SELF-STUDY DESIGN

June 2026

Prepared for the Middle States Commission on Higher Education by Jamestown Community College







JCC
JAMESTOWN COMMUNITY COLLEGE
SUNY

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I. INSTITUTIONAL OVERVIEW

History and Campus Locations

Nestled between the Allegheny forest and Lake Erie region, Jamestown Community College (JCC) has long been viewed as a gem of western New York. Since the college's founding in 1950 as the first locally sponsored State University of New York (SUNY) public community college, students and community partners have appreciated the programming, events, and facilities JCC offers. JCC is one of thirty community colleges within the sixty-four-member SUNY system, and it occupies a unique post-secondary niche in the Southern Tier West region of New York State. From its original enrollment of 169 students in the Jamestown High School building, the college has grown into a multi-campus institution serving about 4400 students across credit, workforce development, and concurrent enrollment offerings. Two campuses, two extension sites, and numerous offsite locations including area high schools and Collins Correctional Facility offer flexibility and access to a breadth of learners in the region.

Whether students are attending classes in person or accessing programming remotely, JCC offers connection and support at its campus locations and through various teaching modalities. JCC serves a rural area of New York, whose residents face economic challenges and a shifting employment climate. Therefore, JCC remains nimble in responding to the needs of its service area populations.

Chautauqua County-based students primarily attend the Jamestown Campus, which is located 80 miles southwest of Buffalo on a 107-acre site in Jamestown, New York. The Jamestown Campus houses The Hamilton Collegiate Center, the Hultquist Library and Learning Commons, the Sheldon Center, the Physical Education Complex, the Katharine Jackson Carnahan Center, and the Science Center. Up to 340 students reside on the Jamestown Campus in one of three residence halls. Renovations to the Scharmann Theater, housed in the Sheldon Center, occurred in 2023 to update its entrance and offer greater accessibility to event attendees. Upgrades also occurred in the Collegiate Center's Student Union in 2025-2026 to update the carpeting, lighting, and audio/visual equipment.

JCC and local industries have partnered to create a revitalized and competitive manufacturing base and to retain manufacturing jobs in the region. Students and community members seeking to earn a manufacturing credential or to enhance their industry expertise can participate in the Manufacturing Technology Institute (MTI). Located adjacent to the campus, MTI was established in 2001 through a partnership between Jamestown Community College, the former Private Industry Council of Chautauqua

County, and the Manufacturers' Association of the Southern Tier (MAST). MTI offers degree, certificate, and Workforce Development programs across a range of technology areas.

Students who reside in Cattaraugus or Allegheny Counties can attend classes at JCC's Cattaraugus County Campus, located 50 miles east of Jamestown in Olean, New York. This campus has served Cattaraugus and Allegany Counties in New York and nearby McKean and Potter Counties in northern Pennsylvania since 1976. Initially housed in a former elementary school, the campus moved downtown in 1983. This location in the center of the city provides visibility for the campus, better access for students and community partners, and an economic boost for downtown Olean. In 2002, as a result of strong support from area businesses and civic leaders, JCC unveiled the results of a $31 million investment in the campus. These included an Allied Health and Science Center, a Technology Center and Cutco Theater, an expanded College Center, and a renovated Library and Liberal Arts Center. In 2016, the college opened a 20,000 square foot Manufacturing Technology Institute on the campus which offers certificate programs in four technology areas as well as other Workforce Readiness programs. The Cutco Theater underwent major technology upgrades and physical refurbishments in 2022, making it a more utile and attractive venue for college- and community-based programming. In 2024, the Cattaraugus County Campus collaborated with the YMCA to open the Early Center, offering much-needed daycare facilities for students' families.

The North County Center, located 30 miles north of Jamestown in Dunkirk, New York, and The Warren Center, established in 1987 as the result of an arrangement between the Warren-Forest Higher Education Council and JCC, are both in the process of being decommissioned as instructional sites; appropriate Substantive Change procedures will take place prior to the completion of the Self-Study Report.

Academic Programs and Workforce Development

By providing quality transfer programs for those seeking advanced degrees, occupational training for the career-ready, flexible schedules for working students, and specialized programs for business, industry, and professional groups, by engaging the broader communities through partnerships and programming, and by providing intentional early college experiences, JCC reaches every segment of the population in the area it serves. JCC offers the first two years of a bachelor's program, awarding the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees, which are transferable to four-year institutions. For those pursuing a career immediately after graduation from JCC, the college also awards the two-year Associate in Applied Science (A.A.S.) degree and various one-year certificates.

Assessing the rigor and relevance of these programs is a major focus of Academic Affairs. Conducted every seven years, program reviews examine the outcomes, market positioning, and potential adjustments of the college's degree and certificate programs. Program reviews are performed in addition to regular course-level assessment of student learning outcomes across degree programs. These efforts are led by department faculty with direction from appropriate chairs, deans, and the Vice President of Academic Affairs to examine such factors as a program's enrollments, transfer/career prospects for graduates, general education roles, regional markets, and alignment with college mission and vision. Program reviews also entail examination and feedback by an external team consisting of industry experts and colleagues from other institutions. In conjunction with the development of academic divisional goals, program health is then regularly reviewed by Academic Affairs leadership between program review cycles.

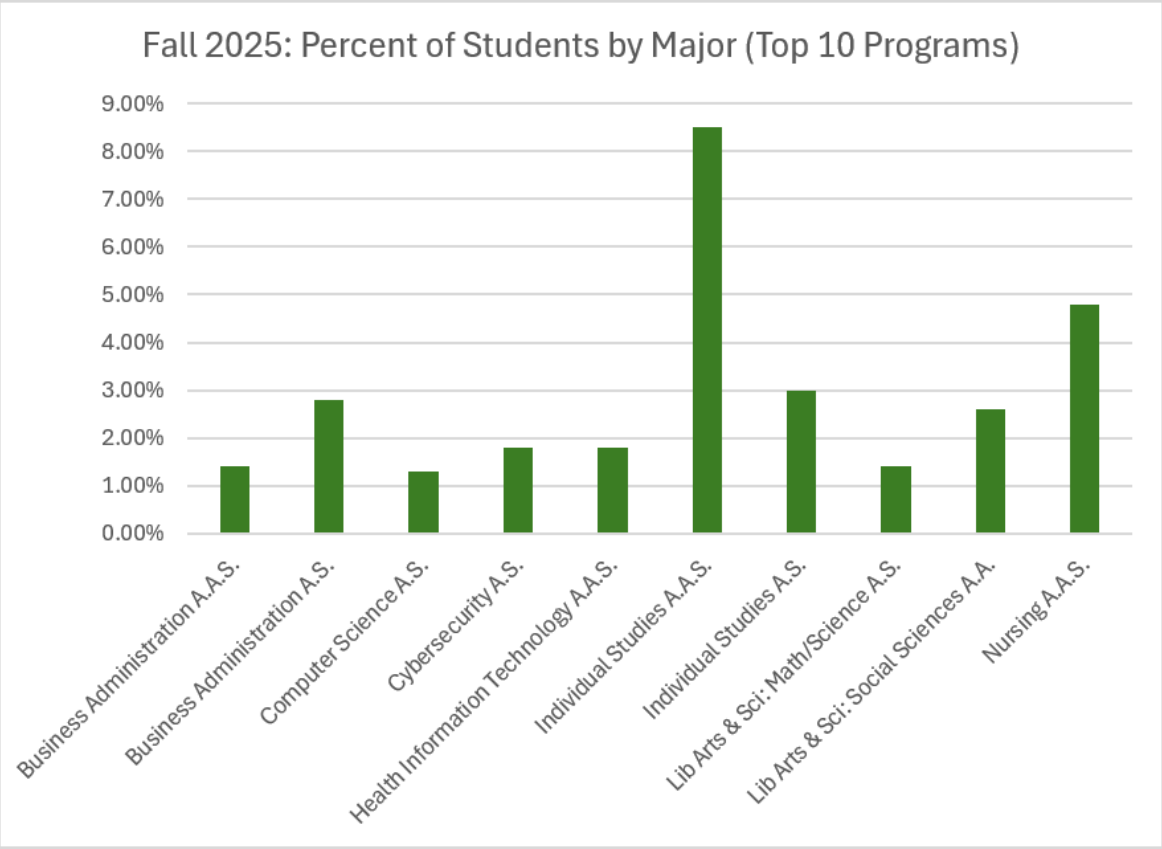
Beginning in 2026, greater attention to assessment and improvement is being extended to the program review process. Department chairs scrutinized the procedure, criteria, and feedback of the program review process in order to ensure they captured relevant information that could lead to appropriate changes to programs and courses. The process of closing the assessment loop is also under review. Program faculty analyze program review recommendations to create program goals; however, a more formalized annual process is being developed.

The value of JCC's degrees and programs is illustrated by a number of factors: our support of nearly 300 businesses through our Workforce Development training offerings; connections with over 900 local employers across Western New York and Western Pennsylvania who post career opportunities for our students and alumni through Handshake and recruit through campus career fairs; over 300 articulation agreements with colleges and universities for seamless transfer; and newly formed preferred partnership with SUNY Fredonia to enhance student transfer and support.

In addition, JCC offers a strong slate of Workforce Development courses and programs, including short-term offerings for those who wish to acquire additional knowledge or expand their vocational proficiency. Notable examples of critical training opportunities provided by Workforce Development include Water Operator Certification, serving 180-200 employees each year since 2021 sent from multiple New York State municipalities and agencies, and CNC Fundamental Training for Rand Machine employees since 2022. In this spirit, and with significant support from SUNY, the college has also developed microcredentials that provide single-semester opportunities for career-connected learning. Microcredentials can ladder into existing certificate and degree programs and so position students for either short-term work credentialing or continued study.

As of spring 2026, JCC offers 63 academic programs: 28 A.A./A.S. degrees, 13 A.A.S. degrees, and 22 certificates. Among the college's academic programs are two accredited health-related degree programs. The Associate Degree in Nursing is licensed by the New York State Education Department and accredited by the Accreditation Commission for Education in Nursing (ACEN). The Occupational Therapy Assistant program is also licensed by the New York State Education Department and accredited by The Accreditation Council for Occupational Therapy Education.

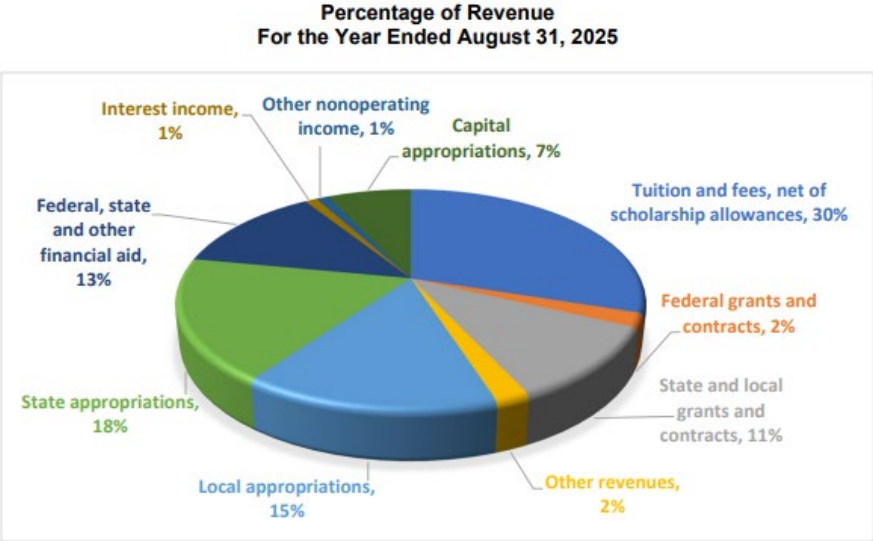
The highest enrolled academic programs during the Fall 2025 semester included Business Administration (A.A.S. and A.S.), Computer Science A.S., Cybersecurity A.S., Health Information Technology A.A.S., Individual Studies (A.A.S. and A.S.), Liberal Arts & Sciences: Math/Science A.S., Liberal Arts & Sciences: Social Sciences A.A., and Nursing A.A.S.



Budget

For the fiscal year ending August 31, 2025, the top five contributors to JCC's revenue included

- Tuition and fees, net of scholarship allowances – 30%
- State appropriations – 18%
- Local Appropriations – 15%
- Federal, state and other financial aid – 13%
- State and local grants and contracts – 11%.



JCC's 5-year budget projections are based upon 2200 FTEs. The budget is created after annual goals are formed, and functional area leads map their proposed budget lines to the strategic directions. The President's Cabinet and Board of Trustees review and approve the annual budget and the annual financial audit. The President's Cabinet and the Board of Trustees have regular discussions on the current budget and the financial health of the institution.

Challenges that are not unique to JCC include a declining number of high school graduates in our geographic region and a state funding level that has not kept pace with inflation. Despite these challenges, JCC continually analyzes its financial health and makes necessary adjustments. Examples of work recently completed and in progress include finalized agreements to receive tuition payments for concurrent enrollment starting in the 2025-26 academic year, growing our workforce development programs through operating programs as well as grants, and a strategic plan through 2030 to increase revenues as well as identify efficiencies in operations.

Vision, Mission, and Strategic Directions

A story of direction and purpose

JCC has long defined its purpose through vision and mission statements, refining them over time to meet changing needs. In 2021, we revisited these foundations and arrived at lines that speak to who we are today and who we aspire to serve tomorrow.

Vision: To support our students' journey to success in the local and global workplace with quality, in-demand learning experiences.

Mission: Jamestown Community College provides inclusive educational opportunities for all individuals and employers within our region and beyond, focusing on career goals and support through community partnerships.

From these guiding statements, we shape our institutional direction which drives our daily work.

Our institutional strategic directions flow from the mission itself. They guide how we allocate resources, how we operate, and how we show up for students, employers, and the broader community. These directions are not abstract ideals; they are living, actionable guides that inform strategic goals, plans, and day-to-day activities. They emerged from wide-ranging college conversations led by the President's Cabinet and the Planning Advisory Council, with broad participation from the college community and support and alignment from the Board of Trustees. They also underpin Elevate 2030 – Empowering Futures Together, our integrated strategic and operational plan.

We approach these directions with:

- A proactive mindset
- An entrepreneurial spirit
- A commitment to open, ongoing communication across the college and the community

In 2025 we transitioned from Advance 2025—our college-plan from 2022–2025—to Elevate 2030. This is not just a name change. It's a story of growth, learning, and greater ambition. Elevate 2030 builds on the foundation of Advance 2025 with a longer horizon, broader scope, and a sharper emphasis on outcomes, sustainability, and cross-functional impact. In short, Elevate 2030 aims to translate good intentions into measurable results across the five years.

Input and feedback are foundational to our planning process. We convene two planning sessions each year that invite the entire college community to contribute ideas and assess progress toward our plan and goals. Following these sessions, we distribute targeted communications requesting feedback and integrate those insights into ongoing plan refinement. We share the plan and status updates with the President's Cabinet to ensure alignment across functional areas before any final adjustments are made. For the Board of Trustees, we provide a transparent process: a draft plan is shared for review, followed by formal adoption by the Board. We then deliver two formal updates to the Board annually, ensuring governance oversight and course correction as needed. This structure ensures that feedback from both the college community and the Board informs our strategic work and remains embedded in how we operationalize Elevate 2030.

Assessment at JCC is an ongoing, cyclical process designed to drive continuous improvement. Employee evaluations explicitly connect individual goals to the strategic plan, ensuring that performance expectations support institutional priorities. Functional-area and program-area goal development operationalize the plan by translating strategic directions into concrete, accountable objectives within departments and programs. Mid-year and annual reviews assess progress toward these goals, and results feed back into updating goals, resources, and interventions. This continuous loop—planning, implementing, evaluating, and refining—helps us stay responsive to student needs, workforce demands, and community expectations, while maintaining transparency and accountability across the college.

Strategic Directions for 2025–2030

- SD #1: Position the College as the on-ramp to in-demand learning opportunities leading to prosperous careers in the Southern Tier West region.
- SD #2: Harness the power of Artificial Intelligence (AI) to enhance Teaching & Learning and Operational Performance.

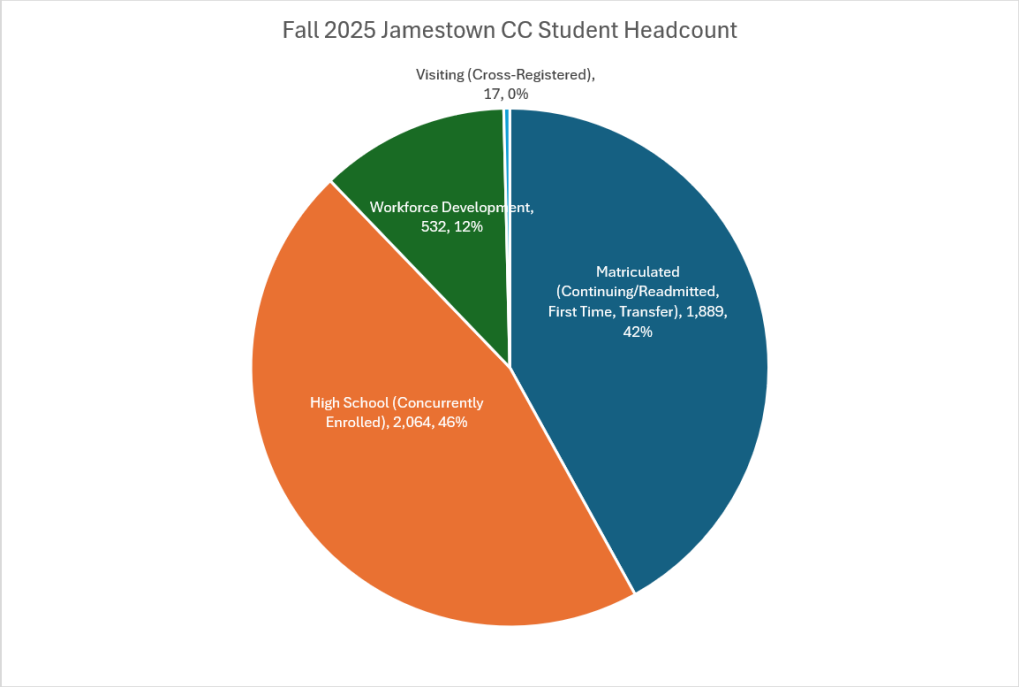
Together with these directions, we have crafted a series of strategic goals to guide our work from 2025 through 2030. Each functional area creates annual goals; programs establish goals; employees set annual goals; we conduct mid-year check-ins and committee updates. This creates a cycle of continuous improvement. The directions and goals form the backbone of the college's strategic and operational plans and underpin the annual division plans. The plan emphasizes measurable outcomes wherever possible, reinforcing our commitment to assessment, transparency, and a clear roadmap for future success.

Student Snapshot and Enrollment Trends

In line with its vision and mission, JCC serves a breadth of students by helping them navigate a spectrum of obstacles and goals. Our students include Hailey, an eighteen-year-old who is just discovering her academic interests on campus having already completed college level work in her high school; Alexandra, a Pennsylvania resident who would have to travel ninety minutes if not for the Cattaraugus County campus; Brittany, who supported her own children through college and now wants to earn a credential that will open up a new career; Ryan, who is pursuing non-credit training through Workforce Development in order to shift into a management role at his company; Miguel, an adult learner who earned his degree completely online and enjoyed his first trip to campus as commencement speaker for his graduating class; Mufaro, who traveled from South Africa in pursuit of an American credential, and graduated as the recipient of the SUNY Chancellor's Award for Student Excellence; and Paul, who at eighty-eight years old earned credit for prior learning and was conferred his degree.

These students are proof that with the right motivation, access, and support, any member of the community can find a path to success at JCC. On average, about 115 students each year are recipients of special awards and prizes at our annual Student Awards Ceremony. Academic awards are decided by program faculty and chairs, while a number of organization-sponsored awards are presented by local community organizations, such as the STEM: Penn York American Society and the Chautauqua County Home Care Association. These commendations from both internal academic departments and external community and workforce associations help demonstrate the caliber of JCC's students.

JCC's student body is made up of three main constituents: nonmatriculated high school (concurrent enrollment) students, matriculated students, and workforce development students.



The total headcount for the Fall 2025 semester, including both academic and workforce development courses and programs, was 4,502 students, with 1,889 matriculated students (42%), 2,064 concurrently enrolled high school students (46%), and 532 workforce development students (12%).

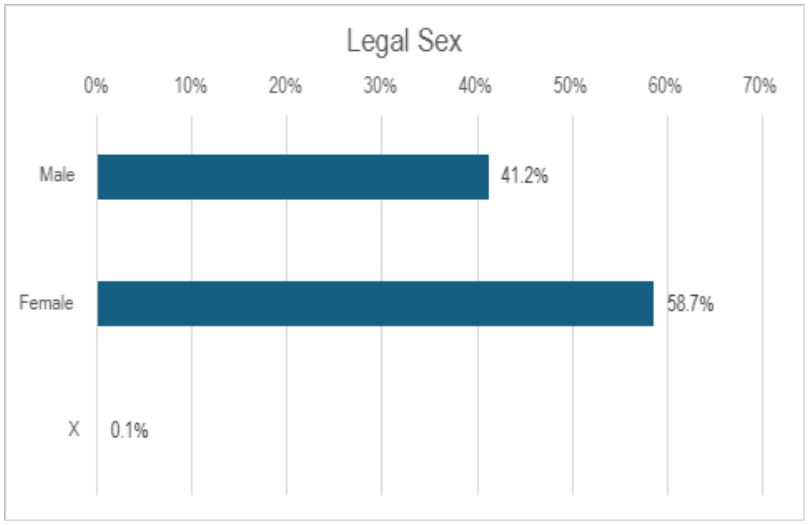
Fall 2025 Student Snapshot

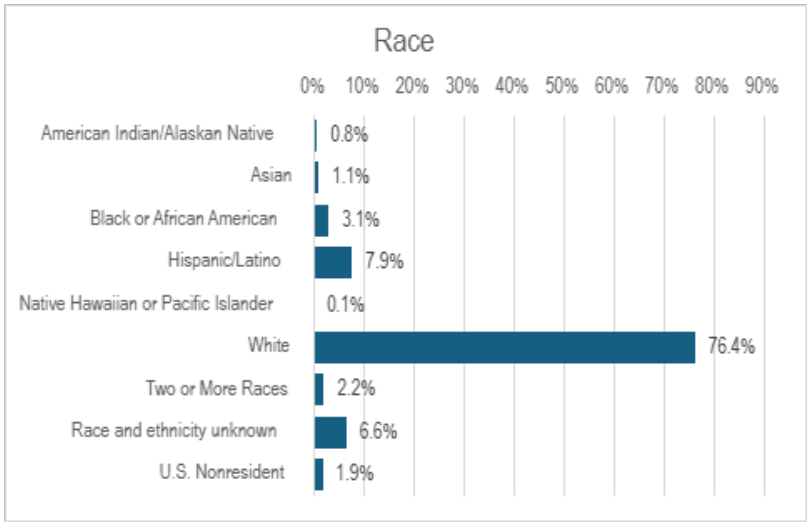
Taking a deeper look at our Fall 2025 semester, students enrolled in our academic (credit) courses and programs were:

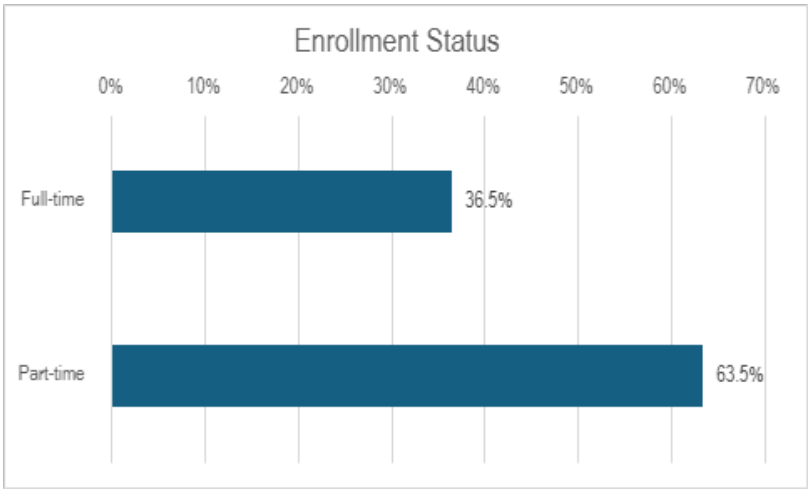
- 59% female
- 64% part-time
- 16% 25 and older
- 52% concurrently enrolled in high school
- 14% exclusively online
- 4% military affiliated
- 4% student athletes
- 7% students living in residence halls
- 2% International students

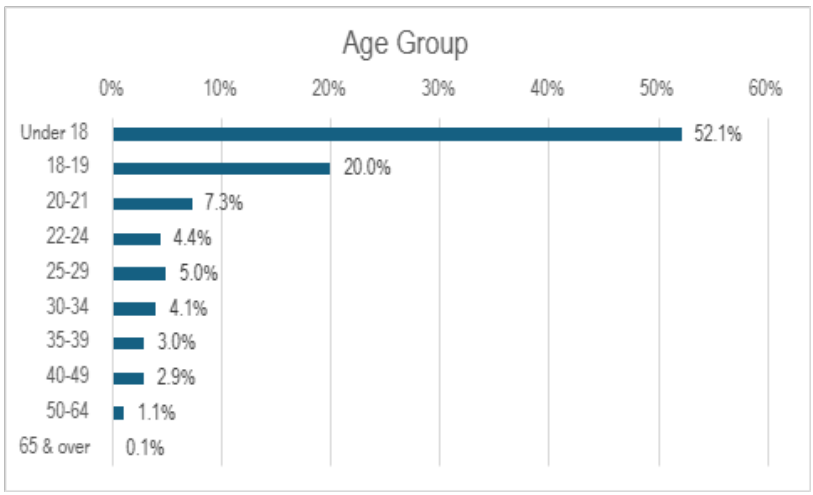
The following charts and graphs provide a more comprehensive snapshot of our Fall 2025 student population enrolled in our academic (credit) courses and programs. Data is based on SUNY IR Early Student Submission, and headcounts were used for official SUNY

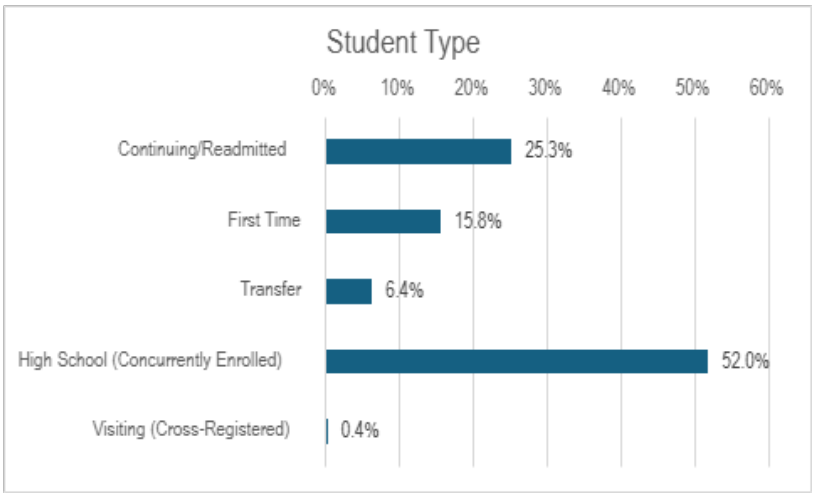
numbers and IPEDS, with the addition of visiting students cross-registered at other institutions.

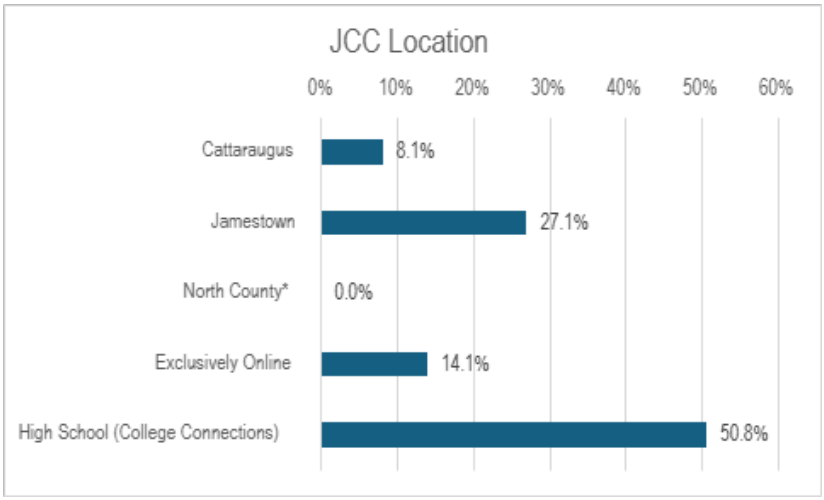












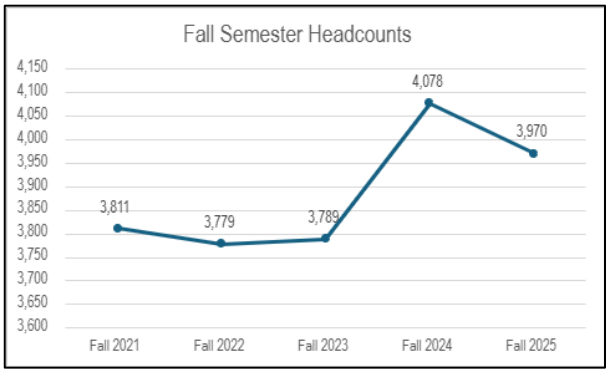
*Our North County extension had zero enrollment for the Fall 2025 semester due to its pending decommission as an instructional site.

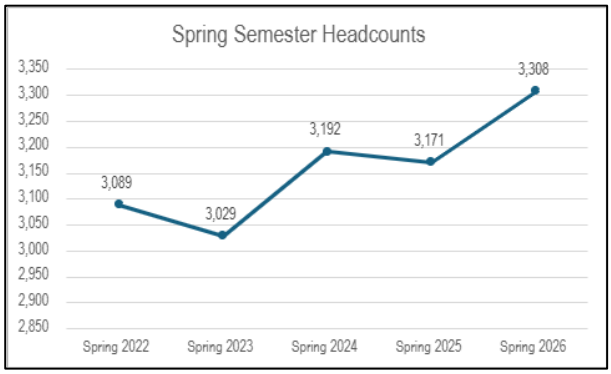
Note: The difference between high school student type and high school location is that location only includes college courses taken within high schools (College Connections program); there are other concurrently enrolled high school students who take courses at JCC campuses and online.

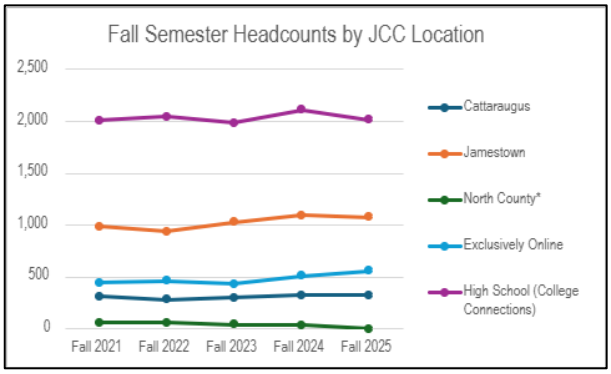
Of the 532 students enrolled in Workforce Development programs for the Fall 2025 semester, 317 were seeking job-related skills, and 81 were enrolled directly by local businesses.

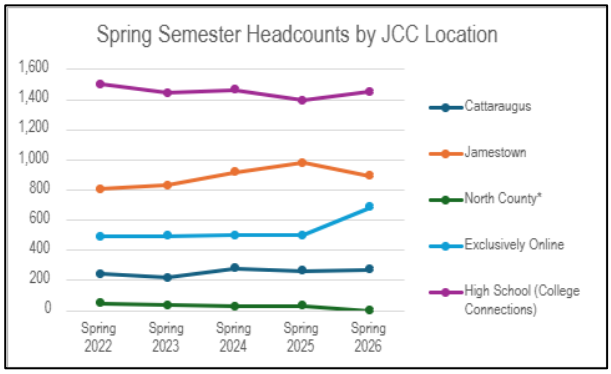
Overall Enrollment Trends

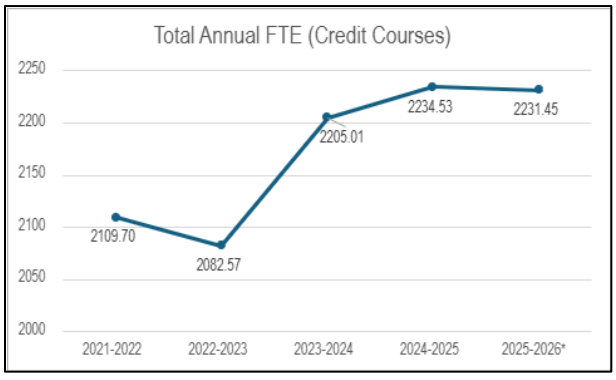
Since our last Middle States Self Study, JCC has seen an increase in both total headcount and total annual full-time equivalents (FTE) in credit courses. While enrollment contributions from College Connections (high school concurrent enrollments) and the Cattaraugus County campus have remained steady, we have experienced enrollment increases at both our Jamestown campus and online.

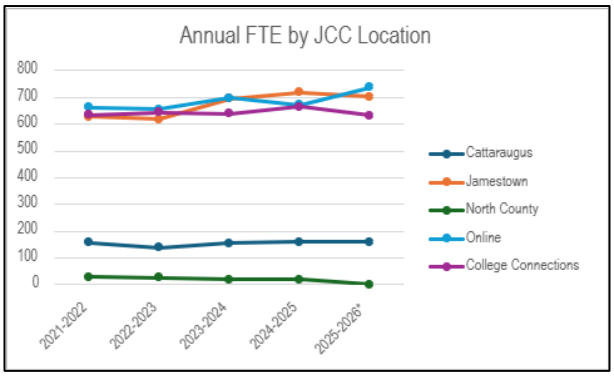






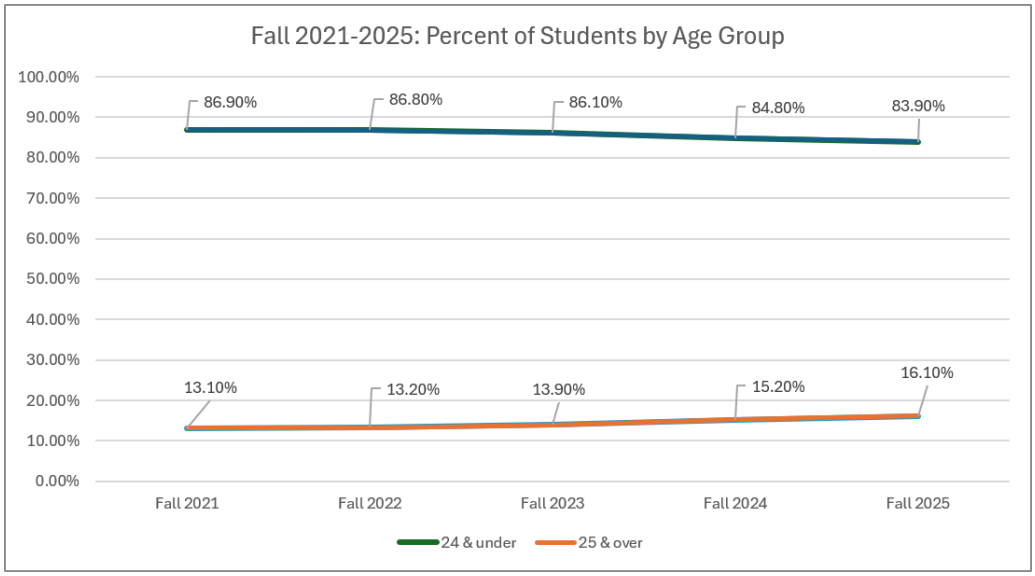


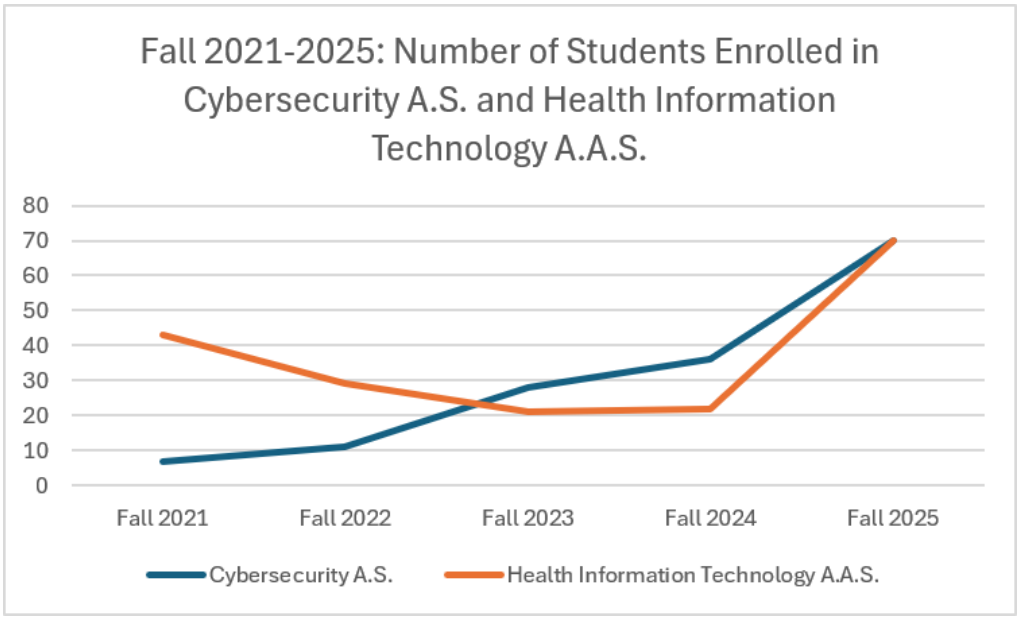




*2025-2026 FTE data is as of June 16, 2026 and does not include Summer Session II which begins July 6, 2026.

In addition to the growth in our exclusively online student population, JCC is also experiencing an increase in adult learners. Some of this growth can be attributed to SUNY Reconnect, a program offering free associates degrees in high-demand programs to students 25-55 years of age without a college degree, which rolled out for the Fall 2025 semester. JCC's Cybersecurity and Health Information Technology programs, both SUNY Reconnect-eligible programs, have seen notable growth.





Workforce Development enrollments fluctuate more with direct employer partnerships and training needs. For example, enrollment in workforce development programs jumped from 523 in Fall 2022 to 1,420 in Fall 2023 due to a partnership with the Resource Center, a local agency, for specific employee trainings.

Serving concurrently enrolled high school students, workforce development students, and matriculated students at multiple locations requires JCC to be fully equipped to support students at all walks of life with varying backgrounds and skill levels. The recent growth in online students and adult learners adds unique opportunities for JCC to consider when approaching retention and other support efforts.

Faculty/Staff/Administration Snapshot

In addition to supporting students and community interests, JCC has a culture of supporting its faculty. Awards and recognition of achievement are a significant part of JCC's culture, as is continuous professional development. Each year, 10-20 faculty members are recipients of the Applauding Participation in the Learning Environment (APPLE) Awards. These are awarded to faculty members for exceptional professional achievements, including completion of graduate-level credentials, publication of professional work, or acknowledgement by professional organizations. Each year, one full-time and one adjunct faculty member are recipients of SUNY Chancellor's Award for Excellence in Teaching. Additionally, several JCC faculty members have been recipients of the more selective SUNY Chancellor's Award for Scholarship and Creative Activities and the SUNY Chancellor's Award for Professional Service. The latter awards speak to the talents and expertise of faculty members beyond the classroom. Faculty also have access to Faculty Development Funds, which are funds set aside to support professional development endeavors, including graduate-level coursework or credentials, attendance at regional or national conferences, and membership in professional organizations. These funds are allocated by an elected committee composed of faculty and administration to support the continuous development of JCC faculty and enrich their impact on college operations and the student experience.

Recent Developments and Expectations

Important developments and directions which have had a significant impact on the college, and which will shape the work of the organization in the near future, include:

- A continued focus on student success which includes a college-wide commitment to reframed Guided Pathways approaches to retention and completion.
- Demographic trends which include several years of decline in high school graduates, and projected continued declines over the next several years.
- Financial challenges associated with a revised state funding model that is less tied to enrollments.

- Regional competition for less prepared and low-income learners has increased, with nearby four-year institutions recruiting and funding students who would not have been included in those institution's recruitment plans in previous years.
- Increasing numbers of strategic partnerships with regional four-year colleges and universities, along with other community and educational organizations.
- Greater alignment of all programs (Workforce and Academic) with regional workforce need.
- Improved institutional understanding of processes around both institutional planning and shared governance.
- Several re-structures at various levels have led to increased institutional nimbleness.
- All three collective bargaining agreements have been successfully renegotiated.

In this evolving landscape, the latest Carnegie classifications for SUNY Jamestown offer an external lens through which to view our trajectory. SUNY Jamestown has been categorized as a Professions-focused Associate Large or Medium, with no research designation, underscoring our emphasis on applied, career-focused programs and a workforce-aligned curriculum rather than research activity. The Carnegie Student Access and Earnings matrix further informs our context, yielding an Access rating of 1.37 and an Earnings rating of 1.19. These metrics illuminate two critical opportunities: increasing enrollment of Pell-eligible students (access) and enhancing graduates' ability to secure family-sustaining jobs (earnings). These findings resonate with Elevate 2030, which already foregrounds access, success, and workforce readiness as integral outcomes.

Elevate 2030 – Empowering Futures Together, translates these external signals into action. On access, the plan advances targeted outreach to Pell-eligible students and families, works to streamline financial aid processes, expands wraparound supports such as advising and tutoring, and strengthens transfer pathways to reduce time to degree. On the earnings front, Elevate 2030 expands work-based learning - externships, job shadowing, internships, and employer-mentored projects - while reinforcing a robust career services ecosystem that connects students to regional opportunities. It also emphasizes building industry partnerships to ensure curricula reflect current employer needs and embedding employer-aligned program design with ongoing program review to maintain relevance and outcomes. Collectively, these actions operationalize the Carnegie findings by advancing equity, affordability, and regional workforce readiness.

Beyond parity with external measures, these developments reinforce a broader strategic imperative: designing programs and student supports that align tightly with local labor

market demand. Our focus on professions and applied learning positions JCC to tailor curricula to concrete labor-market needs, expand hands-on experiences, and pursue credentialing opportunities that families recognize and value. Enhanced student advising, tutoring, and success coaching will further support persistence and completion, driving gains in both access and earnings. As Elevate 2030 continues to unfold, we will continually translate these insights into measurable improvements, ensuring our work remains transparent, accountable, and responsive to students, employers, and the communities we serve.

II. INSTITUTIONAL PRIORITIES

During the MSCHE Self-Study Institute (SSI), members of the Steering Committee drafted initial Institutional Priorities based on conceptual intersections among the college's existing mission, strategic directions, and other major contextual factors. Also taken into consideration were data that have informed recent institutional improvement efforts, such as:

- Recently completed (2025) integrated strategic and operational plan metrics on enrollment, retention, and completion: The college did not meet most established outcomes, leaving significant room for improvement in all areas, across all target markets.
- Data recently provided (2025) by the State University of New York regarding the college's historical performance in areas that support student academic momentum such as fall-to-fall retention, completion rates, successful completion of gateway courses in English and Math, FAFSA completion rates, rate of students completing 30+ credit hours in their first year. Of these data points, the college has pledged specific action to improve retention and gateway course completion.
- Perkins V Comprehensive Local Needs Assessment (2026) data, which point to specific Career and Technical Education (CTE) programs and special populations that are not meeting performance indicator benchmarks.
- Financial audits from recent years (2022-2025) and five-year financial projections, providing the college insight and a shift towards more proactive action to identify new revenue streams while reducing expenses.

Members of the Steering Committee then set these aside and consulted with the college's two primary employee constituencies: President's Cabinet, and the Executive Committee of the Academic Council. President's Cabinet consists of the president, vice presidents, executive directors, and all functional area leads; and the Executive Committee of the Academic Council consists of elected representatives from academic divisions, from the

Student Experience unit, and from among part-time faculty. Members of the Steering Committee walked each of these two groups through a process comparable to what we were guided through during the SSI, gathering feedback during discussion and in follow-up correspondence. The Steering Committee then reviewed all input received, looking for patterns among responses and consulting SSI guidance, ultimately arriving at the following three priorities, which will be addressed through SUNY Jamestown Community College's self-study:

- Priority 1. Student Support for Retention
  This priority highlights the need to approach student support efforts using a retention lens, along with the need to more intentionally define what retention efforts are underway so that they can be assessed. SUNY Jamestown Community College has a standard yet comprehensive slate of student support services, though these supports are somewhat decentralized. Evaluating how these student supports function to improve retention should result in better coordinated, more streamlined support services, with fewer gaps in support.

- Priority 2. Connection to Careers
  Both SUNY Jamestown Community College's mission and its first current strategic direction speak directly to the importance of ensuring all learning is career-aligned. Like many other colleges and universities, JCC recognizes the role of career-aligned program selection and learning experiences relative to student persistence and successful credential completion. Strategic Direction #1 of the current plan reads: "Position the College as the on-ramp to in-demand learning opportunities leading to prosperous careers in the Southern Tier West region." The college is eager to take advantage of the self-study work to help us better incorporate career-connected learning opportunities into our curriculum, supports, and co-curricular activities in ways and at times that will have the greatest positive impact on student motivation and learning.

- Priority 3. Use of Data to Define Institutional Scope
  The college's mission references the fact that we prepare learners from "our region and beyond." The first of the college's two current strategic directions narrows the scope of our mission, more specifically referring to "in-demand learning opportunities leading to prosperous careers in the Southern Tier West region." The need to focus our efforts has become a refrain in recent years as SUNY Jamestown Community College has recognized the inherent difficulty and perhaps impossibility of being all things to all people. As we work within the parameters of this strategic direction and this narrowed framework for our efforts, we would do well to consider the extent to which we use data appropriately both to define institutional scope (e.g., what we consider "our region," how we determine what is "in demand"), and to define the elements that should be a part of that scope (e.g., variables beyond

programs and regionality). More broadly, the college is well-situated to benefit from thinking about data collection and analysis in new ways as a result of an institution-wide reflective process.

Alignments

In part because JCC recently engaged in the process of developing a new college plan, all three institutional priorities align with major elements of both current strategic directions and the college's mission statement.

MISSION STATEMENT AND INSTITUTIONAL PRIORITY ALIGNMENT

Elements of the Mission Statement	Priority 1: Support Students for Retention	Priority 2: Connection to Careers	Priority 3: Data for Institutional Scope
Community Partnerships & Support	X	X	X
Careers & Employers	X	X	X
Inclusiveness	X	X	X

Likewise, the three identified priorities align well with the seven Standards for Accreditation as articulated in the Fourteenth Edition.

STANDARDS FOR ACCREDITATION AND INSTITUTIONAL PRIORITY ALIGNMENT

Standards for Accreditation	Priority 1: Support Students for Retention	Priority 2: Connection to Careers	Priority 3: Data for Institutional Scope
I. Mission and Goals	X	X	X
II. Ethics and Integrity		X	X

III.	Design and Delivery of the Student Learning Experience	X	X	X
IV.	Support of the Student Experience	X	X	X
V.	Educational Effectiveness Assessment	X	X	
VI.	Planning, Resources, and Institutional Improvement	X	X	X
VII.	Governance, Leadership, and Administration			X

III. INTENDED OUTCOMES

SUNY Jamestown Community College embraces this opportunity for reflection and prioritization of future efforts. The following are our intended outcomes of self-study:

1. Demonstrate how the institution currently meets the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provides evidence by Standard in alignment with the *Evidence Expectations by Standard*.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served and institutional mission and goals are met.
4. Define what success looks like at SUNY Jamestown Community College and what data and mechanisms we need in order to realize it.
5. Imagine institutional transformations that would allow the college to achieve superior student outcomes.

IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The Steering Committee was selected collaboratively by the ALO (then the Vice President of Academics), executive support staff, and the President's Cabinet. Emphasis was placed on identifying chairs who brought specific skill sets that include project management, familiarity with important concepts across Standards, collaborative document development, and management of long-term efforts. The remainder of the Steering Committee consists of those holding key roles that are responsible for directing the work of all functional areas within the college. Chapter Working Group members were selected by the ALO and chairs in consultation with the President. Working Group members were selected because of their expertise and familiarity with a specific Standard's focus and the perspective they bring to their assigned Standard as a result of their role(s) at the college.

Steering Committee Membership

- ALO: Crystal Rose-Williams, Associate Vice President for Strategic Initiatives
    - Align people and resources to complete the 3-year long task.
    - Identify chair, co-chair, ensuring their access to materials and awareness of responsibilities, serving as a support and guide throughout the process.
    - Tend to MSCHE communications, distributing as needed.
    - Confer with MSCHE, administrative, and BOT stakeholders.
    - Steering committee member/lead.
- Chair: Justin March, Associate Professor of English
    - Conceive of steering committee and identify members.
    - Establish detailed timelines, deliverables, benchmarks, and deadlines for each component of the overall project.
    - Manage collaborative research and writing efforts.
    - Revise chapters and overall document.
    - Interface with faculty shared governance, faculty and student stakeholders.
- Co-Chair: Dr. Laura Parmenter, Assistant Dean of the Learning Commons
    - Raise awareness of self-study effort.
    - Communicate expectations re: timelines, deliverables, benchmarks, and deadlines.
    - Prompt action and create accountability mechanisms.
    - Interface with staff shared governance, staff stakeholders.
- Member: Kayla Griewisch, Institutional Research Manager
- Member: Karen Fuller-Markham, Vice President of Finance & Operations
- Member: Ronald Shidemantle, Vice President of Student Experience
- Member: Traci Langworthy, Interim Vice President of Academic Affairs

- *Additional Members: Lead(s) from each Chapter Working Group, as noted below

Steering Committee Responsibilities and Charge
Summary Responsibilities of the Steering Committee:

- Interface with stakeholders
- Function as a check-in site for Working Groups
- Trouble-shooting team
- Drive evidence collection
- Assist with revision and conduct final review prior to submission

The Steering Committee will use the following strategies to ensure regular, productive collaboration and to reduce duplication of efforts:

1. Regular Cross-Group Convenings: The Steering Committee will schedule periodic joint meetings where Working Groups can share interim findings, discuss overlapping themes, and identify opportunities for appropriate alignment. These touchpoints will ensure that groups remain aware of one another's progress and can coordinate areas of common focus to avoid overlap.
2. Shared Document Repository and Communication Channels: All Working Groups will use a common digital workspace to house meeting notes, draft analyses, source materials, and data requests. This shared environment will allow groups to see what others are developing in real time.
3. Alignment Sessions at Key Milestones: At designated stages of the self-study timeline, the Steering Committee will convene structured alignment sessions for groups to review specific themes, reconcile differing interpretations of evidence, and collectively refine the narrative threads that span multiple Standards.
4. Coordinated Data Gathering and Institutional Research Support: This step comes from a lesson learned after our last self-study. To reduce repeated requests and ensure consistency, the Steering Committee will coordinate institutional data collection through a central process managed in partnership with Institutional Research. Working Groups will be encouraged to pool data needs where possible.

Because the Steering Committee consists of nearly all members of cabinet, it will be well-positioned to commit resources for the sake of Standards evaluation and priorities analysis. Through the regular meetings detailed above, Chapter Working Group members will have sufficient opportunity to notify the Steering Committee of progress and roadblocks. Likewise, executive support personnel will provide an additional layer of both oversight and support for Working Groups.

Working Groups will be explicitly charged with responding to Lines of Inquiry in context of the college's mission and self-study priorities and as a mechanism for reflecting on Standards. This will be the sole effort of each group, and the Steering Committee will continually monitor adherence to the Lines of Inquiry / Standard criteria framework established. Additionally, by functioning as the coordinating evidence group, the Steering Committee will be able to directly manage the process of not only gathering and organizing evidence, but also prompting Chapter Working Groups to incorporate specific data points or pieces of evidence into their chapters.

Working Groups

Each Working Group will be assigned to a single Standard, and the Steering Committee will be responsible for ensuring groups engage in a thoughtful, open, and focused process of reflective inquiry, using the Standards for Accreditation and Requirements of Affiliation and Lines of Inquiry as a two-part framework for that work.

Working Group Responsibilities and Charge

Chapter Working Groups are charged with 1) researching and reflecting on the extent to which the college meets Standard criteria, while also 2) refining and responding to Lines of Inquiry. Working Groups will accomplish this by:

- Developing a comprehensive understanding of the Standards for Accreditation aligned with their chapter (and similar chapters), evidence expectations and their relationship to the Requirements of Affiliation, institutional priorities, and the College's mission and strategic plan. Standards and evidence expectations are found here: *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard*.
- Adhering to the established Self-Study schedule, meeting all deadlines, and maintaining regular communication and meetings with the Steering Committee and other Working Groups.
- Holding recurring Working Group meetings, sharing feedback with other groups, and working with the Steering Committee to identify overlapping research areas and needed documentation.
- Recommending revisions to Lines of Inquiry aligned with their Standard, identifying and requesting relevant data, and analyzing evidence to assess strengths, weaknesses, and compliance.
- Reviewing evidence related to adherence to the Standard, drafting narratives that establish evidence-based adherence to Standard criteria, identifying opportunities

for improvement, and creating successive drafts leading to the final Working Group chapter.

Working Group Membership

Standard I: Mission & Goals

- *Ron Shidemantle: Vice President for Student Experience – Steering Committee Liaison
- Jade Barber: Director, High School Partnerships; Planning Advisory Council Member (Co-Chair)
- Dr. Renee Funke: Professor, Education
- James Kelemen, Academic Affairs Specialist
- Grant Umberger: Director, Workforce Development
- *Dale Yerpe: Professor, English; Planning Advisory Council Member (Co-Chair)
- Joshua Zeiders-Weber: Assistant Professor, Psychology

Standard II: Ethics & Integrity

- *Traci Langworthy: Interim Vice President of Academic Affairs - Steering Committee Liaison
- Stephanie Cardone: Executive Assistant to the Vice President of Student Affairs; Project Manager
- Janelle Grey: Coordinator, Learning Center; Assistant Professor; Academic Standings Committee Chair (Co-Chair)
- Nicolette M. Riczker: Executive Director of Human Resources & Chief Diversity Officer
- *Brent Harkness: Chair, Electronics, Engineering, Mechanical Technology, Physics, Welding; Associate Professor, Welding Technology; Student Affairs Committee Chair (Co-Chair)
- Dr. Jonathan O'Brian: Chair, Geography, Global Affairs, History, Political Science; Professor, History; Local Foundation Liaison
- Hannah Raynor: Director of Marketing and Communications

Standard III: Design & Delivery of the Student Learning Experience

- *Justin March: Associate Professor of English – Steering Committee Liaison
- Shannon Bessette: Chair, Direct Support Professional; Professor, Anthropology
- Dr. Heather Burrell: Interim Associate Dean, Health Sciences Associate Professor, Nursing
- Kari Dundore-Shrout: Chair, Healthcare Studies, Biology, Chemistry, Geology; Associate Professor, Biology and Chemistry

- *Gregg Karl: Program Manager, Workforce Development (Co-Chair)
- Dr. Arnaud Lambert: Associate Dean, Public and Professional Services; Chair, Anthropology, Religion, Sociology; Associate Professor, Anthropology and Sociology; General Education Committee Member
- Julie Page: Director, Career Services
- Christopher Reisch, Professor, Mathematics (Co-Chair)
- Simone Sellstrom: Chair, Communication, English Literature, Philosophy, Theater; Assistant Professor, Communication

<u>Standard IV: Support of the Student Experience</u>

- *Dr. Laura Parmenter: Assistant Dean of the Learning Commons – Steering Committee Liaison
- Kaitlyn Anastasia: Student Services Assistant
- Kerri Brown: Director, Global Learning
- Corrine Case: Director, Admissions
- Elisa Galuppo: Director, Financial Aid and Billing
- Heather Gregory: Director, Campus Life and Programming
- Colette Haight: Associate Professor; Counselor; Coordinator, Advisement (Co-Chair)
- *Beth Lisi: Coordinator, Learning Center; Associate Professor; Planning Advisory Council Member (Co-Chair)
- Ashley Lund: Assistant Director Athletics and Compliance
- Donald Pool: Coordinator, Accessibility Services
- Kassie Wegner: Assistant Professor; Reference Librarian

<u>Standard V: Educational Effectiveness Assessment</u>

- *Justin March: Associate Professor of English - Steering Committee Liaison
- *Amanda Bartels: Associate Professor, Mathematics; Assessment Coordinator (Co-Chair)
- Rose Dunn: Assistant Professor, Nursing
- Joe Jagoda: Project Coordinator, College Connections
- Kathleen Martel: Director, Workforce Development
- Heather Metzger: Associate Professor, Education; Assessment Committee Co-Chair (Co-Chair)

<u>Standard VI: Planning, Resources, and Institutional Improvement</u>

- *Karen Fuller-Markham: Vice President of Finance & Operations - Steering Committee Liaison
- Jennifer Beebe: Interim Assistant Director of Finance and Operations/Grants

- *Sarah Bray: Chair, Business, Economics, Entrepreneurship; Associate Professor, Business; Retention Committee (PRCC) (Co-Chair)
- Kyle Brown: Executive Director, Information Technology
- Steve Kibbe: Assistant Director, Public Facilities and Maintenance
- Deborah Miller: Instructor, Business and Accounting
- Tyler Silagyi: Director, Residence Life; Planning Advisory Council Member (Co-Chair)
- Scott Welka: Assistant Director, Buildings and Grounds

<u>Standard VII: Governance, Leadership, and Administration</u>

- *Crystal Rose-Williams: Associate Vice President for Strategic Initiatives – Steering Committee Liaison
- Dr. Dion Daly: Assistant Professor, Business; Prison Education Academic Support Coordinator
- Dr. Lillian Emley: Assistant Professor, Chemistry and Biology; Academic Council Executive Committee Secretary
- *Morgan Franchina: Assistant Professor; Director, Success Centers (Co-Chair)
- Tammy Racino: Human Resources Manager
- Sarah Tranum: Chair, Occupational Therapy Assistant; Professor, Occupational Therapy Assistant; Faculty Governance Lead (Co-Chair)

<u>Evidence Inventory & Federal Compliance</u>

- *Kayla Griewisch: Director of Institutional Research – Steering Committee Liaison
- *Tracy Kelly: Registrar; Assistant Professor *(Federal Compliance)*
- *Renee Henry: Executive Assistant to the VP of Academic Affairs and Project Manager
- Kirsten Johnson: Assistant to the VP of Academic Affairs

(* Notates Steering Committee Membership)

Working Group Lines of Inquiry

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.

Lines of Inquiry

1. To what extent do the goals and values of the college meaningfully align with, reflect, and operationalize its mission?
2. To what extent are the college's mission and goals connected to meaningful data points?
3. How effectively does the mission guide decision-making, resource allocation, and the establishment of institutional priorities such as retention, completion, and career readiness?

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.

Lines of Inquiry

1. In what ways do the college's policies and procedures enhance the student experience, and how can they better support retention and completion?
2. To what extent do the policies and practices of the college reinforce its ethical standards?
3. How consistently does the college ensure that representations of programs, outcomes, and experiences are accurate, accessible, and aligned with institutional mission and student needs?

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.

Lines of Inquiry

1. How well does JCC engage students in career-connected learning (i.e., integration of career awareness, practical application, and pathways to employment or transfer)?
2. To what extent do JCC's learning experiences foster student retention through to achievement of goals?
3. In what ways do programs and learning experiences adapt to evolving student needs, workforce demands, and regional expectations while maintaining appropriate standards and coherence?

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.

Lines of Inquiry

1. To what extent has the college's definition of "student success" driven the work of programs and functional areas?
2. How effectively does the college identify, support, and respond to the diverse needs of its student populations through coordinated services that promote persistence, retention, and completion?
3. How well do student support services integrate career exploration and readiness throughout the student lifecycle?

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.

Lines of Inquiry

1. To what extent have career-oriented outcomes been used to assess educational effectiveness?
2. In what ways have assessment practices been used to evaluate and improve educational outcomes?
3. What mechanisms ensure that assessment findings inform planning, resource decisions, and program refinement?

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.

Lines of Inquiry

1. What would need to occur for the college to achieve a fully integrated planning, budgeting, and assessment process that systematically advances institutional priorities such as retention, completion, and career readiness?
2. How effectively do resource allocation processes support continuous improvement, innovation, and the achievement of institutional mission and goals?
3. In what ways does the college use data to anticipate challenges, understand institutional capacity, and guide long-term planning and resource decisions?
4. How well-positioned is the institution to respond to emerging opportunities through strategic investment, program evaluation, and organizational learning?

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 a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Lines of Inquiry

1. To what extent does governance, leadership, and administration function to support student retention and completion?
2. How effectively do governance and leadership ensure transparency, shared responsibility, and broad engagement in institutional planning and decision-making?
3. In what ways do leadership and administrative units reinforce the mission, promote data-informed decision-making, and cultivate a culture of continuous improvement?
4. How well does the institution ensure that roles, responsibilities, and decision-making authority are clearly defined and aligned to mission, goals, and student success priorities?

V. GUIDELINES FOR REPORTING

Working Groups will begin convening in Fall 2026 with a meeting of the Steering Committee and Working Group members. Meetings will occur monthly throughout the semester with the following timeline:

Deliverable	**Timeline**
Working Group Action Plan	September 2026
Lines of Inquiry Review	September 2026
Evidence Inquiry	October-December 2026
Evidence Evaluation	October-December 2026
Report Outline	February-March 2027
Report on Standard	April 2027

Working Group leads will establish for each Working Group an Action Plan, including: a meeting schedule (at least four times for the semester); communication plan (for example, MS Teams, OneDrive, Zoom, etc.); and general planning and assignment of duties. Development of other Working Group deliverables will follow the templates in Appendix A.

Working Group deliverables should adhere to conventions of Standard American English and comply with the college's accessibility and branding expectations. Submitted documents should be created in MS Word and uploaded to the appropriate OneDrive folder.

The Steering Committee will review Working Group reports and evaluate content for inclusion in the final report. The Steering Committee will also examine recommendations from Working Group reports for alignment with the strategic plan and priorities.

VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The final Self-Study Report will use the following organizational structure and contain the following elements:

Self-Study Outline

Executive Summary
1-5 pages describing major findings and recommendations

Steering Committee and Working Group Members

List of Acronyms

Introduction

Overview of the college, study outcomes, and priorities for study

I. Chapter 1: Standard I - Mission and Goals

II. Chapter 2: Standard II - Ethics and Integrity

III. Chapter 3: Standard III - Design and Delivery of the Student Learning Experience

VIII. Chapter 4: Standard IV - Support of the Student Experience

IX. Chapter 5: Standard V - Educational Effectiveness Assessment

X. Chapter 6: Standard VI - Planning, Resources, and Institutional Improvement

XI. Chapter 7: Standard VII - Governance, Leadership, and Administration

XII. Conclusion: Summary of findings, recommendations, and concluding reflections

XIII. Appendices

VII. SELF-STUDY TIMELINE

The following timeline for completion of the Self-Study Report includes anticipated milestones in the self-study process, along with dates when the milestones will be achieved.

Timeline

Date	Milestones/Activities
YEAR ONE	***2025-2026***
September 2025-October 2025	Complete Self-Study Institute
January 30, 2026	Submit draft self-study design
May 2026	Host Commission staff liaison for Self-Study Preparation Visits
June 30, 2026	Receive and incorporate feedback from VP Liaison, updating SSD with Steering Committee. Refine Lines of Inquiry with Working Groups
July 16, 2026	Receive commission staff liaisons send SSD approval letter
YEAR TWO	***2026-2027***
September–May 2027	Working groups work on standards
May-August 2027	ALO & Steering Committee Co-Chairs review and compile into self-study draft
August 30, 2027	Formally notify all institutional constituencies, including the general public, that the Commission makes available the opportunity to submit third-party comments regarding the institution's compliance with standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements in accordance with the Commission's Third-Party Comments for Institutions Under Review Policy and Procedures
	At least 9 months prior to the On-Site Evaluation visit, the institution will review all locations in the secure MSCHE portal to verify the location type, location status, and enrollment at the location
YEAR THREE	***2027-2028***
September 3, 2027	Commission staff liaisons send nominations of team Chairs

September 30, 2027	Confirmation of team chair appointment
January 31, 2028	Commission identifies vice chairs and confirms to conflicts of interests
	Commission sent institutions evaluation team rosters
April 28, 2028	Host team chair preliminary visit
May-June 2028 (tentative)	Self-Study draft finalized *(10 weeks prior to visit)*
YEAR FOUR	***2028-2029***
November 17, 2028	Evaluation Team Visit Completion Deadline *(Ideally mid-late September)*

VIII. COMMUNICATION PLAN

Effective and transparent communication will be an essential component in the self-study process. As such, the Steering Committee and the college's leadership team will carefully monitor all communication and ensure that the timeline is followed. Updates pertaining to the self-study process, areas of collaboration, and findings will be shared via common assemblies (Academic Council meetings, all college meetings, Student Senate, and Board meetings) and periodic electronic updates. The Steering Committee and Working Groups will leverage Teams for collaboration. Important purposes and milestones for communication are noted on the timeline on the following table.

Communication Plan

Purpose	Audience(s)	Methods	Timing	Person/Group Responsible
Information sharing	Students	Emails	Each semester	Steering Committee
		Student Senate meetings	Prior to SSPV, site visit	Steering Committee
	Employees	Orientation kick-off meeting	May 2026	Steering Committee
		Emails	Quarterly	Steering Committee
		Townhalls	Each semester	Steering Committee
	Board of Trustees	BOT meetings	Quarterly	ALO, VPAA, President
	Community	3rd-party call for comment notification	August 2027	Steering Committee, President
	Alumni	Emails	Annually	Foundation, President
		Social media	Quarterly	Foundation, Marketing
Seeking input and support	Students	Surveys	At key milestones (e.g., post-draft release, pre-visit preparation)	Institutional Research, Steering Committee
		Student Senate meetings	Each semester	Steering Committee Liaison

	Board of Trustees	BOT meetings	As needed during review cycles (e.g., draft updates)	President, ALO, Working Group Lead
	Faculty	Surveys, focus groups, Academic Council meetings	Each semester and during major drafting efforts	Steering Committee, Working Group Lead
	Staff	Listening sessions, surveys	Each semester	Steering Committee, HR
	Cabinet III	Cabinet III meetings, targeted feedback sessions	At key milestones, then monthly	President, Steering Committee
Seeking input	Community	Listening sessions (open), targeted outreach (e.g., industry partners, workforce boards)	Annually and during draft circulation period	President, Workforce Development Leadership, Steering Committee
	Alumni	Surveys, targeted focus groups (e.g., recent graduates)	Annually	Foundation, Career Services, Working Group Leads
Seeking input and approval	BOT	BOT meetings	At major approval points (Self-Study Design approval, final Self-Study approval prior to submission)	President, ALO

IX. EVALUATION TEAM PROFILE

The Evaluation Team Chair should bring a proven track record leading a mid-sized, workforce-oriented community college with substantial online instruction (approximately 33%) and a robust mix of transfer and career/technical programs, including experience serving rural, high-poverty, and first-generation student populations. The ideal candidate is a chief executive officer, president, or chief academic officer who has led similar institutions and demonstrated success in strategic planning, workforce development, and the integration of workforce and academics (workforce/academic integration). This leadership role should reflect strong capabilities in cross-divisional collaboration across academic affairs, student affairs, and institutional finance, with a demonstrated ability to guide accreditation processes and drive continuous improvement. The Team Chair should have direct experience overseeing or coordinating comprehensive accreditation work, and a track record of engaging with regional labor market needs to align programs with community needs.

The Team Members should collectively reflect a balanced mix of expertise aligned with JCC's priorities, ensuring a thorough, data-informed evaluation. Ideal members would include individuals with proven experience working with high-poverty, first-generation, at-risk student populations and with the ability to assess programs and services that support these students. Rural-context expertise is essential, including familiarity with access challenges, broadband and distance education considerations, and local workforce alignment. Strong capabilities in academic affairs are needed —especially in curriculum design, program assessment, accreditation compliance, and quality assurance. Members should be proficient in institutional research, data analysis, outcomes measurement, and assessment reporting to support data-driven decisions. Expertise in student affairs and student support, including advising, counseling, retention, and completion initiatives, is desired, as is experience with faculty development, instructional quality assurance, and evaluation of teaching and learning. Financial acumen is required for budgeting, financial planning, audit readiness, and sustainability analyses of programs and initiatives. Community and industry engagement skills are needed to navigate workforce partnerships and labor market alignment, along with compliance and risk management knowledge to address regulatory requirements, policy development, and conflict-of-interest considerations.

Peer institutions include: Adirondak CC, Cayuga CC, Herkimer CC, Jefferson CC, Tomkins Cortland Community College.

Aspirant institutions include: Finger Lakes Community College, Mohawk Valley Community College, and Onondaga Community College.

Competitor institutions include: St. Bonaventure University, University of Pittsburgh at Bradford, SUNY Fredonia, and SUNY Alfred State College. These institutions have common student recruitment target areas, and whose representatives might present conflicts of interest should they serve on the self-study evaluation team.

The college's largest and/or signature programs include Individual Studies and programs within the technology and healthcare areas (in particular the A.A.S. in Nursing). Lesser enrolled programs that are central to the college's historical mission include Engineering Science and Fine Arts (Performing and Visual).

X. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

As required by the Commission, SUNY Jamestown Community College annually confirms IPEDS-aligned indicators through the Commission's Annual Institutional Update (AIU). The college is fortunate in that we have not received requests in recent years for Supplemental Information Reports as a result of institutional update indicators and metrics. Although data relative to student achievement, annual enrollment, financial health, and federal financial responsibilities have met or exceeded Commission-established thresholds, these metrics nevertheless remain central to the College's ongoing assessment and planning efforts. These data points, along with SUNY-system indicators and internally developed dashboards, provide a consistent mechanism for monitoring institutional performance and ensuring mission alignment.

As part of the Self-Study process, the college will systematically analyze AIU indicators and aligned metrics — particularly retention, graduation, gateway course performance, licensure exam outcomes, annual FTE trends, and audited financial reports — to evaluate progress toward institutional goals and identify areas of strength, challenge, and needed improvement. This analysis will occur at both the Steering Committee and Working Group levels. Each Working Group will be prompted to integrate relevant AIU data into its reflective research, using multi-year trend analyses to support claims of compliance, inform discussions of institutional effectiveness, and substantiate conclusions about student learning and support, resource allocation, and planning.

To support this work, the Office of Institutional Research will provide a consolidated dataset including AIU-reported metrics, relevant SUNY performance indicators, and JCC's internal data systems (including disaggregated student success metrics). These datasets will be shared with all Working Groups via the Self-Study Teams site. This will ensure that data used in the Self-Study report are accurate and consistent with institutional and SUNY system records.

The Self-Study Steering Committee will rely in part on AIU trends to assess whether goals for student achievement and financial sustainability are appropriate and effectively supported through mission-aligned efforts. Through this process, the college will ensure that AIU data are analyzed for potential embedding into institutional planning, assessment, and decision-making throughout the Self-Study cycle.

XI. EVIDENCE INVENTORY STRATEGY

An Evidence Inventory will be developed to organize documentation that will assist in the self-study process, provide support to the Working Groups, and serve as a resource for all those involved in the self-study process. The Evidence Inventory will be overseen by a Working Group listed above as Evidence Inventory thus ensuring that lines of communication will exist between the Working Groups, the Steering Committee, and those organizing the information.

The college has reviewed the Commission-supplied Evidence Expectations by Standard and have developed a file system that mirrors those expectations according to standard. Each Working Group will have access to all data, but evidence aligned with specific Standards will be indicated as such so that only relevant data points will be analyzed by a given Standard's Working Group. Internal lists be managed in ways that align, too, with MSCHE portal organization. A master list of all documents as well as a separate set for each standard will facilitate the efforts of the Working Groups. The final documents will be uploaded to the Middle States portal and linked to their corresponding standards.

XII. STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED

To identify self-study site visits, the college will review the listing of all MSCHE approved campuses and additional locations and determine a representative list of locations to conduct site visits to, including the main Jamestown campus, the branch Cattaraugus County Campus, and one-third (or up to ten) of our active additional locations, including the Prison Education Program location in Collins, NY, and area high schools that take part in the college's NACEP-accredited concurrent enrollment program. The college has already begun the process of confirming the status of additional locations and will ensure that list is accurate and up-to-date at least one year prior to site visits. In coordination with Commission staff, we will determine which additional locations are to be visited by the Team Chair or a designated team member. Although the college will not know in advance which additional location sites will be visited, we will ensure all sites will be poised for being scheduled as such.

XIII. APPENDICIES

APPENDIX A: Working Group Templates

Appendix A.1: Working Group Plan of Action

Standard:

Meeting Schedule and Format for the Semester:

Plan to Meet Deliverables:

Action Items for Next Meeting:

Appendix A.2: Lines of Inquiry Review

Each Working Group should develop/revise Lines of Inquiry associated with their Standard. Lines of Inquiry are questions that critically investigate a particular focus. They should relate directly to the MSCHE Standard assigned to the Working Group and should be mapped to the College's Institutional Priorities and intended outcomes of the Self Study. Lines of Inquiry employ language that inspire broad, substantive analysis of evidence, such as "To what extent…," or "How effective…"

Standard	Institutional Priorities	Lines of Inquiry

Appendix A.3: Evidence Inquiry

Standard:

Standard and Criterion (S, C)	Document or Resource	Point of Contact	Notes	Collected
List S# and C#	What is the document?	What office or person houses the document?		Has the document been gathered? (Y/N)

Appendix A.4: Evidence Evaluation

Use the following outline to help structure the report on your Working Group's process and findings.

1. Overview: Provide the Standards and priorities of your Working Group, along with their alignment to the college's mission and priorities.

2. Lines of Inquiry: Explain how your Working Group refined your Lines of Inquiry and how they facilitated the group's work.

3. Evidence Inventory Process: Describe the process of identifying and collecting resources for the evidence inventory, including interactions with other Working Groups.

4. Evidence Utilized: Explain the information the Working Group used to analyze how the institution has complied with the Standard.

5. Analysis: Provide the group's detailed report that responds to the Lines of Inquiry and reflects the institution's compliance with the Standard.

6. Strengths: Identify evidence-based strengths that surfaced in the analysis that are consistent with the Standard.

7. Opportunities: Identify evidence-based opportunities for improvement revealed by the analysis that are consistent with the Standard.

8. Strategies for Improvement: Reflecting on areas of strength and opportunity, identify initial institutional strategies for continuous improvement.