Nursing program recently added an online textbook into NSG 4120 Nursing Care of the Community, based on student feedback that the existing resources were not helpful. (see *EI V.3.05 AAR Nursing 2223*)

Social Work	Created a new BSW major that aligns with the College's mission and strategic planning and builds on College's strengths in health sciences. (see *EI V.3.06: New BSW Motion*)
Teacher Education	Added the following to be current in the field, attract new students, and retain current students: (1) rotating classroom designs to reflect various K-12 levels and subjects; (2) a curriculum and demonstration lab in the library for student projects utilizing manipulatives and other educational tools; and (3) a children's library within GTL. (see *EI V.3.07: Provost's Report Feb 2023*) (emailed Alexis)
Theatre	Secured a $5,000 grant from *The Community Foundation of Elmira-Corning and the Southern Finger Lakes* to support EC Theatre's Fall '23 production of the play, Love/Sick by John Cariani, and enhance the professional experience of working in theatre for our students. The funds were used 1) to hire a Scenic Designer, Costume Designer, and Properties Master, 2) to advertise, market and promote the show, and 3) to fund additional production supplies. (see *EI V.3.08: Provost's Report to Faculty Oct 2023*)

The above examples include 1) assisting students in improving their learning, 2) improving pedagogy and curriculum, 3) reviewing and revising academic programs and services, and 4) planning and budgeting for the provision of academic programs and services.

Assessment of Assessment Processes

The College does engage in periodic assessment of the effectiveness of its assessment processes utilized for the improvement of educational effectiveness. In Fall 2021 the Provost and the College's Accreditation Liaison Officer (ALO) reviewed the College's *Institutional Assessment Plan* (IAP) because it had not been reviewed since 2015. The College's impending self-study and recent institutional changes suggested a review was in order. As documented in the final report (see *EI V.5.01: ALO Special Report 2022*), the review identified a number of issues and led to a series of important outcomes for assessing educational effectiveness, as briefly summarized in *Figure 2* below.

Figure 12 Outcomes of 2021-2022 Review of Assessment of Educational Effectiveness

1) Institutional Assessment Plan Revised

2) Assessment Committee Created

3) Annual Assessment Process Restored

4) Assessment training at Faculty & Staff Day Conducted

5) Academic Assessment Plans Submitted & Reviewed

6) Academic Assessment Reports Submitted & Reviewed

To elaborate, the review found that the 7-year major review process, supervised by the *Curricular Affairs Committee* (CAC), was still effectively functioning, with some tardiness of submissions, but the assessment of student learning was uneven except in those programs that require it for their accreditation, like Nursing. Annual program assessment reports on student learning had been discontinued by CAC under the assumption that faculty would continue to do it and report on their results in the major review. The irregularity of the pandemic

years, however, contributed to a setback for assessment. It was thus concluded that the Annual Assessment Reports would need to be reinstated to ensure that student learning was sufficiently assessed.

In addition, the review found that academic assessment plans for student learning were not being updated to reflect curricular and staffing changes. Some recent new programs, like *Environmental Science* and *Media Studies, Communications and Design*, did not even have assessment plans. It was thus concluded that faculty must review, update and, if necessary, create academic assessment plans for their respective programs, to ensure that every academic program had an updated plan for assessing student learning.

The review also determined that a new assessment committee would be needed to supervise the annual submission of assessment plans and reports. The *Curricular Affairs Committee*, which had overseen the annual academic assessment process, could no longer oversee it due to an increased workload. Consequently, the *Assessment Committee* (AC) was created in early 2022. A charge was drafted for this new committee; members were recruited from faculty, staff, and administration; the Provost and ALO were made co-chairs; and the Committee held its first meeting in Spring 2022. The Committee reinstated the prior annual schedule for assessment with some adjustments to the due dates to align with the College's current budgeting and planning process (see *EI V.1.01_Institutional Assessment Plan 2023*). It also revised prior assessment forms to create new easy-to-use templates for academic assessment plans and annual assessment reports (for charge, templates, agendas, minutes, and related AC materials, see *URL: Provost's Assessment Committee*). As part of its charge, the Assessment Committee oversees the annual submission and evaluation of assessment plans and reports.

The review of general education assessment brought to light the need to address the last self-study's recommendation that the College subsume its General Education Learning Outcomes (GELOs) within its Institutional Student Learning Outcomes (ISLOs), to streamline the assessment process and avoid institutional redundancy. Toward this end, the GELOs and ISLOs were compared, in the context of the College's mission, and some alignment issues between all three were found. Adjustments to the ISLOs were made to incorporate all aspects of the GLOs and to better reflect the College's mission.

The review of general education assessment also found an outdated assessment plan for the general education program. Assessment had become ad hoc. A major assessment report of the general education program's World Engagement requirement had been submitted in 2021, along with an annual report for the College's Writing Program in 2021, but there was no comprehensive plan for going forward. Thus, the *General Education Committee* created a four-year assessment plan, which was drafted and implemented in Fall 2022.

Overall, the review revealed that much had changed since the College last revised its *Institutional Assessment Plan* in 2015. It became clear that the IAP needed not just revision but an entire rewrite, to reflect the current context and operations of the College. It was decided that

the IAP should be rewritten. A rewrite was completed, reviewed, and implemented in 2022 and updated in 2023.

To kick off the College's new annual assessment process (as well as the self-study), the Assessment Committee made use of the College's annual Faculty & Staff Development Day in August 2022. This meeting was used as a workshop for faculty, administration, and staff to create, review, and update their assessment plans (see *EI V.5.02: Faculty & Staff Development Day Agenda 2023*). All were required to submit an assessment plan to the *Assessment Committee* within a week of the meeting. Presentations were made by the President and the ALO. The meeting was well-attended, and the restored annual assessment process for the 2022-2023 was productive, as summarized in *Figure 13* below (see also *EI V.5.03: 2022-2023 Annual Assessment Process Review*).

Figure 13 Statistics on the 2022-2023 Annual Academic Assessment Process

September 15	96% of Academic Programs Submit their Assessment Plans (24 out of 25)
October 28	88% of Assessment Plans Reviewed by the Assessment Committee (22 out of 25)
November 11	24% of Academic Programs Submit Revised Assessment Plans after Receiving Review of Their Plans from the Assessment Committee (6 out of 25)
April 15	92% of Academic Programs Submit their Annual Assessment Reports (23 out of 25)
June 9	92% of Annual Assessment Reports Reviewed by the Assessment Committee (23 out of 25)

Similar participation has continued for the 2023-2024 academic year, with 93% of Academic Programs (26 out of 28) submitting their Assessment Plans *EI V.5.04: 2023-2024 Annual Assessment Process Review*).

Academic Assessment, Budgeting, and Strategic Planning

One important issue that self-study research revealed involved the intersection of the use of assessment results for the improvement of educational effectiveness with planning and budgeting for the provision of academic programs and services. More effective coordination and communication between program assessment and institutional budgeting and planning is needed. Specifically, the College needs to improve the allocation of resources to both existing and new programs in ways that reflect both immediate program needs and the priorities of long-term institutional planning, to enhance outcomes and grow programs.

Recommendations

The recommendations identified and discussed in this chapter are:

1) Create a common database and related set of procedures for all assessment data to facilitate and optimize its use.

2) Improve the allocation of resources to both existing and new programs in ways that reflect both immediate program needs and the priorities of long-term institutional planning, to enhance outcomes and grow programs.

CHAPTER 6 Standard VI: Planning, Resources, & 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 [This is the language of Standard VI. Intro to be written later.]

Enrollment, Financial Sustainability, and Institutional Planning

An important context for the College's institutional planning is the enrollment decline that it has experienced from 2016 to 2023 (see *Figure 1* below). As reported in the College's Self-Study Design (2023), key environmental factors contributing to the decline include the

Figure 1 Elmira College Enrollment 2016-2024

Year	Total Enrollment	Graduate Students	Transfer	First Time Full Time Students	Retention for FTFT
2016	1,187	86	44	207	65%
2017	1,012	74	41	204	78%
2018	892	73	30	206	81%
2019	860	66	47	217	69%
2020	768	53	27	173	72%
2021	673	39	31	152	78%
2022	657	48	27	172	74%
2023	657	44	36	162	78%
2024	784	39	47	260	TBA
9-Year Average	832	58	37	195	75%

public's concern with student debt, the high cost of private education, the New York Excelsior Program, the demographics of the Northeast, and the economic upheaval of COVID. As the College is a tuition-driven institution with a small endowment, the decline in enrollment has caused the College some significant financial stress. The College's Self-Study Design and the Introduction to this report detail a number of important steps the College has taken to address its enrollment decline. As the 2024 enrollment numbers above suggest, these steps are starting to have a positive impact. This year the College has seen the first increase in total enrollment and the largest freshman class in over eight years. However, financial sustainability requires more than a one year turn-around in enrollment. Consequently, issues with enrollment and financial sustainability continue to shape the institutional planning of the College, as they have shaped the priorities of the self-study itself.

Institutional Objectives

Elmira College has institutional objectives, both institution wide and for individual units, that are clearly stated, linked to mission and goal achievement, and used for planning and resource allocation. As reported in Chapter 1, the College's mission guides its strategic planning (see "Mission, Goals, and Strategic Planning," pp. x-x, and *EI VI.1.01 Strategic Plan 2023-2028 Booklet*). The Strategic Plan, in turn, guides the development of the tactical goals for the administration, including 1) Academic Affairs, 2) Advancement & Alumni Engagement, 3) Campus Life, 4) Communication & Marketing, 5) Enrollment Management, and 6) Finance & Administration. These tactical goals are consolidated into a comprehensive Action Plan (see *EI VI.1.02 2023-2024 Action Plan*). The Action Plan (formerly known as the Implementation Plan) ensures that the tactical goals of the administrative units are aligned with the College's strategic goals and mission. As the operationalized Strategic Plan, it also informs the budget process and helps guide resource allocation, explicitly linking tactical goals with appropriate administrative offices and resources.

The College's institutional objectives are assessed appropriately. As also reported in Chapter 1, the College has a comprehensive *Institutional Assessment Plan* (IAP), the first iteration of which goes back to 2011 (see "Assessment of Mission and Goals," pp. x-x, and *EI VI.1.03 Institutional Assessment Plan 2023*). The basis of the administrative assessment is the Annual Assessment Cycle (see *Figure 2*, below), which is managed by the Assessment Committee. Each year, all administrative units submit or confirm their assessment plans, which are linked explicitly to the College's mission and goals. Then they conduct an assessment and produce an annual assessment report. Plans and reports are generated according to standardized templates (see *EI VI.1.04 Administrative Plan Template* and *VI.1.05 Administrative Report Template*), and once submitted, they are archived by the Assessment Committee (see *EI URL 3 Provost's Assessment Committee*). For a selection of recent administrative assessment results, see *Figure 5* in Chapter 1. Assessment results are used to evaluate progress on the College's goals and to develop new goals for the following year. In this way the College's goals reflect conclusions drawn from assessment results.

As explained in the IAP, the Long Range Planning Committee (LRPC) reviews all academic and administrative assessment data and makes recommendations, based on assessment data, to the President for final decisions regarding budget, planning, and resource allocation. As part of its charge, the LRPC periodically assesses the Strategic Plan. The goals of the previous Strategic Plan were assessed as part of the strategic planning process for the 2023-2028 plan, and the results were published on the College's website (see "2018-2023 Strategic Plan Wrap-Up," *EI URL 4: Elmira College Strategic Plan*).

Figure 2 Key Dates in the Annual Assessment Cycle

September 15: Administrative Units and Academic Programs finalize and submit their Assessment Plans to the Assessment Committee (or confirm their existing plans).

November 17: Administrative Units and Academic Programs submit revised Assessment Plans to the Assessment Committee.

June 1: Administrative Units and Academic Programs submit Annual Assessment Reports to Assessment Committee

LRPC also assists the Senior Officers with the review of The Action Plan. LRPC thus plays an important role in the periodic assessment of institutional objectives.

Planning and Improvement Processes

Elmira College has clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results. Such processes are documented generally in the College's *Institutional Assessment Plan* (see *EI VI.1.03 Institutional Assessment Plan 2023*). A specific example is the annual retreat of the Senior Officers to develop the College's Action Plan (see *EI VI.2.01 Senior Officers Retreat Agenda 2023*). Another notable example is the College's strategic planning process. As described in Chapter 1, the LRPC developed the current 2023-2028 Strategic Plan through a collaborative process with students, faculty, staff, and parents, involving surveys, focus groups, and other kinds of feedback (see "Mission, Goals, and Strategic Planning," pp. x-x,). As part of the process, LRPC evaluated and utilized the results of the previous strategic plan (see *EI VI.2.02 2018-2023 Strategic Plan Dashboard*). A draft plan was shared with the campus community in May 2023 for review and feedback. Following additional revisions, a final draft of the Strategic Plan was unanimously approved by the Board of Trustees in June 2023. In a November 2023 email to the campus community, the President confirmed the approval and implementation of the Strategic Plan (see *EI VI.2.03 President Email On Strategic Plan*). For more details, see "The Planning Process" in the Strategic Plan (see *EI VI.1.01 Strategic Plan 2023-2028 Booklet*).

The Reimagining Elmira College Project

Recently, in alignment with its 2023-2028 Strategic Plan, the College has undertaken a planning and improvement process to strengthen its financial position and lay the foundation for more enrollment growth (see *EI VI.2.04 President Email On Moving Forward to FY 25*). This process, known as the Reimagining Elmira College Project (RECP), consists of a series of working groups exploring opportunities to differentiate the College through focused and distinctive academic programs, to increase fundraising, and to right-size and align the College's operating expenses with projected enrollment (see *EI VI.2.05 RECP Goal Statement* and *EI VI.2.06 RECP Working Groups*). Informed by the research of the self-study, and supported by broad constituent participation, the RECP's work began in June 2024, and its findings will be used to identify strategic opportunities for the College that will be presented to the Board of Trustees at their November 2, 2024 meeting (see *EI VI.2.07 RECP Timeline*). The Reimagining Elmira College Project is expected to establish clear institutional improvement goals aligned with the overarching goals and objectives in the College's 2023-2028 Strategic Plan. In the formation of the working groups for the RECP, the President consulted with the Co-Chairs of the self-study, and as result, ten working groups have been provided with research from the self-study relevant for their respective working groups, so that the assessment results of the self-study can be incorporated into the work of the RECP (see *EI VI.2.08 RECP & Self-Study Connections*).

Financial Planning Process

The College has a financial planning process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives. The College's financial plan is rooted in reversing the College's enrollment decline, achieving financial sustainability, and managing the interim annual operating deficits. The first iteration of the College's current five-year financial plan was approved by the Board of Trustees in 2022 (see *EI VI.3.01_Five Year Financial Plan BOT AG*). Evidence-based, it includes enrollment and fundraising projections as well as plans to diversify revenue streams, increase fundraising, and grow enrollment through recently implemented and proposed new academic programs. Each year the plan is reviewed, updated, and submitted to the Board of Trustees for their approval (see *Figure 3* to the right).

Figure 3 Financial Planning & Budgeting Process

March-April	CFO begins preparation of **Budget** for upcoming fiscal year. Senior Officers prepare expense budgets for upcoming year
May	Finalize **Budget** for presentation to BOT's Budget and Finance Committee
June	BOT approves **Budget** for upcoming year
June	Senior Officers developing a working draft of their **Action Plan** and collaborate with their Direct Reports
July	Administrative Units submit their draft **Assessment Plans** to their respective VP, aligning it with the Action Plan
August	Senior Officers attend retreat to finalize **Action Plan**, incorporating major elements of draft amin unit assessment plans
August	VPs submit final **Action Plan** to the President and their respective admin and academic units
September	Presentation of **Action Plan** to LRPC for discussion
September	Admin and Academic **Assessment Plans** finalized and submitted to the Assessment Committee
September	President addresses employees about **Action Plan** in Town Hall Meeting
October	Update **Financial Plan**, remove prior year and add new year. Forecast **Budget** based on the first quarter (forecasts continue quarterly along with adjustments to budget and expenses as needed)
October	Senior officers review **Strategic Plan** and adjust as needed
October	Report to Board on progress to date, share any updates to **Strategic and Financial Plans**, review current year's **Budget** forecast, approve tuition and fee rates for next fiscal year.
November-January	Update enrollment projections in five-year **Financial Plan** based on census; revise related projects
February	Board reviews current year's **Budget** forecast. Review updated **Financial Plan**.

A key aspect of the financial plan is cy pres relief distributed incrementally in fiscal years 2024-2026 because it helps the College to cover the operating deficits in these years while it seeks to achieve financial sustainability through increased enrollment. To obtain this relief, the College started working with the New York State Charities Bureau in 2020 to create a financial plan that would allow the College to access $8.0 million from its endowment to help fund initiatives to address its current financial challenges. In fiscal 2023, the College received a final memorandum of understanding (MOU) from the New York State Attorney General (NSYAG) approving the plan and outlining the terms and conditions for the College's cy pres petition. As of July 1, 2023, in accordance with the MOU, the College is able to draw annual payments to cover its projected net operating deficit, provided it meets certain reporting requirements to NYSAG. The College drew $4.0 million during fiscal year 2024. Future year's allocations will be up to $3.0 million in fiscal year 2025, and up to $1.0 million in fiscal year 2026. All funds are borrowed from the endowment and to be paid back on a set schedule. The process to secure cy pres relief has been detailed in the notes to the College's independent audits since fiscal year 2020 (see especially the note on "Financial Condition" in *EI VI.7.02_Elmira College 2020 FS Final*, *VI.7.03_Elmira College*

2021 FS Final, *VI.7.04_Elmira College 2022 FS Final*, and *VI.7.05_Elmira College 2023 FS Final*).

As part of the financial planning process, the College has implemented and continues to implement strategies to stabilize its financial position and meet the financial targets of its financial plan. In fiscal year 2020, the College identified areas of cost savings through strategic staff reduction and attrition as well as reductions in nonessential expenses (see *EI VI.3.02_Supplemental Information Report 2020*). Additional cost-savings were found in fiscal year 2024 (see *EI VI.3.03_President's Email to All Employees 2024*). The recent Reimagining Elmira College Project will explore more strategies to stabilize the College's financial position and achieve its financial targets.

The College's financial plan is aligned with and clearly linked to its mission and strategic goals. For example, it is aligned with the Strategic Plan's focus on enhancing institutional strength and stability. Relevant strategic goals include 1) strengthening Elmira College's financial position through cost-savings and diversification and augmentation of revenue streams, 2) increasing philanthropic support to the College, and 3) using best practices to improve institutional sustainability and effectiveness (see *EI VI.1.01_Strategic Plan 2023-2028 Booklet*). In addition, the College's financial plan is aligned with the Strategic Plan's focus on "introducing new academic programs based on market research on high demand fields and what undergraduates are looking for in a college education" (again, see *EI VI.1.01*). Since 2020, in accordance with its financial and strategic plans, the College has developed a number of new professional programs and improved existing ones. These programs are rooted in the professional focus of the College's mission, thus forging a vital link between the College's financial planning and its mission. For the most recently approved programs, see *Figure 4*, above. For more elaboration, see "Mission, Goals, and Academic Planning" and "Mission, Goals, and Strategic Planning" in Chapter 1, pp. x-x.

Figure 4 New Academic Programs

Bachelor of Social Work
Business Major Concentrations
- Digital Marketing
- Esports & Gaming Administration
- Fashion Business Generalist

Criminal Justice Major Concentrations
- Cybersecurity
- Corrections
- Pre-Law

Forensic Science Major

The College continues to take steps to grow enrollment through the creation of new academic programs and the improvement of existing ones. The Reimagining Elmira College Project includes a working group, led by provost Dr. Patricia Ireland, whose goal is to "identify academic programs with the greatest mission alignment and growth potential."

Increased Fundraising

The College's financial planning with regard to fundraising is starting to yield positive results. Under the leadership of new Vice President of Institutional Advancement & Alumni Engagement, Paula Lee Hobson, the College has increased fundraising for FY24. Budget-relieving gifts totaled $1,888,103.88, exceeding the goal of $1,500,000, a 29% increase

over FY23. Encouraged by these results, the Board of Trustees has agreed to fund a plan to expand the fundraising staff by hiring three frontline major-gift fundraisers to do remote work in population centers with the highest density of alumni (see *EI VI.9.01_Institutional Advancement Board Presentation*). Such fundraisers generate on average from $750,000 to one million dollars annually. In addition, the Reimaging Elmira College Project includes a working group on fundraising, led by VP Hobson. Its goal is to "partner with campus members, especially faculty and athletic coaches, to open doors for Institutional Advancement with alumni, parents, and community members who can make philanthropic investments in the College." Overall, increased fundraising as well as fall 2024 enrollment are signs that the College's institutional planning is having a positive impact.

Budgeting Process

The College has a budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives. The process is shaped by the parameters and goals of the financial plan, and in this way it is aligned with the College' mission and strategic goals. It is further aligned with mission and goals through its connection with the Action Plan. At each level, the budgeting process is evidenced-based and rooted in data about the College's current financial situation. The annual budgeting process, along with the financial planning process, is detailed in *Figure 3* above.

In recent years, some issues with the budgeting process have emerged. For example, coordinating the budget process with mission, strategic planning, and assessment data has been difficult. The processes for each do not always align, and explicit connections between them are not always made. The College's strong sense of its institutional priorities ensures that there are indeed fundamental connections between the processes, but it is clear that the budget process could be improved so that it is better informed by mission, strategic planning, and assessment data. In addition, the process also needs to be more transparent and participatory. While the Vice Presidents work with their respective reports and then work independently with the Chief Financial Officer to establish departmental budgets, there is no mechanism for general oversight of the budget process in an institutional and strategic context. While employees are presented highlights of the budget process through various means, such as regular Presidential Town Halls, they sometimes do not receive the necessary larger context for fully understanding it. As such, we are recommending a review of the budget process to identify ways that it can be better informed by mission, strategic planning, and assessment data, and more transparent and participatory.

The budget working groups of the Reimagining Elmira College Project have been informed of these issues and are working to address them. Currently, they are looking at how to better integrate budgeting and strategic planning. Specifically, they are working on the creation of a rolling three-year budget matched to future strategic and financial planning, to be implemented in FY 2026. This will go a long way to address the Steering Committee's recommendation, but to fully address it some institutional mechanism for general oversight of the budget process is needed. To this end, as part of the recommended review of the budget process, the Long Range Planning Committee should work out a specific plan for how it can

provide general oversight of the budget process in an institutional and strategic context. There is already general agreement that it should have oversight, but the details have not been worked out. LRPC has been periodically involved with the capital budget. Fully achieving this recommendation is especially important for ensuring that the College is making the best use of its resources and that the College's employees are sufficiently informed.

Fiscal Resources

The College has adequate fiscal resources to support its operations in the short term, but as a tuition-dependent private institution, it does have issues with financial sustainability because of enrollment decline. In recent years, the College has been running an annual operating deficit, but it has managed and reduced that deficit through targeted budget cuts, additional revenue streams, cy pres relief, increased fundraising, and other measures. It has also significantly reduced its debt load. These measures were designed to give the College enough time to increase enrollment and tuition revenue through various means but especially through the creation of new academic programs and services, and the enhancing of existing ones. The fruition of these combined efforts are evident in the new enrollment for Fall 2024, with the first increase in total enrollment and the largest freshman class in over eight years. Nevertheless, to achieve financial sustainability, the College must continue to recruit well and grow total enrollment to approximately 850 students and then maintain it. It must also continue to carefully manage its resources, implement institutional efficiencies where possible, optimize its operations, and make strategic investments, as it is currently seeking to do with the Reimagining Elmira College Project. [Three tables are in progress: 1) revenue analysis, 2) operating deficit, 3) debt load. When completed, they will be added and integrated into the above analysis, along with the two below.]

Expense Analysis								
	2020	%	2021	%	2022	%	2023	%
Instruction	$ 8,345,722	29.87%	$ 4,589,588	19.48%	$ 6,461,883	24.85%	$ 6,432,588	23.64%
Academic Support	$ 2,154,241	7.71%	$ 1,149,232	4.88%	$ 1,879,343	7.23%	$ 1,169,388	4.30%
Student Services	$ 6,467,175	23.15%	$ 6,523,952	27.68%	$ 8,931,317	34.34%	$ 9,557,704	35.13%
General Institutional Support	$ 5,530,646	19.80%	$ 7,538,921	31.99%	$ 8,331,636	32.04%	$ 9,776,532	35.93%
Auxiliary Enterprises	$ 5,438,004	19.47%	$ 3,764,155	15.97%	$ 402,564	1.55%	$ 271,702	1.00%
Total Expenses	$ 27,935,788	100.00%	$ 23,565,848	100.00%	$ 26,006,743	100.00%	$ 27,207,914	100.00%

Discount Rate FY 2020 to FY 2023				
	2020	2021	2022	2023
Tuition and Fees	$ 26,631,129.00	$ 24,947,479.00	$ 22,884,317.00	$ 22,584,660.00
Scholarships	$ 15,611,276.00	$ 13,690,894.00	$ 12,455,359.00	$ 12,375,548.00
Net Tuition and Fees	$ 11,019,853.00	$ 11,256,585.00	$ 10,428,958.00	$ 10,209,112.00
Discount Rate	58.62%	54.88%	54.43%	54.80%

Human Resources

The College has adequate human resources to support its operations in the short term (see Chapter 7), but in recent years issues have emerged with employee compensation and benefits as the College continues to manage and address its financial issues. Some steps have been taken to address faculty compensation. For example, modest raises have been established for earning tenure and for promotion to full professor. In general, though, faculty compensation is below the median of comparable institutions [provide CUPA data]. Making matters more difficult are significant recent increases in health insurance premiums as well as the College's recent decision to temporarily suspend matching employee contributions to their 403(b) retirement accounts. This has created some employee discontent as well as some difficulties with recruiting and retaining faculty. The matter has been exacerbated by the College's issues with internal communication (see Chapter 2, "Internal Communications," pp. x-x).

The College has already identified compensation as an important issue in its Strategic Plan, which includes an objective, under Focus I, Goal D, to "provide continuity and growth for academic programs through retention of faculty and staff by developing and implementing [a] plan to rectify salary compression and bring salaries inline with CUPA targets" (see *EI VI.1.01_Strategic Plan 2023-2028 Booklet*). The College also has plans to bring salaries for faculty and administration up to the CUPA median for four-year private colleges, updating the plans annually with the latest CUPA data [reference Provost's document and put in EI]. More recently, the President has also created a Compensation Task Force to identify ways to improve healthcare benefits and costs (*EI VI.4.01_Excerpt from President's 2024 Report to Faculty*). But there is still a need to establish concrete enrollment and financial benchmarks for when the College will address compensation and benefits. As such, we are recommending the development of a concrete plan for addressing employee compensation and benefits.

Physical and Technical Infrastructure

The College has adequate physical and technical infrastructure to support its operations. It has the overall dorm and classroom capacity for well over 1,000 students. They have had some recent upgrades, and more are in progress. Currently, some buildings have been taken offline or temporarily repurposed. Deferred maintenance is a challenge–as is the historical registry of some buildings–but it is being addressed through careful planning. For example, the College recently replaced the chillers in the Library and the Campus Center. It is also starting an upgrade of its network, starting with all dorms in 2023-2024, and then the rest of campus in 2024-2025. Most importantly, it is creating a multi-year plan to upgrade its electrical grid. Electrical engineering plans and blueprints are expected to be generated in FY 25, with an estimated $1.5 million Phase I in FY 26.

The College's Board of Trustees recently approved moving ahead with a plan to invest $2.5 million in a multi-sport turf field on the College's main campus (see *EI VI.4.02_Turf Field Project News Article*). The project will increase the College's athletic offerings, support enrollment and retention efforts, and promote mental and physical well-being on campus, in alignment with the College's 2023-2028 Strategic Plan. The transition to turf will provide an

enhanced practice and playing experience for the soccer teams as well as enable EC to reinstate both its intercollegiate men's and women's lacrosse programs. This means an initial overall enrollment increase of 25-30 students with more projected as the programs grow. Beyond athletics, the new field will enhance on-campus recreation and campus-life opportunities like EC's Lawnsay Games and Term III softball games. Additionally, the turf field will provide a space for activities and events related to academic programs such as the pre-athletic training minor. It is currently under construction and expected to be completed in Fall 2024.

The College is building a strong technical infrastructure. Recently, it secured a $1,850,000 technology grant from the USDOE Fund for the Improvement of Postsecondary Education (FIPSE). The funding is being allocated across three academic years, starting with 2022-2023, and it will enhance all aspects of student life and support the educational experience and software platforms that provide the core of the academic experience. Importantly, the grant will also fund upgrades to classroom technology and various computer labs (see Figure 7 below). In researching and writing the proposal, the President, the CFO, the Provost, and two senior faculty members worked together to assess the College's technology needs, seeking the input of the College community (see *EI VI.4.03_Approved Technology Grant Project Narrative*). The actual proposal was submitted to the USDOE in June of 2022 and was approved [when?]. This grant will transform Elmira college into the digital campus of the future, providing the learning opportunities and resources students need to succeed in college and beyond. For a list of projects funded by the grant and the current status of their implementation, see *EI VI.4.04_Technology Grant Upgrade Status*. For a more detailed accounting of how the College is using the grant money, see *EI VI.4.05_DOE Grant Funded Technology Tracking*.

Figure 10 Allocation of Technology Grant

Project Objective	Project Cost
Computer Lab Equipment	242,300
Classroom Technology Equipment	377,250
Digital Arts Maker's Lab	7,500
Education Model Classroom	17,495
Nursing Technology Upgrades	19,630
Student Access Enhancements	6,250
Theater Lighting Upgrade	24,900
Academic Software Upgrades	98,120
Data Analytics	485,715
IT Data Center Network Upgrade	203,340
Network Administrator	281,250
Project Director	86,250
Grand Total	1,850,000

Decision-Making, Responsibility, Accountability

The College has well-defined decision-making processes and clear assignment of responsibility and accountability. This is evident in the College's *Institutional Assessment Plan* (see *EI VI.1.03_Institutional Assessment Plan 2023*) and in the financial planning and budgeting process (see *Figure 2* above), as already discussed. It is also evident in the organizational

structure of the administration (see *EI VI.5.01_Administrative Organization 9.12.23*) and in the job descriptions of the Vice Presidents (see *EI VI.5.02_VP Job Descriptions*). Additional evidence can be found in the weekly meetings of the Senior Officers and in the annual cycle of Trustee meetings (see *EI VI.5.03_Sample Senior Officers Agendas* and see *VI.5.04_Sample Board of Trustees Agendas*, respectively).

Facilities, Infrastructure, and Technology

Elmira College has comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes. Its current list of capital needs address building improvements, equipment, and information technology, including deferred maintenance (see *EI VI.6.01_Capital Needs for FY 2024 and Beyond*). Each fiscal year, the results of the College's comprehensive planning for capital projects are summarized, noting status of projects and comments on works in progress (see *EI VI.6.02_Capital Upgrades FY 2023*). Planning for capital projects is also guided by a clear definition of what constitutes a capital project (see *EI VI.6.03_Elmira College Capital Projects Handout*).

Annual Independent Audit

Elmira College conducts an annual independent audit confirming financial viability. For the location of the College's recent audits in the *Evidence Inventory*, see Figure 3.

Figure 11 Recent Audits

Fiscal Year	Evidence Inventory
2019	*VI.7.01_Elmira College 2019 FS Final*
2020	*VI.7.02_Elmira College 2020 FS Final*
2021	*VI.7.03_Elmira College 2021 FS Final*
2022	*VI.7.04_Elmira College 2022 FS Final*
2023	*VI.7.05_Elmira College 2023 FS Final*

Utilization of Institutional Resources

The College has (1) strategies to measure and assess the (2) adequacy and (3) efficient utilization of institutional resources required to support the institution's mission and goals. Quarterly budget forecasts, prepared by the Chief Financial Officer (CFO), compare actual spending versus projected spending and allow for adjustments along the way. Weekly Senior Officer meetings allow for budget discussions, as do regular individual meetings between the CFO and the Vice Presidents about their respective areas. [Need some documentation.]

Currently, some of the working groups for the Reimagining Elmira College Project are reviewing the utilization of institutional resources to assess their adequacy and efficiency. One for instance, is reviewing the utilization of technology resources as a whole. [Possibly expand.]

Periodic Assessment

The College periodically assesses the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. This is evident in the institutional planning and processes discussed and documented throughout the Chapter. As discussed, the College has a comprehensive *Institutional Assessment Plan* (see *EI VI.1.03_Institutional Assessment Plan 2023*) and an Annual Assessment Cycle (see *Figure 1* above). It has also assessed its prior Strategic Plan (see *EI VI.2.02_2018-2023 Strategic Plan Dashboard*). Worth highlighting here is the previously discussed plan to expand the fundraising staff by hiring three frontline major-gift fundraisers to do remote work in population centers with the highest density of alumni (see *EI VI.9.01_Institutional Advancement Board Presentation*). This plan is grounded in various kinds of assessment. Most notably, it is supported by a 2022 feasibility study that revealed Advancement to be understaffed. The plan draws on staffing comparison data at similar institutions, Advancement's current compensation and non-compensation budget data, and required investment based on professional norms. This example addresses all aspects of periodically assessing the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Recommendations

The recommendations identified and discussed in this chapter are:

1) Review of the budget process to identify ways that it can be better informed by mission, strategic planning, and assessment data, and more transparent and participatory.

2) Develop a concrete plan for addressing employee compensation and benefits.

CHAPTER 7 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 constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. [This is the language of Standard VI. Intro to be written later.]

Governance Structure

Elmira College has a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students. The College's organizational chart clearly outlines the reporting structure and accountability hierarchy from the Board of Trustees (BOT) to the hourly staff (see *EI VII.1.01 23-24 Organization Chart*). The Trustee Bylaws clearly articulate the roles, responsibilities, and decision-making authority for Trustees (see *EI VII.1.02 Trustee Bylaws*). The Student Code of Conduct clearly articulates the responsibilities of students and identifies responsible Administrators for handling student-related matters (see *EI VII.1.03 Student Code of Conduct*). The Employee Handbook clearly articulates the responsibilities and rights of administration and staff (see *EI VII.1.04 Employee Handbook 2023*). It also identifies responsible administrators for employee-related matters. The Faculty Handbook clearly articulates the structure, roles, responsibilities, and accountability for decision making on faculty related matters (see *EI VII.1.05 Faculty Handbook 21-22*).

Governing Body

Elmira College has a legally constituted governing body. The College's charter and revised charter, as well as its IRS determination letter, were issued by an authority to create and recognize the College as an institution of higher education and establish its legal non-profit status (see *EI VII.2.01 Elmira College Charter 1958*, *VII.2.02 Elmira College Charter 2006*, and *VII.2.03 IRS Determination Letter*). The BOT Bylaws establish that the governing body serves the public interest, ensures that the College clearly fulfills its mission and goals, has fiduciary responsibility, and is ultimately accountable for the well-being of the College (see *EI VII.1.02 Trustee Bylaws*). The Board expresses their commitment to their responsibilities in a formal document (see *EI VII.2.04 BOT Statement of Commitment & Responsibilities*), and its work is informed by the principles of the American Council of Trustees and Alumni (see *EI VII.2.05 Basics of Responsible Trusteeship*). The Board holds three meetings yearly and, as detailed in Article III of the Bylaws, it provides comprehensive oversight of the College through seven standing committees (see *Figure 1* below). In recent years, the Board has played an active and generous role in the College's financial affairs.

The College's governing body has sufficient independence and expertise to ensure the integrity of the institution, the members having primary responsibility to the College (see *EI*

VII.2.06 BOT Member List 2023-2024). The BOT's biographies demonstrate appropriate experience and expertise for serving the College and the public interest (see *EI VII.2.07 BOT Bios*). The BOT also ensures that its members do not have political, financial, or other influences that would interfere with their governing responsibility. As described in Article IX of the Bylaws, the BOT has a conflict of interest policy and a process designed to ensure the impartiality of the governing body. Annually, it completes a conflict of interest form (see *EI VII.2.08 BOT Conflict of Interest Form 2023*). Trustees also complete periodic self-assessment surveys to evaluate governance effectiveness and efficiency, and to identify areas of improvement. A recent survey reported that 89% of the BOT agreed that "The Board has sufficient expertise and independence to ensure the integrity of the institution" (see *EI VII.5.01 EC BOT Survey Results 2022*).

Figure 1 BOT Standing Committees

Executive Committee

Governance Committee

Academic Affairs Committee

Budget and Finance Committee

Investment Subcommittee

Audit Committee

Institutional Advancement & Alumni Relations Committee

Recruitment, Retention, & Student Life Committee

The College's governing body ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution. As noted in the BOT Statement of Commitment & Responsibilities, "trustees respect the governance boundaries that separate day-to-day operations, for which the president and the administrative staff are accountable, from the board's responsibilities for issues of institutional strategy and policy" (*EI VII.2.04 BOT Statement of Commitment & Responsibilities*, p. 3). They also support the Chief Executive Officer in maintaining the autonomy of the institution, demonstrating responsible stewardship (see *EI VII.2.04*, p. 10). The aforementioned survey reported that 95% of the BOT agreed that "The Board and its individual members exercise appropriate oversight and do not interfere with the management of the institution."

The College's governing body oversees at the policy level the quality of teaching and learning, the approval of degree programs, and the awarding of degrees. This is evident in the work of the BOT's Academic Affairs Committee (see *Figure 2*, right). A recent agenda for this committee involves approving degree candidates as well as discussing new academic programs, academic support services, and online and technology enhanced instruction (see *EI VII.2.09 Academic Affairs Committee Agenda 2022*). It is also evident in the BOT's agendas and minutes, which also show engagement with the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management (see *EI VII.2.10 Selected BOT*

Figure 2 Duties of Academic Affairs Committee

The Academic Affairs Committee shall be charged with the special duties of: **(i)** keeping currently informed about the educational programs and policies of the College; **(ii)** recommending to the Board the adoption of policies regarding the educational programs of the College, including the implementation of new degree programs or the termination of existing academic programs; **(iii)** recommending to the Board the adoption of policies regarding the protection of academic freedom; **(iv)** communicating the general interest of the faculty to the Board; **(v)** recommending to the Board the grant of all earned and honorary degrees; and **(vi)** performing such other responsibilities as may be assigned by the Board of Trustees.

Agendas 2021-2023 and *VII.2.11 Selected BOT Minutes 2021-2023*).

Figure 3 Duties of the Audit Committee

The Audit Committee shall be charged with the special duties of: **(i)** meeting annually with the College's external auditors to review the College's audited financial statements and to review communications from the external auditors related to internal control over financial reporting and other matters; **(ii)** receiving and presenting to the Board, with comments, the annual report from the independent auditors of the College; **(iii)** recommending to the Board appointment of the auditors of the College; **(iv)** overseeing adherence to the Elmira College Board of Trustees Conflict of Interest Policy as set forth herein; and **(v)** performing other responsibilities as may be assigned by the Board of Trustees.

The College's governing body plays a basic policy-making role in financial affairs to ensure integrity and strong financial management, including a timely review of audited financial statements and other documents related to the fiscal viability of the institution. This is particularly evident in the duties of the Budget & Finance Committee and the Audit Committee (see Article III of the Bylaws), and their work is documented in BOT agendas and minutes (see *EI VII.2.10 Selected BOT Agendas 2021-2023* and *VII.2.11 Selected BOT Minutes 2021-2023*). It's also documented in the committees' respective minutes (for example, see *EI VII.2.12 Audit Committee Minutes 2022* and *VII.2.13 Investment Subcommittee Minutes 2021*). The Audit Committee ensures timely audit completion and reviews audit reports and findings (see *Figure 3* above). The Budget & Finance Committee oversees the budget and presents it to the Board for its consideration and approval (see *Figure 4* below). The BOT reviews and approves the College budget annually. When and if the budget changes, the Board reviews the changes and may make recommendations or approve changes, as documented in BOT agendas and minutes.

The College's governing body appoints and regularly evaluates the performance of the Chief Executive Officer. As noted in Article II of the BOT Bylaws, the Board has the specific power to "appoint and terminate the President of the College [,] to establish the terms of the President's employment, and to evaluate the President's performance." The Board appointed the current College President, whose appointment letter notes that he is "expected to provide the Board with an annual performance review for their consideration" and that contract renewal is "based on annual evaluation by the Board of Trustees" (see *EI VII.3.01 President Lindsay Appointment Letter*). The Board has established a process and criteria for this evaluation (see *EI VII.2.14 BOT Presidential Assessment*). The President's 2023-2024 evaluation was in progress at the time of writing this report, as documented by an email from Human Resources (see *EI VII.2.15 HR Email on 2204 President Performance Evaluation*).

Figure 4 Duties of Budget and Finance Committee

The Budget and Finance Committee shall be charged with the special duties of: **(i)** keeping informed and reporting regularly to the Board about the financial status of the College; **(ii)** directing the President of the College to prepare an operating budget and a capital budget for each fiscal year and reviewing such budgets; **(iii)** presenting to the Commencement meeting of the Board, with comments, the upcoming year's operating budget and capital budget for the Board's consideration and acceptance; and **(iv)** performing such other responsibilities as may be assigned by the Board of Trustees.

The College's governing body is informed in all its operations by principles of good practice in board governance, but there is room for improvement. This is evident in the recent work of the BOT Governance Committee (see *Figure 5* below). Prior to

Figure 5 Duties of Governance Committee

The Governance Committee shall be charged with the special duties of: **(i)** providing oversight of the Board's membership and fiduciary responsibilities; **(ii)** maintaining an inventory of institutional needs; **(iii)** in collaboration with the Institutional Advancement and Alumni Relations Committee, maintaining a list of qualified candidates for nomination to the Board, and developing cultivation strategies for promising candidates; **(iv)** nominating candidates for the Board of Trustees and for officers of the Board of Trustees; **(v)** providing orientation for all new Trustees; **(vi)** reviewing the performance of incumbent Trustees and Officers of the Board (other than the President of the College); **(vii)** providing advice to the Board regarding the governing documents, policies, rules and procedures of the Board; **(viii)** as needed, reviewing the governing documents, policies, rules and procedures of the Board and recommending changes to the Board; and **(ix)** performing such other responsibilities as may be assigned by the Board of Trustees.

2022, the Board did not have a method in place to assess members' understanding of governing responsibilities, new trustee orientation effectiveness, or perceptions of conflicts of interest. There was a need to assess these and other issues due to the recent addition of new board members and the turnover of long-serving ones. Consequently, the Governance Committee created and implemented a BOT self-assessment survey (see *EI VII.2.16 Governance Committee Agenda* and *EI VII.2.17 Governance Committee Minutes*). While 65% of trustees agreed that they are "educated about best practices, and the roles and responsibilities of trustees," the remaining 35% were either unsure or disagreed (see *EI VII.5.01 EC BOT Survey Results 2022*, Question 8). Since the benchmark of 70% was not met, the Board took action to address the issue, including enhanced new trustee onboarding. In addition, at their 2023 June meeting, the BOT discussed "The Basics of Responsible Trusteeship" from the American Council of Trustees and Alumni, Institute for Effective Governance, to keep long-standing members mindful of the principles of good practice in board governance (see *EI VII.2.05 Basics of Responsible Trusteeship*).

With the Board still in a period of evolution, though, there is still an opportunity to improve the Board's continuing understanding of current best practices in board governance. As such, the Steering Committee is recommending that the Governance Committee develop and implement an annual education for the Board of Trustees on governance. Currently, training and education is offered to new members via Board orientation. As the Board is evolving, implementing annual training would ensure that all members of the board have the most current tools and knowledge to be fully equipped to discharge their duties in an effective and efficient manner, and provide them with the confidence to maximize their contributions to the institution.

Chief Executive Officer

Elmira College's Chief Executive Officer, President Charles W. Lindsay, was appointed by the governing body and, as noted in his appointment letter, he is "expected to provide the Board with an annual performance review for their consideration" and that contract renewal is "based on annual evaluation by the Board of Trustees" (see *EI VII.3.01 President Lindsay Appointment Letter*). This is in accordance with Article II, Section 2 of the BOT Bylaws, which states that the Board has the specific power to "appoint and terminate the President of the College [,] to establish the terms of the President's employment, and to evaluate the President's performance." As also noted by the Bylaws, the President reports to the governing body (see Article V, Section 1), and he does not chair the governing body, serving instead as a "voting ex-officio member of the Board" (see Article II, Section 3).

As evidenced by his CV, the College's Chief Executive Officer has appropriate credentials and professional experience consistent with the mission of the organization (see *EI VII.3.02 President Lindsay CV*). He graduated from a small, private liberal arts college, and he has prior experience at a small private college, including senior leadership experience, all of which is well suited to the mission and operations of Elmira College. In addition, his doctorate in Higher Education and certificate in Finance and Accounting is appropriate for a presidential appointment and the current strategic planning of the College.

The College's Chief Executive Officer has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans and directing the institution toward attaining the goals and objectives set forth in its mission. As stated in Article V, Section 1 of the Bylaws, the President is "vested with full authority and responsibility for the operation of the College." This is evident in the President's work on the Long Range Planning Committee (LRPC), which the President Chairs. LRPC oversees the College's strategic planning process (see *EI VII.3.03 Institutional Assessment Plan 2023*, Part Seven). The President led the planning process for the current 2023-2028 Strategic Plan (see *EI VII.3.04 Strategic Plan 2023-2028 Booklet* and *VII.3.05 President Email on Strategic Plan*).

The College's Chief Executive Officer is also responsible for establishing procedures of assessing the organization's efficiency and effectiveness. This is evident in LRPC's assessment of the previous Strategic Plan (see *EI VII.3.06 2018-2023 Strategic Plan Dashboard*). It's also evident in the work of the Reimagining Elmira College Project (RECP), which is also an example of the President developing and implementing institutional plans and directing the institution toward attaining the goals and objectives set forth in its mission (see *EI VII.3.07 President Email On Moving Forward To FY 2025*). For more on the RECP, see Chapter 6, "The Reimagining Elmira College Project," p. x.

The College's Chief Executive Officer also has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively. The BOT Bylaws provide the appropriate framework for the administration. As described in Article V, Section 2 of the Bylaws, the President "shall appoint a chief financial and operations officer (CFO) who shall report to the President and shall serve at the pleasure of the President." In addition, as noted in Section 3, the President "shall appoint a chief academic officer, a chief recruitment, retention and student life officer, a chief athletics officer, a chief institutional advancement officer, a director of institutional research, and a chief of staff, and such other officers as the President deems advisable, and shall assign to them such duties as he or she deems appropriate. Such officers shall report to the President and shall serve at the pleasure of the President." Organizational charts and the College Directory demonstrate that, for a small college, the quantity of administrative support is sufficient (see *EI VII.1.01_23-24 Organizational Chart* and *VII.3.08_College Directory 22-23*). The profiles of the current Senior Officers demonstrate sufficient quality of administrative support (*EI VII.3.09_Senior Officers 2024-2025*). The President ensures the quality of the administration through his final approval in the hiring process and through his approval of new positions (see *EI VII.3.10_New Hire Authorization* and *VII.3.11_Personnel Requisition*).

Administration

As evidenced in its organizational chart (Org Chart), Elmira College's administration possesses an organizational structure that is clearly documented and that clearly defines reporting relationships (see *EI VII.1.01_23-24 Organizational Chart*). Including all divisions, departments, positions, individuals filling those positions, and reporting structure, the Org Chart is managed by Human Resources and is also accessible and editable by the Executive Assistant to the President. The Org Chart is a "living" document in that it is updated as employees offboard or onboard the institution. This ensures that the current structure, headcount, open positions, and employees who occupy filled positions is always known and accurate at the time of viewing. Once an academic year ends, the Org Chart is saved and stored in that FY's folder, and a new Org Chart for editing through the new FY is started.

The College's administration is an appropriate size, with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities. A review of the staff/admin headcount puts the staff/admin-to-student ratio at 10:1, which is efficient and acceptable for a small college (see *EI VII.4.01_Employee Headcount*). A September 2023 report of administrative credentials shows that 100% of Senior Officers possess at least a Master's Degree and that 92% of Administrators have an Associates Degree or Higher, 81% have a Bachelor's degree or higher, and nearly half (47%) have a Master's Degree or higher (see *EI VII.4.02_Credentials of Administration*). There are currently 38 Supervising Administrators, of which 35 (92%) have higher education degrees. Given the norms of higher education and a review of Supervisor Job Descriptions, this percentage is appropriate. Also, the respective credentials and professional experience of the administration are consistent with the mission of the organization and their functional roles, as evidenced in their highest degree obtained relative to their job descriptions (see *EI VII.3.08_College Directory 22-23*). Job descriptions for all administrative positions are all available from the Office of Human Resources (for example, see *EI VII.4.03_AVP Human Resources Job Description* and *VII.4.04_Provost Job Description*).

The College's hiring process ensures that the administration possesses skills, time, assistance, technology, and information systems expertise required to perform their duties. Resumes, when received, are compared against the position job description, specifically essential duties against applicant experience, and requirements against applicant's educational and skills background. Only applicants who are a match to the position description and requirements are considered to move through the process. All administrator resumes are available from the Office of Human Resources (for example, see *EI VII.4.05_AVP Human Resources Resume* and *VII.4.06_Provost Resume*). In regard to technology and information systems expertise, the College uses contracted/outsourced technology in many areas, including Jenzabar (Accounts Payable & Registrar), ADP (HR and Payroll), Maxient (student conduct), Canvas (LMS), and others. These systems include contracted technological expertise and customer service. While employees who utilize and manage these systems are well-trained, an expert in-house is not necessary.

Figure 6 Town Halls 2023-2024

1) September 12, 2023
2) October 17, 2023
3) January 18, 2024
4) February 22, 2024
5) April 25, 2024

The College's administration regularly engages with faculty and students in advancing the institution's goals and objectives. For instance, since 2021, Town Halls have been held regularly online, with VP's and other Administrators giving updates of their respective areas, and they have been recorded and archived where all employees can access them. In 2023-2024, five Town Halls were held (see *Figure 6* to the right). For an example, see *EI VII.4.07_Town Hall September 2023*. In addition, the Annual Stakeholder Survey is sent to all students, employees, and alumni (see *EI VII.5.02_2024 Stakeholder Survey All Responses*). This survey gives all stakeholders the opportunity to affect future goals and enhance operations. Also, the Employee Satisfaction and Engagement Survey is administered annually (see *EI VII.5.03_2023 Employee Satisfaction & Engagement Survey Results*). Both surveys provide assessment data to enhance operations, as did the recently completed strategic planning process, which included all College constituencies (see *EI VII.3.05_President Email on Strategic Plan*).

The College's administration utilizes systematic procedures for evaluating administrative units. One way is through the Annual Assessment Cycle (see *EI VII.3.03 Institutional Assessment Plan 2023*). Each year, each administrative unit submits an assessment plan and assessment report (for a full discussion of administration assessment, see Chapter 1, Assessment of Mission and Goals, pp. 7-9). In addition to the Assessment Cycle, Administrators go through an annual performance evaluation. Administers are evaluated on their own goals within the Unit, which are also tied to the strategic plan (for more on employee evaluation, see Chapter 2, Employee Practices, pp. 6-7).

Periodic Assessment

Elmira College periodically assesses the effectiveness of governance, leadership, and administration. It is intrinsic to the operation of the College, and it is evident in the previous discussions of the governing body, the chief executive officer, and the administration. Significant assessment already discussed includes the recent Board of Trustees self-assessment survey, which has led to BOT improvements as well as a self-study recommendation (see *EI VII.5.01 EC BOT Survey Results 2022*). It also includes the President's performance review (*EI VII.2.15 HR Email on 2204 President Performance Evaluation*). Perhaps most importantly, it is also evident in the annual Stakeholder Survey and the Employee Satisfaction and Engagement Survey (see *EI VII.5.02_2024 Stakeholder Survey All Responses* and *VII.5.03_2023 Employee Satisfaction & Engagement Survey Results*).

Recommendations

The recommendations identified and discussed in this chapter are:

1) Develop and implement an annual training for the Board of Trustees on the best practices in board governance.

CONCLUSION

[Subtitle]

[To be written]

APPENDIX ONE

Membership Of Key College Committees

[In progress]

Faculty Executive Committee
Martha Easton, chair
Doc Billingsley
Derek Chalfant
Adam Giambrone

Academic Affairs Committee

Advising Committee

Assessment Committee

Educational Standards Committee

Faculty Development Committee

Faculty Review Committee

General Education Committee

Grievance Committee

Long Range Planning Committee

Program Review Committee

Student Conduct Committee

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APPENDIX THREE

Evidence Inventory List

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.

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	I.X.XX: Title
1. clearly defined mission and goals that:	I.1.01_Faculty & Staff Development Day Agenda I.1.02_Mission Update 2022-2023 I.1.03_IPEDS Completion Report 2023 I.1.04_Concise Completion Report 2023 I.1.05_Elmira College Annual Report 2021-2022 I.1.06_Elmira College Annual Report 2022-2023 I.1.07_Faculty Meeting Minutes January 2024 I.1.08_Faculty Meeting Minutes February 2024 I.1.09_SWOT Recap I.1.10_Presidential Email on Strategic Plan
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	I.2.01_Strategic Plan 2023-2028 Booklet I.2.02_AP Campus Safety 2324 I.2.03_AP Financial Aid 2324 I.2.04_AP HR 2324
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and	I.3.01_AP Gen Ed 2324 I.3.02_AP Biology 2324 I.3.03_AP Psychology 2324 I.3.04_2023-2-24 Action Plan I.3.05_AP CAPE 2324 I.3.06_AP Campus Life 2324 I.3.07_AP IT 2324
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	I.4.01_Institutional Assessment Plan 2023 I.4.02_2018-2023 Strategic Plan Dashboard I.4.03_Faculty Handbook 2023-24 I.4.04_Academic Plan Template I.4.05_Academic Assessment Report Template I.4.06_Administrative Plan Template I.4.07_Administrative Assessment Report Template

	I.4.08_CAC Program Review Guidelines 2023 I.4.09_AAR General Education 2223 I.4.10_Psychology Review 2023 I.4.11_AAR Instruc Design & Ed Tech 2223 I.4.12_AAR Admissions 2223 I.4.13_AAR Advising 2223 I.4.14_AAR DEI 2223 I.4.15_AAR Campus Safety 2223 I.4.16_AAR CAPE 2223 I.4.17_AAR Finance 2223 I.4.18_AAR Human Resources 2223 I.4.19_AAR IT 2223 I.4.20_AAR Marketing 2223

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.

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	II.X.XX: Title
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	II.1.01_President Email Free Speech II.1.02_Free Speech Policy II.1.03_Employee Handbook 2024 II.1.04_Student Code of Conduct 23-24 II.1.05_Faculty Handbook, 2.9.1 II.1.06_Faculty Handbook 2.12 II.1.07_EC Catalog Copyright Statement II.1.08_EC Canvas Copyright Policy
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	II.2.01_Office of DEI II.2.02_DEI Events 2022-2024 II.2.03_Opening of IDEA Center II.2.04_Faculty Cultural Awareness Survey 2022-2023 II.2.05_Staff & Admin Cultural Awareness Survey 2022-2023
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and	II.3.01_Faculty Grievance Policy II.3.02_Student Grievance Policy II.3.03_Student Complaints Webpage II.3.04_EC Title IX Brochure 2023 II.3.05_Title IX Webpage

procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	II.3.06_Policy Against Sexual Harassment & Other Sexual Misconduct II.3.07_Employee Grievance Policy
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	II.4.01_Conflict of Interest Policy & Disclosure Form II.4.02_Nepotisim Policy II.4.03_Faculty Policy on Political Activity II.4.04_Faculty Policy on Outside Employment II.4.05_Office of Financial Aid Code of Conduct
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	II.5.01_Employee Hiring Procedures II.5.02_Peformance Review Process & Instructions II.5.03_Performance Evaluation Forms on MyEc II.5.04_Performance Review Section II.5.05_Overall Assessment Section II.5.06_Salary Increase Policy II.5.07_Employee Disciplinary Procedures II.5.08_Peformance Improvement Plan II.5.09_Employee Leaving the College Policy II.5.10_Faculty Hiring Policy II.5.11_Faculty Promotion & Evaluation Procedures II.5.12_Faculty Separation Policy II.5.13_Student Employment Policy
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	II.6.01_Office of Communications & Marketing II.6.02_EC Branding Style Guide II.6.03_Media Inquiries II.6.04_Web Communications II.6.05_Website Policy II.6.06_Website Requests II.6.07_Submit an Event II.6.08_Fast Facts II.6.09_News II.6.10_Social Media at EC II.6.11_Social Media Policies & Best Practices II.6.12_New Program Questionnaire II.6.13_Busin Admin One-Sheeter 2023 II.6.14_Nursing One-Sheeter 2023 II.6.15_Athletics One-Sheeter 2023 II.6.16_Admissions Travel Brochure 2023 II.6.17_Home Page of MyEC II.6.18_Annual Report 2022-2023 II.6.19_Acceptable Use of Computers & Information Technology Resources

7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	II.7.01_2023-24 Pricing Comparison II.7.02_Scholarship Webpage II.7.03_External Scholarships Webpage II.7.04_Take Flight Initiative Press Release II.7.05_College Cost Transparency Initiative II.7.06_Principles & Standards of CCT Initiative II.7.07_Financial Aid Overview Webpage II.7.08_Undergraduate Tuition & Costs II.7.09_Financial Aid Staff II.7.10_Financial Aid Tips II.7.11_Apply for Aid II.7.12_Types of Aid II.7.13_Take Flight Initiative II.7.14_Net Price Calculator II.7.15_Glossary of Financial Aid Terms II.7.16_FAFSA Email II.7.17_FAFSA News Articles II.7.18_Sample Award Offer II.7.19_Office of Financial Aid Email
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and	II.8.01_IPEDS Data Feedback Report II.8.02_2022 Elmira College 990 II.8.03_IPEDS Data Collection Calendar II.8.04_Federal Compliance Report II.8.05_NYSED Data Collection Calendar II.8.06_2023-2024 IDEx Data Exchange II.8.07_New York Title II Schedule II.8.08_2023 New York Title II Report II.8.09_NYSED Proposal for Art Program Revision II.8.10_Compliance Calendar 2023-2024 II.8.11_2023 Annual Institutional Update II.8.12_Elmira College SAS II.8.13_ADM Substantive Change Request II.8.14_Commission ADM Action Letter II.8.15_Commission Post SSI Letter II.8.16_Commission SSD Approval Letter II.8.17_Requirments of Affiliation II.8.18_2022 IPEDS Fall Enrollment Report II.8.19_2023 IPEDS Completion Report II.8.20_Annual Disclosures II.8.21_Accreditation II.8.22_Nursing Program
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	II.9.01_Elmira College 2022 SA FS Final II.9.02_2023 Satisfaction & Engagement Survey Results II.9.03_2024 Stakeholder Survey Results-Students

	II.9.04_2024 Stakeholder Survey Results-Alumni II.9.05_2024 Stakeholder Survey Results-Employees

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

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	III.X.XX: Title
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	III.1.01_2024-2025 Academic Calendar III.1.02_Final Exam Schedule 2023-24 III.1.03_Course Proposal Form
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:	III.2.01_Faculty Handbook 2023-24 III.2.02_Elmira College Faculty, 2023-2024 III.2.03_Peer Guide Appendix A Compiled III.2.04_Full Professor Promotion Rubric (Teaching) III.2.05_Full Professor Promotion Rubric (Service) III.2.06_Full Professor Promotion Rubric (Leadership) III.2.07_Combined Evaluations Summary Fall 2021 III.2.08_Combined Evaluations Summary Winter 2022 III.2.09_Combined Evaluations Summary Fall 2022 III.2.10_Combined Evaluations Summary Winter 2023 III.2.11_Combined Evaluations Summary Fall 2023 III.2.12_AI Task Force Newsletter #8

	III.2.13_AP Biology 2324 III.2.14_AAR Biology 2223 III.2.15_Psychology Review 2023 III.2.16_Faculty Committees List 2023-2024 III.2.17_Example Faculty Meeting Minutes III.2.18_Selected Faculty Research 2022-2024
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	III.3.01_Sample Degree Planner Psychology
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	III.4.01_Syllabi Submitted by Term III.4.02_Fall 2023 Course Schedule III.4.03_Fall 2023 Course Descriptions III.4.04_Registrar Email Fall 2023 Course Schedule III.4.05_IPEDS Al Elmira College 2022-23 III.4.06_Library Mission & Goals III.4.07_Library Assessment Plan 2223 III.4.08_Library Collection Development Policy III.4.09_Library Resource Sheet for Teaching Faculty III.4.10_Approved Technology Grant Project Narrative III.4.11_Technology Grant Upgrade Status
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:	III.5.01_Institutional Assessment Plan 2023 III.5.02_Library, Information Literacy, and Tech Comp
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	III.6.01_Graduate & Professional Programs Faculty III.6.02_Institutional Assessment Plan 2023
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	N/A

8. periodic assessment of the effectiveness of programs providing student learning opportunities.	III.8.01_Institutional Assessment Plan 2023 III.8.02_AP Biology 2324 III.8.03_AAR Biology 2223 III.8.04_Program Review Guidelines III.8.05_Psychology Review 2023 III.8.06_AAR MSMGT 2324

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.

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	IV.X.XX: Title
1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide	IV.1.01_Admissions IV.1.02_All Degrees & Programs IV.1.03_Undergraduate Admission IV.1.04_Rankings & Accolades IV.1.05_Fast Facts IV.1.06_Educational Standards Committee Charge IV.1.07_Application Review Memo IV.1.08_Application Review Form IV.1.09_English Proficiency Requirements IV.1.10_College Cost Transparency Initiative IV.1.11_Principles & Standards of CCT Initiative IV.1.12_Undergraduate Tuition & Costs IV.1.13_Graduate Tuition & Costs IV.1.14_Net Price Calculator IV.1.15_IPEDS Scorecard IV.1.16_Refund Schedule IV.1.17_Steps After Enrolling IV.1.18_ALEKS Scores IV.1.19_ALEKS Student Registration Instructions IV.1.20_ALEKS FAQ IV.1.21_First Year Seminar IV.1.22_Academic Writing IV.1.23_LRS 1020 Course Description IV.1.24_Summer Orientation Student Schedule 2023

students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including (1) certificate and degree completion, (2) transfer to other institutions, and (3) post-completion placement.	IV.1.25_POPs Summer 2023 IV.1.26_Fall Welcome Schedule 2023 IV.1.27_Academic Advising Webpage IV.1.28_Faculty Advising Duties & Responsibilities IV.1.29_Advising Committee Charge IV.1.30_Fall Advising & Registration 2023 IV.1.31_Winter Advising & Registration 2024 IV.1.32_Sample Degree Planner Psychology IV.1.33_Counseling Services Webpage IV.1.34_Counseling Services at Elmira College 2023 IV.1.35_Email Regarding New Part-Time Counselor IV.1.36_CAPE Webpage IV.1.37_CAPE News Article IV.1.38_Accessibility Services IV.1.39_Student Success IV.1.40_Tutoring Center IV.1.41_Writing Center IV.1.42_English Language Learners IV.1.43_Career & Professional Development IV.1.44_Supplemental Instruction Website IV.1.45_Supplemental Instruction News Article IV.1.46_SI Summary Report Fall 2022 IV.1.47_SI Summary Report Winter 2023 IV.1.48_News Article on Transfer Honor Roll 2024 IV.1.49_Transfer Honor Roll IV.1.50_Office of the Registrar IV.1.51_Request for Academic Transcript IV.1.52_Pre-Health Early Acceptance & Graduate Programs IV.1.53_Office of Career Services for Students IV.1.54_Alumni Mentoring Slides IV.1.55_Office of Career Services for Alumni IV.1.56_Reunion 2024 Schedule IV.1.57_ELL Program Handbook
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	IV.2.01_Transfer Admissions IV.2.02_Transfer of Credits IV.2.03_Elmira College Internship Manual IV.2.04_Community Engagement Guide
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	IV.3.01_FERPA Policy IV.3.02_Retention of Student Academic Records IV.3.03_Student Information Security & Privacy

	Policy IV.3.04_HIPPA Minimum Right to Know IV.3.05_Health Center Notice of Privacy Practices IV.3.06_Acceptable Use of Computers and Info Tech Resources IV.3.07_Acceptable Use of EC Electronic Communications Policy IV.3.08_Cybersecurity Employee Training Email
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	IV.4.01_Official Athletics Site of Elmira College IV.4.02_Athletics Overview IV.4.03_Elmira College Athletics Mission Statement IV.4.04_Athletics Compliance IV.4.05_Empira 8 Behind the Torch IV.4.06_E8 Fall 2023 President's List IV.4.07_E8 Spring 2024 President's List IV.4.08_Turf Field Project News Article IV.4.09_Turf Field Project Dedicated Webpage IV.4.10_2022-2023 Elmira College EADA Report Online IV.4.11_Equity in Athletics Data Analysis IV.4.12_Mission Statement Division of Campus Life
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	N/A
6. periodic assessment of the effectiveness of programs supporting the student experience.	IV.6.01_Institutional Assessment Plan 2023 IV.6.02_AAR Advising 2223 IV.6.03_AAR ADvising 2324 IV.6.04_Writing Center EOY CAPE Report 2022-2023 IV.6.05_Office of Student Success EOY CAPE Report 2022-2023 IV.6.06_CAPE Services Utilization Survey 2022-2023 IV.6.07_National Association of Colleges & Employers IV.6.08_Office of Career Services EOY CAPE Report 2022-2023 IV.6.09_Class of 2023 Post-Graduate Survey IV.6.10_Class of 2024 Post-Graduate Survey (Preliminary)

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

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	V.X.XX: Title
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	V.1.01_Institutional Assessment Plan 2023 V.1.02_AP Biology 2324
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	V.2.01_Academic Plan Template Annotated V.2.02_Academic Assessment Report Template V.2.03_AAR Accounting 2223 V.2.04_AAR Art 2223 V.2.05_AAR Biology 2223 V.2.06_AAR Clinical Lab Sciences 2223 V.2.07_AAR Criminal Justice 2223 V.2.08_AAR Finance 2223 V.2.09_AAR History 2223 V.2.10_AAR Human Services 2223 V.2.11_AAR Mathematics 2223 V.2.12_AAR Psychology 2223 V.2.13_CAC Program Review Guidelines 2023 V.2.14_Biochemistry Review 2022 V.2.15_Psychology Review 2023 V.2.16_AAR Academic Writing Program 2223 V.2.17_AAR First Year Seminar 2223 V.2.18_AAR General Education 2223 V.2.19_GEC NWP Assessment Report 2017-2021 V.2.20_Biology Careers Page
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs	V.3.01_Art Revision Motion V.3.02_AAR CSD 2223 V.3.03_CAC Memo & Course Proposal on ENG Capstone 2023 V.3.04_Environmental Science Corning Grant V.3.05_AAR Nursing 2223 V.3.06_New BSW Motion V.3.07_Provost's Report Feb 2023 V.3.08_Provost's Report to Faculty Oct 2023

and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services;	
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	N/A
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	V.5.01_ALO Special Report 2022 V.5.02_Faculty & Staff Development Day Agenda 2023 V.5.03_2022-23 Annual Assessment Process Review V.5.04_2023-24 Annual Assessment Process Review

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.

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	VI.X.XX: Title
1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement,	VI.1.01_Strategic Plan 2023-2028 Booklet VI.1.02_2023-2024 Action Plan VI.1.03_Institutional Assessment Plan 2023 VI.1.04_Administrative Plan Template VI.1.05_Administrative Assessment Report

reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	Template
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	VI.2.01_Senior Officers Retreat Agenda 2023 VI.2.02_2018-2023 Strategic Plan Dashboard VI.2.03_President Email on Strategic Plan VI.2.04_President Email on Moving Forward to FY 25 VI.2.05_RECP Goal Statement VI.2.06_RECP Working Groups VI.2.07_RECP Timeline VI.2.08_RECP Self-Study Connections
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	VI.3.01_Five Year Financial Plan BOT AG VI.3.02_Supplemental Information Report 2020 VI.3.03_President Email to All Employee 2024
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	VI.4.01_Excerpt from President's 2024 Report to Faculty VI.4.02_Turf Field Project News Article VI.4.03_Apporve Technology Grant Project Narrative VI.4.04_Technology Grant Upgrade Status VI.4.05_DOE Grant Funded Technology Tracking
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	VI.5.01_Administrative Organization 9.12.23 VI.5.02_VP Job Descriptions VI.5.03_Sample Senior Officers Agenda VI.5.04_Sample Board of Trustees Agenda
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	VI.6.01_Capital Needs for FY 2024 and Beyond VI.6.02_Capital Upgrades FY 2023 VI.6.03_Elmira College Capital Projects Handout
7. an annual independent audit confirming financial viability with evidence of followup on any concerns cited in the audit's accompanying management letter;	VI.7.01_Elmira College 2019 FS Final VI.7.02_Elmira College 2020 FS Final VI.7.03_Elmira College 2021 FS Final VI.7.04_Elmira College 2022 FS Final VI.7.05_Elmira College 2023 FS Final

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	[Documentation Forthcoming]
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	VI.9.01_Institutional Advancement Investment Board Presentation

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 constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:	IV.X.XX: Title
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	VII.1.01_23-24 Organization Chart VII.1.02_Trustee Bylaws VII.1.03_Student Code of Conduct VII.1.04_Employee Handbook 2023 VII.1.05_Faculty Handbook 21-22
2. a legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary	VII.2.01_Elmira College Charter 1958 VII.2.02_Elmira College Charter 2006 VII.2.03_IRS Determination Letter VII.2.04_BOT Statement of Commitment & Responsibilities VII.2.05_Basics of Responsible Trusteeship VII.2.06_BOT Member List 2023-2024 VII.2.07_BOT BIOs VII.2.08_BOT Conflict of Interest Form 2023 VII.2.09_Academic Affairs Committee Agenda VII.2.10_Selected BOT Agendas 2022-2023 VII.2.11_Selected BOT Minutes 2022-2023 VII.2.12_Audit Committee Minutes 2022 VII.2.13_Investment Subcommittee Minutes 2021

responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;	VII.2.14_BOT Presidential Assessment VII.2.15_HR Email on 2024 Performance Evaluation VII.2.16_Governance Committee Agenda VII.2.17_Governance Committee Minutes

i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	
3. a Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;	VII.3.01_President Lindsay Appointment Letter VII.3.02_President Lindsay CV VII.3.03_Institutional Assessment Plan 2023 VII.3.04_Strategic Plan 2023-2023 Booklet VII.3.05_President Email on Strategic Plan VII.3.06_2018-2023 Strategic Plan Dashboard VII.3.07_President Email on Moving Forward to FY 25 VII.3.08_College Directory 22-23 VII.3.08_Senior Officers 2024-2025 VII.3.10_New Hire Authorization VII.3.11_Personnel Requisition
4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with	VII.4.01_Employee Headcount VII.4.02_Credentials of Administration VII.4.03_AVP Human Resources Job Description VII.4.04_Provost Job Description VII.4.05_AVP Human Resources Resume VII.4.06_Provost Resume VII.4.07_Town Hall September 2023

the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	
5. periodic assessment of the effectiveness of governance, leadership, and administration.	VII.5.01_EC BOT Survey Results 2022 VII.5.02_2024 Stakeholder Survey All Responses VII.5.03_2023 Employee Satisfaction & Engagement Survey Results