

**ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES**

Self-Study Design

Middle States Commission on Higher Education

April 27, 2018

I. Institutional Overview

Introduction

Founded in 1881, Albany College of Pharmacy and Health Sciences is a private, independent institution with a long tradition of academic and research excellence. The College is committed to educating the next generation of leaders in the health and health care professions and advancing innovative research. Current pharmacy students complete a six year, modified entry level program and graduate with a Doctor of Pharmacy. The College also has undergraduate programs in Biomedical Technology, Clinical Laboratory Science, Microbiology, Pharmaceutical Sciences, and Public Health. The College offers graduate degrees in Clinical Laboratory Sciences, Health Outcomes and Informatics, Molecular Biosciences, Molecular Cytology, and Pharmaceutical Sciences. There are approximately 1,400 mostly full-time students enrolled at the College. The College has 320 total employees which includes 99 full-time and 29 active part-time faculty. The College has two instructional locations: Albany, NY and Colchester, VT. Most administrative offices are located in Albany, the larger of the two. The Vermont location, which is three hours north of Albany, is home to the only pharmacy program in its state.

Outcomes

According to the 2017 College Scorecard, the median salary of ACPHS students ten years after enrolling is \$122,800, the second highest figure among the 3,983 schools that make up the College Scorecard database. In 2016, the Brookings Institute rated ACPHS as the number one value added College in the country. The culture of ACPHS is outcomes oriented, both in terms of student outcomes and the health outcomes of those in the communities that our students, faculty, staff, and alumni populate. For example, the College recently opened two student operated pharmacies which adds value to the educational experience of ACPHS students and serves the communities where they are located. This is further reflected in the mission, vision, values, and strategic plan of the College, all of which are currently undergoing a revision process.

Current Mission Statement, Vision Statement and Core Values

Mission: The Albany College of Pharmacy and Health Sciences is committed to graduating the best health care minds in the world.

Vision: Albany College of Pharmacy and Health Sciences will be internationally recognized for the development of accomplished and outstanding students through innovative approaches to teaching, pioneering research, and service to our community and to the world.

Core Values: Tradition; Promotion of lifelong intellectual and professional growth; Global Awareness; Creativity; Community Engagement; Realization of each person's potential; Understanding, Appreciation and Compassion for Others; Collaboration and Partnership; and Service.

College Leadership

The College enters the reaccreditation process after transitions in both the President and Provost Offices. Dr. T. Gregory Dewey became the ninth President of ACPHS on July 1, 2014. Since joining the College, Dr. Dewey has worked closely with members of the ACPHS community on the development and execution of the Strategic Agenda which outlines objectives key to the College's future growth. Dr. Tarun B. Patel joined the College as Provost and Vice President of Academic Affairs on July 1, 2015. In this role, he oversees all areas of the College related to academic programming, research and scholarship, student affairs, and faculty development. An organizational chart is included as appendix 1.

Strategic Planning

The College's most recent strategic plan covers the period from 2012 through 2017. Under the guidance of the President, his cabinet, and other members of the senior leadership, the College has undertaken an inclusive process to develop a plan to guide ACPHS through 2023. The College enters this process with the following strategic initiatives already being implemented: Accelerated PharmD to Leverage Capacity in Vermont, Undergraduate Transfer Admissions, Undergraduate Public Health Admissions, Undergraduate Pre-Professional Admissions, and Non-Credit Online Certificate Offerings. These are all designed to increase enrollment and to be aligned with the College's mission/vision/values.

To start the next phase of the strategic planning process, the College has identified four pillars under which all goals and objectives will fall: Academic Programming, Campus Master Plan, Research Enterprise, and Student Experience. The College will continue moving forward with the strategic planning process which will include revisions to the mission and vision statements and expects to conclude the process by the start of the new fiscal year on July 1, 2018.

An outline of the strategic planning process and the associated timeline is included as appendix 2.

Challenges

Like many tuition-dependent private colleges, ACPHS faces the challenges of rising internal costs, price sensitivity of traditionally-aged college students, and demographic trends, such as an aging population, which are particularly acute in Upstate New York and Northern New England. Further, because the majority of the College's enrollment is in its pharmacy program, enrollment and revenue are highly susceptible to pharmacy specific environmental factors, such as the number of students seeking pharmacy degrees and competition for prospective pharmacy students, which has increased as new pharmacy programs have opened. Over the last decade, the College has moved toward greater programmatic diversity while maintaining pharmacy at its core. This has created a new set of challenges which includes the delicate task of balancing resource allocation between new and existing programs. Through a series of town hall meetings, the President has communicated these challenges to the community, with the goal of creating an awareness that transformation will be needed if the College seeks to thrive rather than to merely survive.

Relevant Links

[Albany College of Pharmacy and Health Sciences](#)
[ACPHS Bachelor's programs](#)
[ACPHS Master's programs](#)
[Doctor of Pharmacy program](#)
[ACPHS locations: Albany, NY and Colchester, VT](#)
[2017 College Scorecard](#)
[Brookings Institute Report \(2016\)](#)
[ACPHS Student operated pharmacies](#)

II. Institutional Priorities to be Addressed in Self-Study

As a natural extension of the strategic planning process, these pillars have been adopted as the institutional priorities for the College's MSCHE self-study. The pillars and their institutionally generated definitions are:

Student Experience

The student experience focuses on the student, including academic achievement, development of life-long relationships, support for individual needs, achievement of personal and professional potential, and preparation for a career of choice.

Academic Programming

The academic programs will offer high-quality educational experiences across the health sciences disciplines that prepare students for successful careers in the contemporary marketplace upon graduation and beyond.

Research Enterprise

Research will provide collective activities that enrich student and faculty experiences through the generation of new knowledge.

Campus Masterplan

The Campus Master Plan will serve as a flexible roadmap for the future of the College campuses that reinforces the community identity and is fiscally sustainable. This plan is committed to enhancing academic programming, teaching and learning, research and the overall student experience.

We expect these priorities to be most evident in the evaluation of ACPHS relative to the following standards:

Middle States Standard	Student Experience	Academic Programming	Research Enterprise	Campus Masterplan
Mission and Goals	1	1	1	1
Ethics and Integrity	1	1	1	
Design and Delivery of the Student Learning Experience	1	2	2	1
Support of the Student Experience	2	1		
Educational Effectiveness Assessment	2	2		
Planning, Resources and Institutional Improvement	1	1	1	2
Governance, Leadership, and Administration	1	1	1	1

2 = in depth discussion of priority

1 = priority addressed

Blank = priority not addressed

III. Intended Outcomes of the Self-Study

In completing our self-study we will:

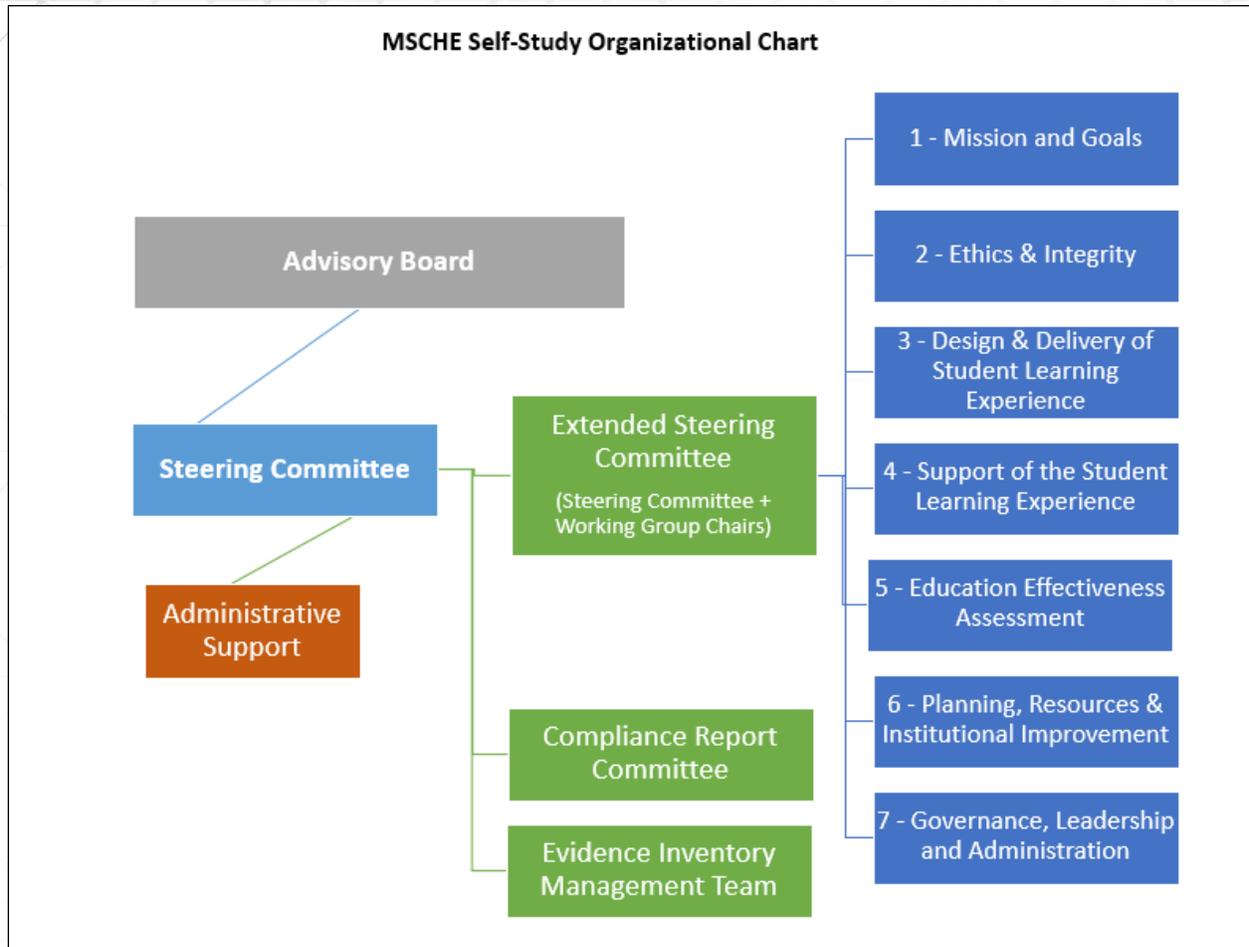
- demonstrate that ACPHS meets the Middle States Standards for Accreditation and Requirements of Affiliation;
- engage in an inclusive and transparent process that encourages involvement from all areas of the ACPHS community;
- focus on continuous improvement in the attainment of our mission and institutional priorities as specified in the Working Group Charges;
- document current assessment practices and make recommendations for improvement that can help foster a culture of systematic assessment;
- examine the degree to which the College fulfills its goal of creating and promoting a student centric academic environment; and
- identify ways in which we can create or enhance a greater sense of shared responsibility and community.

IV. Self-Study Approach

ACPHS will utilize a standards-based approach. As the result of participating in multiple program specific accreditation processes (i.e. Accreditation Council for Pharmacy Education, National Accreditation Agency for Clinical Laboratory Science, Commission on Accreditation of Allied Health Education Programs), the college community will be most familiar with this approach. It will provide a practical way to organize our working groups and will ensure that attention will be given to all seven standards and the criteria within.

V. Organizational Structure of the Steering Committee and Working Groups

A goal of the self-study is to engage in an inclusive and transparent process that encourages involvement from all areas of the ACPHS community. To meet this end, we have developed a structure that will provide for participation and input from a wide range of constituent groups and stakeholders.



Advisory Board

The Advisory Board will be responsible for providing broad oversight and support to the Steering Committee as they complete the self-study process. As the President and Board of Trustees are ultimately responsible for approving the Self-Study report, the ongoing interaction provided by this Committee will be an important part of the process.

Name	Title
T. Gregory Dewey	President
Tarun Patel	Provost and Vice President of Academic Affairs
Paul DerOhanessian	Board of Trustees Member

Steering Committee

The Steering Committee will be responsible for providing oversight to the self-study process, managing the working groups which will each be charged with addressing one of the MSCHE Standards, consolidating the working group reports into a single integrated document, and keeping the community informed and engaged throughout the process.

Name	Title
David Clarke (Co-Chair)	Dean of the School of Arts and Sciences
Sue Iwanowicz (Co-Chair)	Director of Library Services
Nick Balk	Director of Admissions
Vaishali Jahagirdar	Director of Institutional Effectiveness/ALO
Nicole Lodise	Professor, Department of Pharmacy Practice
Mike Racz	Associate Professor, Department of Basic and Clinical Sciences
TBD	Student Representatives

Working Group Leadership

Working group leaders will oversee the work of the working groups as they complete their analysis of the standards, keep the committees on task and on schedule, and be accountable for maintaining lines of communication between the working group, Steering Committee and the other working groups. To ensure appropriate communication, the chairs of the working group will be members of the extended Steering Committee and will participate regularly in Steering Committee meetings.

Standard	Group Leader	Title
Mission and Goals	Martha Hass	Associate Professor, Dean of Graduate Studies
Ethics and Integrity (including Requirements of Affiliation)	Peter Cornish	Director of Counseling and Wellness, Division of Student Affairs
Design and Delivery of the Student Learning Experience	Michael Pittman	Associate Professor, Chair, Department of Humanities and Communication
Support of the Student Experience	Luke Schmonskey	Director of Center for Student Success, Division of Student Affairs
Educational Effectiveness Assessment	Aimee Strang	Assistant Dean for Curricular Assessment, Associate Professor, Department of Pharmacy Practice
Planning, Resources, and Institutional Improvement	Lisa Fiori	Comptroller, Department of Finance
Governance, Leadership and Administration	Jeff Voigt	Associate Professor, Department of Pharmaceutical Sciences
Compliance Report	Tiffany Gutierrez	Vice President of Enrollment Management
Evidence Inventory Management	Kate Wantuch	Systems and Metadata Librarian

Working Group Staffing

Working groups will be staffed by a representative mixture of faculty, staff, and students with a goal of identifying at least two individuals with a working knowledge of the standard to be evaluated. The Steering Committee recognizes that the same individuals are often called upon to participate in significant College-wide activities. To address this, additional, less experienced members are being solicited through Department Chairs.

A complete roster of working group membership is included as appendix 3.

Administrative Support

Administrative support will be provided to aid in the work of the Steering Committee and Working Groups. Project Management support will be made available and an editor will be employed to assist in the development of the self-study report.

Working Group Charges

General Charges to All Working Groups

- Review and develop a mutual understanding of the criteria for meeting assigned standard.
- Establish regular meeting times to ensure work is completed in accordance with the timeline laid out by the Steering Committee.
- Establish and maintain open lines of communication with other related working groups to address any overlaps in analysis between Standards.
- Analyze available data to inform to what extent ACPHS meets the assigned standard and identify successes, challenges, and opportunities for improvement.
- Identify and report gaps in available evidence to the Steering Committee.
- Bring questions that arise during committee work to the attention of the Steering Committee.
- Formulate recommendations for improvement related to the Standard or institutional priorities.
- Develop a written report that reflects an accurate and transparent self-appraisal of ACPHS.

Specific Charges to Working Groups

Working Group I: Mission and Goals

- How does the evidence show that ACPHS is successfully meeting Standard 1?
- How does the evidence show progress in the achievement of goals related to the four institutional priorities, defined by the pillars above?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Working Group II: Ethics and Integrity

- How does the evidence show that ACPHS is successfully meeting Standard 2?
- How does the evidence show progress in the achievement of goals related to the Student Experience, Academic Programming and Research Enterprise priorities?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?
- How does the evidence show that ACPHS meets the Requirements of Affiliation?

Working Group III: Design and Delivery of the Student Learning Experience

- How does the evidence show that ACPHS is successfully meeting Standard 3?
- How does the evidence show progress in the achievement of goals related to Academic Programming and the Student Experience? Can progress be demonstrated in goals related to the Student Experience and Campus Master Plan?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Working Group IV: Support of the Student Learning Experience

- How does the evidence show that ACPHS is successfully meeting Standard 4?
- How does the evidence show progress in the achievement of goals related to the Student Experience? Can progress be demonstrated in goals related to the Academic Programming?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Working Group V: Educational Effectiveness Assessment

- How does the evidence show that ACPHS is successfully meeting Standard 5?
- How does the evidence show progress in the achievement of goals related to Academic Programming and the Student Experience?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Working Group VI: Planning, Resources and Institutional Improvement

- How does the evidence show that ACPHS is successfully meeting Standard 6?
- How does the evidence show progress in the achievement of goals related to the Campus Master Plan? Can progress be demonstrated in goals related to the Student Experience, Academic Programming and/or the Research Enterprise?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Working Group VII: Governance, Leadership and Administration

- How does the evidence show that ACPHS is successfully meeting Standard 7?
- Can progress be demonstrated in goals related to the Student Experience, Academic Programming and/or the Research Enterprise?
- Based upon the analysis of the evidence, are there any recommendations for improvement?
- What evidence exists regarding periodic assessment of the standard?

Additional Working Groups

- A Compliance Report Working Group will be formed to oversee the development of the Compliance Report.
- An Evidence Inventory Management Team will be formed to aid in the acquisition and management of Evidence Inventory documents.

VI. Guidelines for Reporting

Working Groups will be provided with templates for the development of their chapter. Each chapter will consist of the following sections:

- (1) An introduction to the standard and the associated criteria to be addressed in the chapter including any overlap and/or collaboration with other standards.
- (2) An overview of any unique ways in which the standards applies to ACPHS.
- (3) A critical review of ACPHS relative to the standard with a special focus on evidence that demonstrates compliance with the standard. The specific institutional priorities upon which the chapter should focus have been identified and are listed in sections II and V of this document.
- (4) An explicit statement regarding ACPHS compliance with the standard.
- (5) No more than three high level, mission critical recommendations that are tied to the Institutional Priorities addressed in the chapter.

Products that the Working Groups are expected to produce and the associated deadlines include:

- Evidence Inventory List (due June 15, 2018): The initial list of documentation to be included in the Evidence Inventory has been created and will be supplied to the Working Groups. The groups will be expected to review the list, identify any perceived gaps in evidence, and make suggestions for additional evidence to be collected.
- Chapter Outline (due November 16, 2018): Working Groups will identify the major discussion points to be addressed in their chapter, any preliminary conclusions they might have, and points of concern they have identified. Chapter outlines will be reviewed by the Steering Committee and will be disseminated to other Working Group chairs to reduce redundancy and promote collaboration.
- First Chapter Draft (due February 1, 2019): Based on chapter outline feedback from the Steering Committee and comments from other Working Group Chairs, each group will draft a first version of their chapter.
- Revised Chapter Draft (due March 7, 2019): Based on first draft feedback from the Steering Committee and comments from other Working Group Chairs, each group will draft a final version of their chapter. While the final drafts from the Working Groups will form the foundation of the corresponding chapter in the Self-Study, they should expect changes to be made to their draft during the Steering Committee, Administrative, and Community review processes.

VII. Organization of the Final Self-Study Report

Organization of the Report

The final Self-Study Report will be organized according to the following outline:

- I. Executive Summary
 - A. Description of major findings and recommendations
- II. Introduction
 - A. Overview of Albany College of Pharmacy and Health Sciences
 - B. Mission Statement, Recent developments and Future initiatives
 - C. Description of the Self-Study Process
- III. Reports from Working Groups
 - A. Chapter 1: Mission and Goals
 - B. Chapter 2: Ethics and Integrity
 - C. Chapter 3: Design and Delivery of the Student Learning Experience
 - D. Chapter 4: Support of the Student Experience
 - E. Chapter 5: Educational Effectiveness Assessment
 - F. Chapter 6: Planning, Resources, and Institutional Improvement
 - G. Chapter 7: Governance, Leadership, and Administration
- IV. Conclusions - Summary of findings and recommendations

Editorial Style and Format

The Steering Committee for the Self-Study holds the responsibility for editing the final Self-Study report and ensuring that a consistent style and tone appear throughout the report. Three strategies will be employed to ensure this outcome. First, each Working Group involved in the Self-Study will be given a style guide, which is described below. Second, each Working Group will be provided a template file. Last, a professional editor will serve as the final editor of the document.

The following writing style guidelines will be used for the creation and editing of the Self-Study Report:

- Microsoft Word for chapter text
- Microsoft Word for tables
- Times New Roman font, size 12
- Spacing
 - Single-spacing for text in paragraph
 - Single-spacing between paragraph headings and text
 - Single-spacing between bullets
 - Leave one blank line between paragraphs
 - Leave two blank lines between the end of one section and the heading that begins a new section
 - Within a paragraph of text, use one space between a period and the next sentence.
 - Use two spaces between a colon and the next word.
 - Use one space between a semi-colon and the next word.
- Left justification for paragraphs, with ragged edges
- Left and right, top and bottom margins set at 1.0"
- Headings:
 - First Heading: Times New Roman, size 12, bold font, left justified

- Second Heading: Times New Roman, size 12, initial caps, underlined, left justified
- Page numbers: Times New Roman, size 12, centered at page bottom
- Numbered lists in text should use both opening and closing parenthesis (i.e. (2))
- Numbers one through ten should be spelled out. Numbers 11 and higher should be expressed numerically.
- Bulleted lists should begin with lower case and not end with a period unless they are complete sentences.
- References to Albany College of Pharmacy and Health Sciences should be in the third person. Use “the College”, “the institution”, or “ACPHS”. The two campuses should be referred to as “the Albany campus” and “the Vermont campus.”
- Self-study should be capitalized when referring to the report and not capitalized when referring to the process.
- The Middle States Commission on Higher Education should be referred to as “Middle States” or “MSCHE”.

VIII. Verification of Compliance Strategy

In addition of conducting a self-study review of the ways in which ACPHS meets the standards laid out by the Middle States Commission, the institution is required to verify our compliance with “the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008” and with “Title IV program responsibilities.” As delineated by MSCHE, these regulations include:

- (1) Student identity verification in distance and correspondence education
- (2) Transfer of credit policies and articulation agreements
- (3) Title IV program responsibilities
- (4) Institutional records of student complaints
- (5) Required information for students and the public
- (6) Standing with state and other accrediting agencies
- (7) Contractual relationships
- (8) Assignment of credit hours

A review of the areas of compliance documentation indicates that, with the exception of item 7, the remaining areas are all applicable to ACPHS. As such, the institution intends to provide evidence of the existence of policies and procedures in areas 1 – 6 and 8 that are “(1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.” The institution intends to utilize the MSCHE template entitled, “Institutional Report Template - Verification of Compliance with Accreditation-Relevant Federal Regulations” to organize our evidence of compliance.

Given the somewhat independent nature of this compliance review, the Steering Committee has decided to form a separate committee with the sole charge of completing this review and collecting the necessary evidence. The committee composition is described in section V.

Like the Chairs of the Working Groups addressing Middle States Standards, the chair of the Compliance Review Committee will be a member of the Extended Steering Committee and will therefore be in direct communication with the other working groups on a regular basis.

IX. Evidence Inventory

The Evidence Inventory list found in appendix 4 was created by the Office of Institutional Effectiveness using information collected from the President's Cabinet, the Provost's Executive Committee and Senior Academic Council. Working group chairs will be asked to review the evidence pertinent to their assigned standard and make suggestions for additional information to be collected or generated.

To minimize time spent collecting documents, the Evidence Inventory Management Team will oversee the collection and organization of documentation throughout the self-study process. They will also be responsible for uploading the final documents to the Middle States repository.

X. Self-Study Timetable

XI. Communication Plan

The timetable indicates a preference for a spring visit by the MSCHE Evaluation Team.

The communication plan at ACPHS for the MSCHE Self-study process will offer a variety of opportunities for the Campus community and stakeholders (Faculty, staff, students, alumni, and preceptors) to stay informed on the process. Please refer to the Self-study timetable below highlighting the approximate timing of communication.

Communication methods to be used include: (1) the use of an externally facing webpage to provide an overview of the process and updates; (2) linking of the webpage to a restricted webpage containing the detailed chapters for review and comment by faculty, staff, students and alumni; (3) semester updates to the community provided by the Steering Committee; (4) the use of prescheduled town halls and/or webinars for stakeholders to review and comment on chapters; and (5) and the use of online voting to ensure College and stakeholder support.

Self-Study Timeline	
Fall 2017	Self-study Co-Chairs selected
	Attendance at Self-Study Institute
	Steering Committee members selected
	Initial Evidence Inventory documents identified
Spring 2018	Self-study Announced to Community by the President
	Steering Committee Co-Chairs meet with members of the College community to inform them of the Middle States Self-Study process (Board of Trustees Executive Committee, President’s Cabinet and Senior Leadership, Provost’s Executive Committee, Senior Academic Council, Faculty Senate, Student Government Associations, and Division of Student Affairs)
	Working Group Chairs selected
	Working Group members selected and committee charges/guidance identified
	Community webpage launched to provide overview of the process and updates
	Self-study design document drafted and submitted to MSCHE Liaison (3/26/18)
	MSCHE Liaison Preliminary Visit (4/9/18)
Working Group Chairs coordinate review of initial Evidence Inventory and report additional needs to Steering Committee	
Summer 2018	Steering Committee and Office of Institutional Effectiveness begin collecting additional documentation identified through Working Group Chair review of Evidence Inventory
	Establish one central site for Working Groups to collect/store and share information regarding standards
Fall 2018	Guidance materials provided to Working Group Chairs
	Steering Committee provides progress update to College community at beginning of fall semester
	Working Groups begin analysis of data to review their standards (8/28/18)
	Working Groups completes outline of Self-study report chapters (11/16/18)
	Steering Committee comments due to Working Groups (12/14/18)
Site Visit Chair is selected	
Spring 2019	Steering Committee provides update to College community at the beginning of spring semester
	Working Groups complete 1st draft of Self-study report chapters (2/1/19)
	Steering Committee 1st draft reviews due back to Working Groups (2/21/19)
	Working Groups complete 2nd draft of Self-study report chapters (3/7/19)
	Steering Committee completes review of 2nd draft and delivers to Advisory Committee (3/23/19)
	Advisory Committee Comments (4/19/19)
	Steering Committee completes final draft (5/10/19)
Community review of final draft report (5/31/19)	

Summer 2019	Self-Study Report and Documentation Finalized
Fall 2019	Steering Committee provides update to College community at the beginning of fall semester
	Preliminary Site Visit by Chair
	President and Provost Final Review of the Self-study report
	Faculty and student endorsement of the Self-study report
	Verification of Compliance documents submitted to MSCHE (12/30/2019)
Spring/Summer 2020	Self-study report and Evidence Inventory submitted to MSCHE
	Self-Study Site Visit
	Evaluation Committee Recommendations to MSCHE
	MSCHE Commission Outcomes reported

XII. Evaluation Team Profile

The ACPHS community desires an evaluation team whose members are familiar with the operations of a small, private institution of higher education which provides career-oriented undergraduate and graduate programs. Members of the team should also be knowledgeable of programs in pharmacy, accredited health professional, or health science programs and the unique demands of experiential education and the integration of general education in these fields.

It is recommended that the leadership of the MSCHE site evaluation team be provided by a senior colleague from a peer institution who has knowledge of strategic planning and institutional change and who appreciates the current challenges related to enrollment and program diversification.

The desirable membership of the team would include individuals who have:

- knowledge of program specific accreditation standards such as the Accreditation Council for Pharmacy Education, National Accreditation Agency for Clinical Laboratory Science, Commission on Accreditation of Allied Health Education Programs and/or Council on Education for Public Health
- an academic background in the main disciplines offered at ACPHS, specifically biomedical sciences, pharmacy, pharmaceutical sciences, health sciences, and/or population health sciences
- experience in the implementation of new degree (and certificate) programs in both in-person and online formats
- expertise in assessment of educational outcomes
- experience with the recruitment for undergraduate, professional degree and graduate degree programs
- expertise in the financial management of an organization during a period of diversification. This expertise should not be in a Responsibility Centered Management or similar revenue center budgeting system.
- experience regarding the operation of a remote campus
- experience in creating positive student experiences on campus
- expertise in the development and execution of comprehensive campus master plans

It is critical that team members include both graduate and undergraduate education experts as the College remains committed to research and the development of both its undergraduate and graduate degree offerings. In addition, the College community would benefit from comment on the issues of hybrid and online course-based study and the implementation of an academic vision in the context of liberal arts and professional programs.

**ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES**

Appendix 1 Organizational Charts

April 27, 2018

Board of Trustees

President
T. Gregory Dewey, Ph.D.

Executive Director of Marketing and Communications
Gilbert Chorbajian

Executive Assistant to the President & Board of Trustees
Jill Counihan, B.S.

Special Assistant to the President
Diana Hinchcliff

Vice Provost for Research & Chairman, Pharmaceutical Research Institute
Shaker Mousa, Ph.D., M.B.A., FACC, FACB

Vice President of Institutional Advancement
Vicki DiLorenzo, M.B.A.

Vice President of Finance/Chief Financial Officer
Michele Vien, C.P.A.

Provost/Vice President of Academic Affairs
Tarun Patel, Ph.D

Vice President of Enrollment Management
Tiffany Gutierrez, M.B.A.

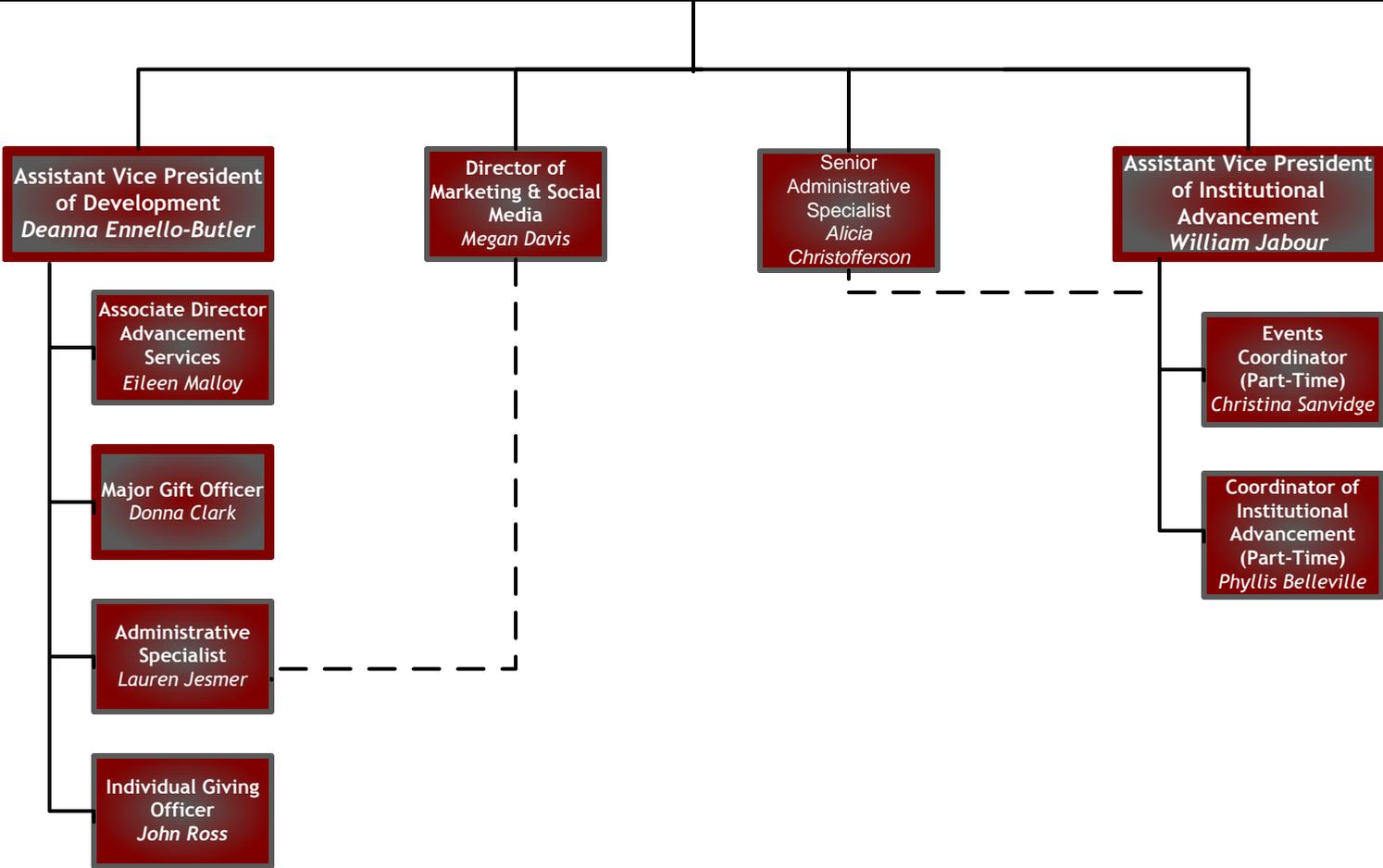
Vice President of Administrative Operations
Packy McGraw

Director, Institutional Effectiveness
Vaishali Jahagirdar, Ph.D.

Executive Director of Human Resources
Susan Karavolas

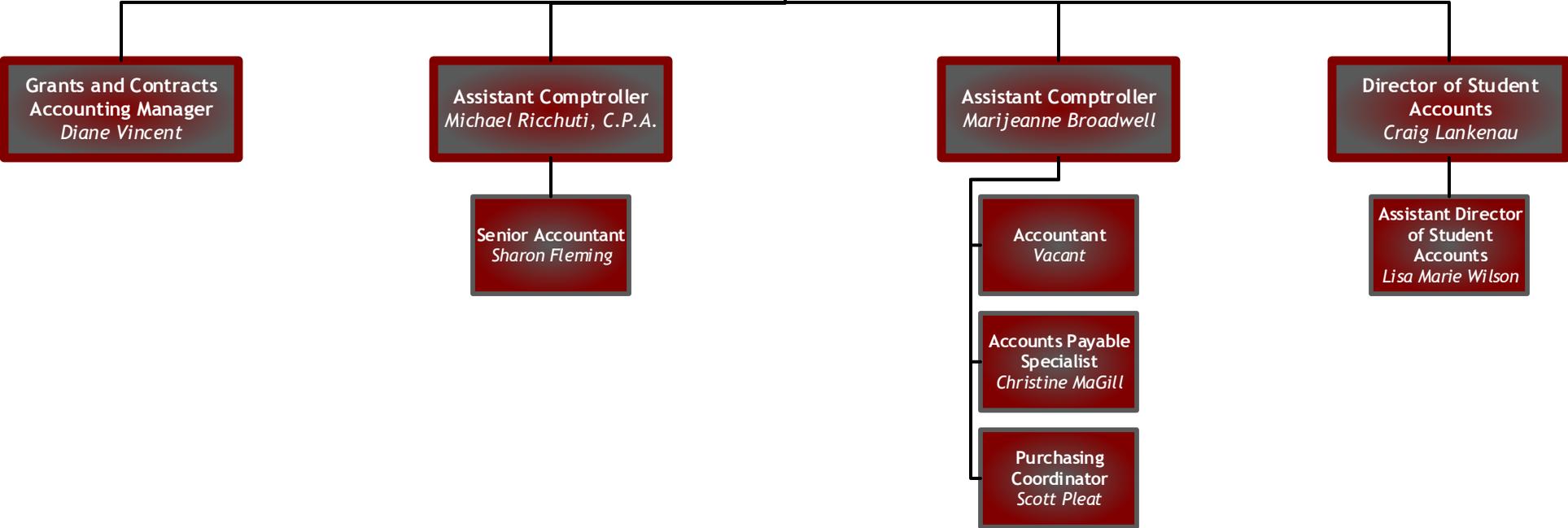
Vice President of Institutional Advancement

Vicki A. DiLorenzo, M.B.A.



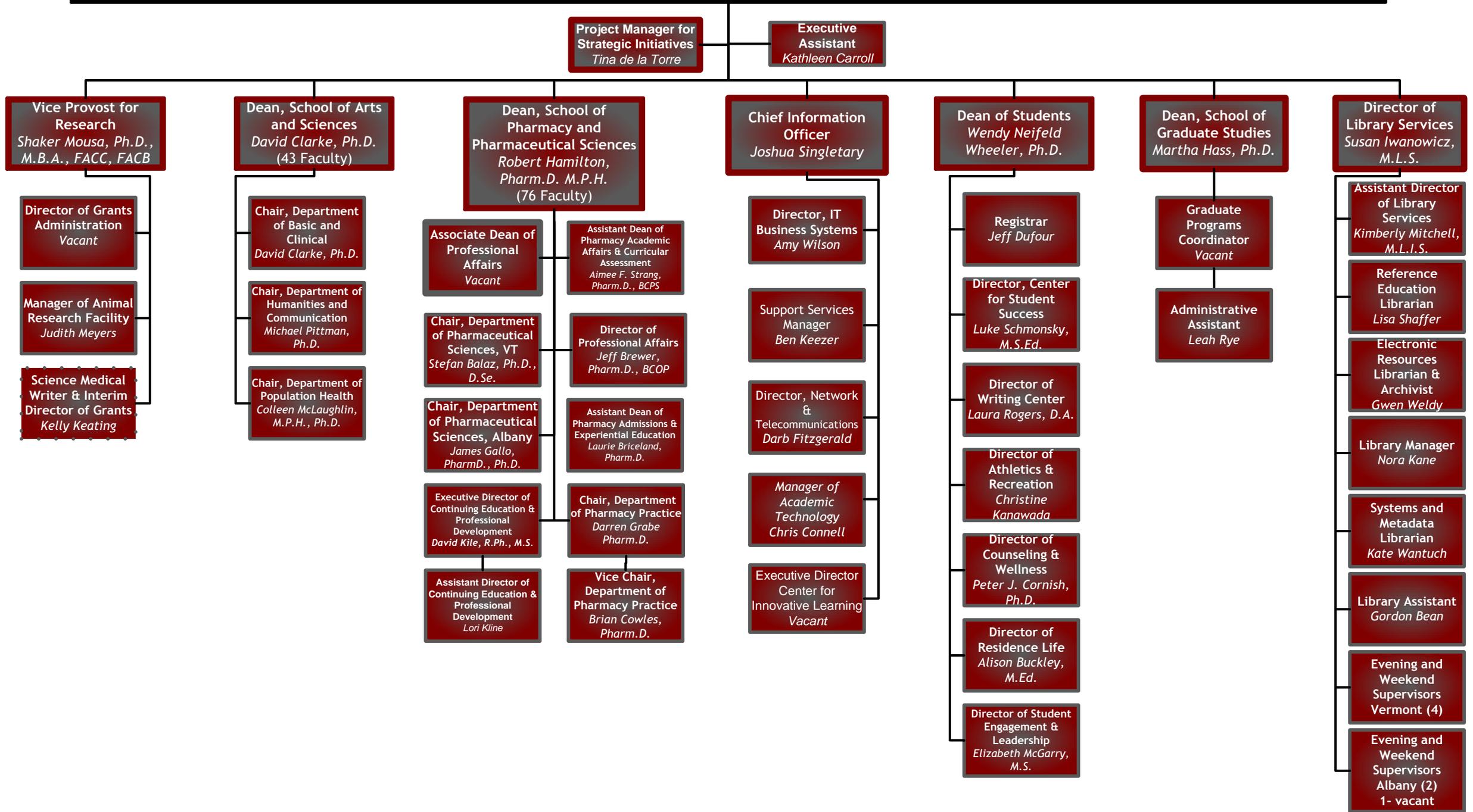
Vice President of Finance/Chief Financial Officer
Michele Vien, C.P.A.

Comptroller
Lisa Fiori, C.P.A.

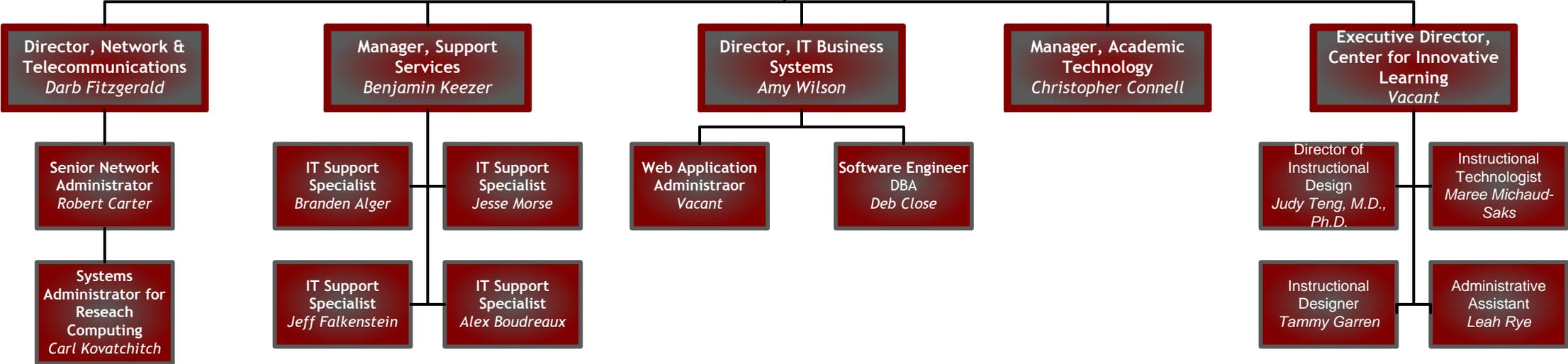


Provost/Vice President of Academic Affairs

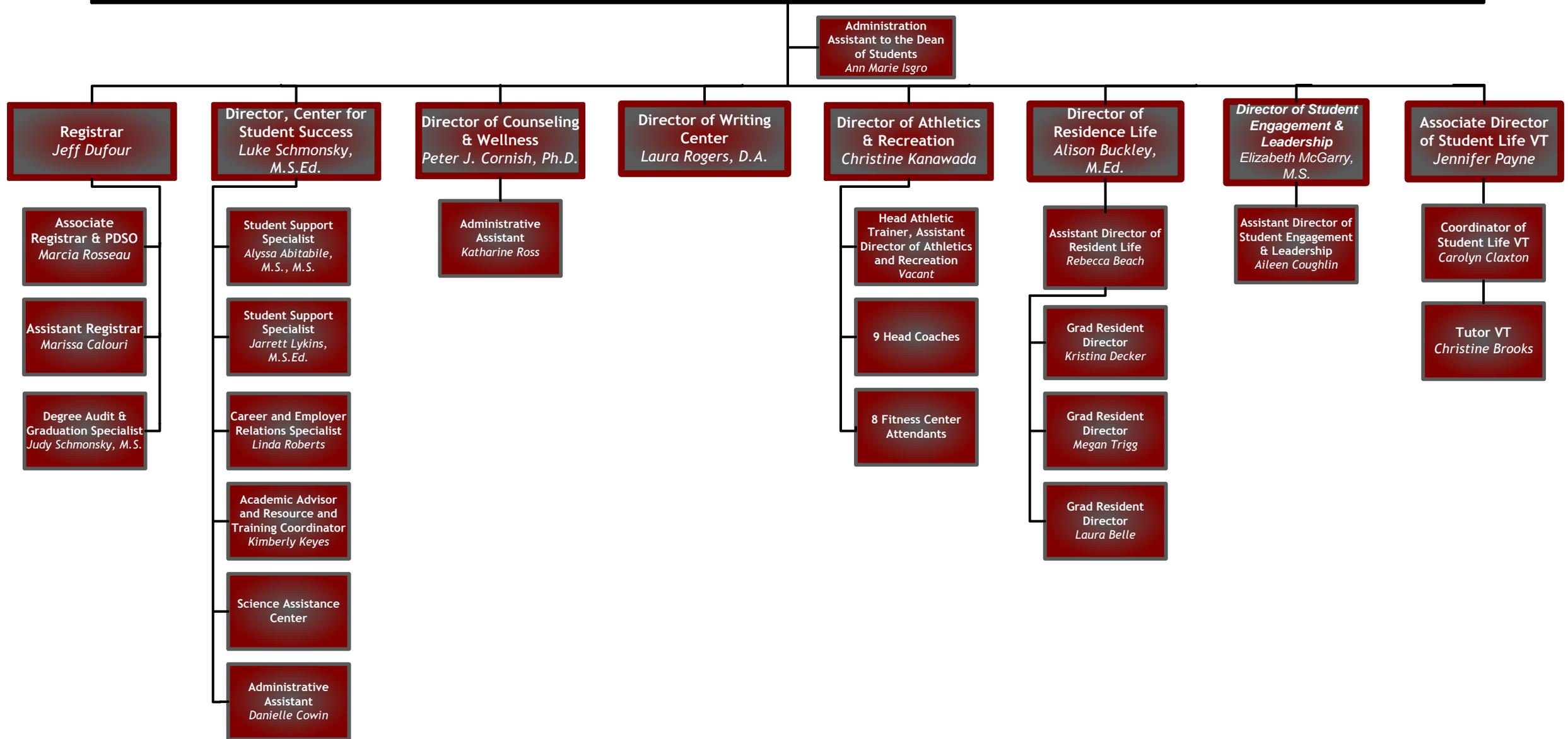
Tarun B. Patel, Ph.D.



Chief Information Officer
Joshua Singletary

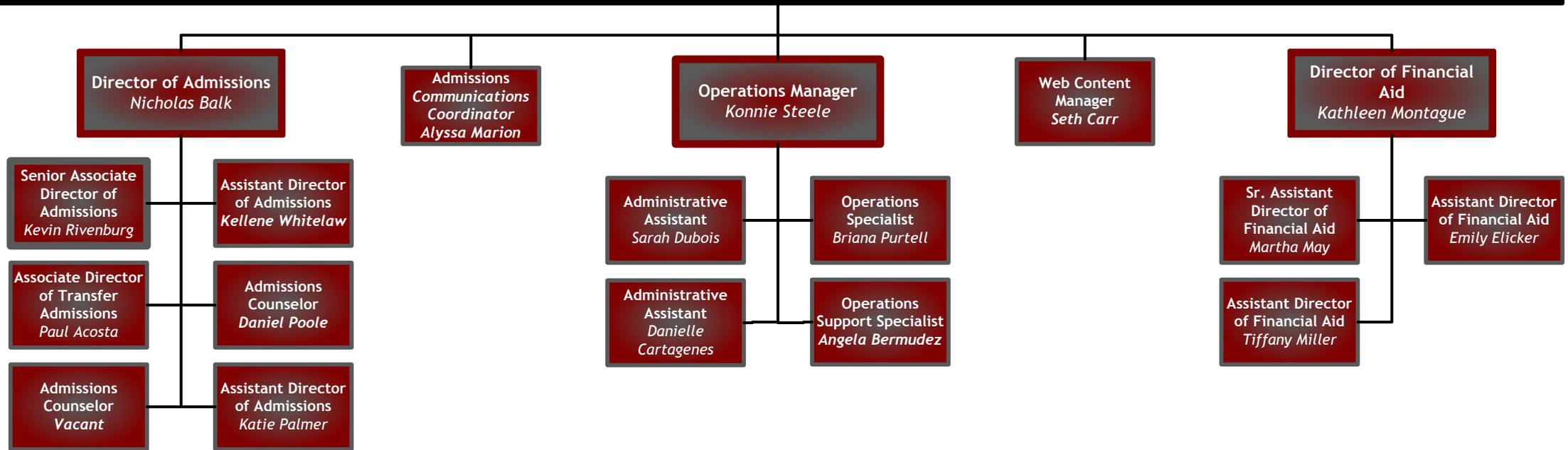


Dean of Students/Provost Vice President of Academic Affairs
Wendy Neifeld Wheeler, Ph.D.



Vice President of Enrollment Management

Tiffany Gutierrez, M.B.A.



Associate Vice President of Administrative Operations

Packy McGraw

Administrative Assistant
Kristen Ruby

Director of Physical Plant
Thomas DellaRocca

Physical Plant Supervisor
Joseph Lanni

Physical Plant Associates (6)

Physical Plant Grounds Supervisor
David Rudd

Physical Plant Grounds Associate

- Auxiliary Services
- Bookstore - Follet Higher Education Group (6)
 - Cleaning Services - G Force & Tidy Titans
 - Dining Services - Chartwells (44) & Brain Food Cafe
 - Public Safety - UHA (60) & Hunter North Security
 - Student Health Center - AMC & Fletcher Allen Health Center
 - Student Health Insurance - CDPHP

- Administrative Operations
- Access, Safety and Security
 - Emergency Management
 - Facility Usage and Coordination
 - Parking Management (3)
 - Project Management
 - Space Allocation

Mail Room Supervisor
Paul Schneider

Mailroom Attendants (2)

Director of Institutional Effectiveness
Vaishali Jahagirdar, Ph.D.

Coordinator,
Institutional
Effectiveness
Torrina Adams, M.A.

Executive Director of Human Resources
Susan Karavolas

Human Resources
Manager
Juliana Spath, B.S.

Human Resources
Generalist
Nisa Vellila

**ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES**

Appendix 2

Strategic Planning Process

April 27, 2018



ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES

Strategic Planning 2018



Town Hall Meeting
February 6, 2018

Basic Ingredients of a Strategic Plan

- Mission, Vision and Core Values
- Environmental Scan (SWOT Analysis)
- Goals and Objectives
- Implementation Plan with tie to Budget Process

Vision Principles

- ACPHS will be a health sciences college building strong degree programs in the health sciences while maintaining the pharmacy program at its core. Integration and interdisciplinary approaches will be applied to all teaching and research efforts.
- ACPHS will foster a campus climate aligned with the core values of Community and Student Centricity.
- ACPHS will be a small (~2,000 students), independent college with high academic standards and campuses that provide students with an experience similar to elite engineering colleges.

Vision Principles

- ACPHS will integrate the interdisciplinary fields of Basic Sciences, Population Health Sciences and Clinical Sciences. The College values coordination and collaboration that will support and complement each other.
- Research will be a valued activity that enriches the student experience and enhances the professional development of the faculty.
- ACPHS will prepare graduates for a range of careers in the health professions and the life sciences industries.
- All levels of leadership will be committed to teamwork and collaboration across the College.

Strategic Planning Process

Four Pillars



Academic Programming



Campus Master Plan



Research Enterprise



Student Experience

Academic Programming

The academic programming will offer high-quality educational experiences across the health sciences disciplines that prepare students for successful careers in the contemporary marketplace at graduation and beyond. (Martha Hass)

Campus Master Plan

The Campus Master Plan will be a flexible roadmap for the future that reinforces community identity and is fiscally sustainable. The plan will enhance academic programming, teaching and learning, research and the overall student experience. (Packy McGraw)

Research Enterprise

Research will provide collective activities that enrich student experience and enhance faculty development through the generation of new knowledge. (Shaker Mousa)

Student Experience

The student experience will focus on academic achievement, development of life-long relationships, support for individual needs, achievement of personal and professional potential and preparation for a career of choice. (Wendy Neifeld-Wheeler)

Current Core Values 2012-2017 Strategic Plan

- **Tradition**
 - **Promotion of lifelong intellectual and professional growth**
 - **Global Awareness**
 - **Creativity**
 - **Community Engagement**
 - **Realization of each person's potential**
 - **Understanding, appreciation and compassion for others**
 - **Collaboration and Partnership**
 - **Service**
-

Strategic Planning Process

July 2018- June 2023

- Share Vision Principles and Pillars (January 1 through February 27)
- Engage the community in discussion around Core Values and the Vision Principles (February 1 through February 27)
- Engage the community in developing Goals and Objectives (Ideation Process) (March 1 through April 30)
- Prioritization of Goals and Objectives and Create Implementation Plan (May 1 through June 30)
- Final Plan (July 1)
- BOT Approval (Sept)

**ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES**

Appendix 3

Working Group Membership

April 27, 2018

**Self-Study Work Group Membership
April 27, 2018**

Mission and Goals	
Martha Hass, PhD (Chair)	Dean, School of Graduate Studies
Bill Jabour	Assistant VP, Institutional Advancement
Kim Mitchell	Assistant Director, Library Services
Eric Yager, PhD	Associate Professor, Basic and Clinical Sciences
Reid LaPlante	Third Year PharmD Student

Ethics and Integrity	
Michael Brodeur, PharmD	Professor, Pharmacy Practice
Peter Cornish, PhD (Chair)	Director of Counseling, Student Life
Sue Karavolas	Executive Director, Human Resources
Dan Smith	Instructor, Humanities and Communication
Linda Lettko, PhD	Instructor, Basic and Clinical Sciences, Chair Academic Integrity Committee
Machayla Donovan	Fourth Year Student, B.S./M.S. Pharmaceutical Sciences

Design and Delivery of the Student Learning Experience	
Maree Michaud-Sacks	Instructional Designer, Center for Innovative Learning
Michael Pittman, PhD (Chair)	Chair, Humanities and Communication
See-Won Seo, PharmD	Assistant Professor, Pharmacy Practice
Andy Zheng, PhD	Associate Professor, Pharmaceutical Sciences
Sharon Cherian	Fourth Year PharmD Student
TBD	Student – Vermont

Support of the Student Experience	
Jeff Brewer, PharmD	Director of Professional Affairs, Associate Professor, Pharmacy Practice
Ian Parnett, PhD	Instructor, Basic and Clinical Sciences
Kevin Rivenberg	Senior Associate Director, Admissions
Luke Schmonsky (Chair)	Director of Center for Student Success
Alexa Hodges	Third Year B.S. Pharmaceutical Sciences Student
TBD	Student – Vermont

Educational Effectiveness Assessment	
Jim Doyle, PhD	Assistant Professor, Basic and Clinical Sciences
Kim Keyes	Academic Class Advisor, Resource & Training Coordinator
Jennifer Mathews, PhD	Associate Dean, Vermont Campus
Aimee Strang, PharmD (Chair)*	Assistant Dean, Curricular Assessment
Kayla King	First Year M.S. Molecular Biosciences Student

* Dr. Strang is leaving ACPHS and will need to be replaced.

Planning Resources & Institutional Improvement	
Courtney Caimano, PharmD	Director Introductory Pharmacy Practice Experience
Margaret Carroll, PhD	Associate Professor, Humanities and Communication
Lisa Fiori (Chair)	Comptroller, Finance
Darb Fitzgerald	Director, Network & Telecommunications
Packy McGraw	VP, Administrative Operations
Matt Higgs	Third Year B.S. Microbiology Student

Governance, Leadership & Administration	
Aileen Coughlin	Assistant Director, Student Engagement and Leadership
Brian Cowles, PharmD	Vice Chair, Associate Professor, Pharmacy Practice
Jeff Voigt (Chair)	Associate Professor, Pharmaceutical Sciences
Josh Singletary	Chief Information Officer
Aisha Choudhry	Third Year PharmD Student

Compliance Report	
Jeff Dufour	Registrar
Tiffany Gutierrez (Chair)	VP, Enrollment Management

Evidence Inventory Management	
Torrina Adams	Coordinator of Institutional Effectiveness
Kathleen Carroll	Executive Assistant to Provost
Kate Wantuch (Chair)	Systems and Metadata Librarian
TBD	Faculty

**ALBANY COLLEGE OF PHARMACY
AND HEALTH SCIENCES**

Appendix 4 Evidence Inventory

April 27, 2018

Requirements of Affiliation



**Evidence of Institutional Ability to Meet the Expectations of the
Requirements of Affiliation of the Middle States Commission on
Higher Education**

**To be completed in conjunction with Standard II
Ethics and Integrity**

<u>Requirement of Affiliation</u>	<u>Documentation</u>
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>Charter to operate as a degree-granting institution in New York State. Registration with New York State for specific degree program offerings. http://www.nysed.gov/heds/irps11.html</p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>Academic Programs: http://acphs.edu/academics Current Student Enrollments and Graduation Rates IPEDS – Evidence that college is operational</p>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	<p>N/A</p>
<p>4. The institution’s representatives communicate with the Commission in English, both orally and in writing.</p>	<p>MSCHE – Statement of Accreditation Status: http://www.msche.org/institutions_directory.asp Submission of Self-Study Report in English</p>
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>Higher Education Opportunity Act Consumer Information: https://www.acphs.edu/about/student-consumer-information IPEDS Reports NYSED Reports</p>
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	<p>MSCHE – Statement of Accreditation Status: http://www.msche.org/institutions_directory.asp MSCHE - Institutional Profile https://www.msche.org/institutions_view.asp?idinstitution=4 MSCHE – Periodic Review Report and Monitoring Report Substantive Change Policies for ACPHS Articulation Agreements Transfer Credit Policies American Institute of Foreign Studies agreement St. John’s University agreement for Study Abroad</p>

	Athletics Absence Policy
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Mission Statement: http://acphs.edu/about Strategic Plan: http://acphs.edu/about/strategic-agenda
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Assessment reports, program and course reviews, accreditation reports (ACPE, NAACLS, CAAHEP), Student Consumer Information: https://www.acphs.edu/about/student-consumer-information
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	College Catalog: Academic programs and completion requirements Assessment reports, program reviews, accreditation reports (ACPE, NAACLS, CAAHEP), Course Proposal Process New Program Proposal Process Quantitative and Qualitative Assessments: Post-graduation placement, Common Data Set, NCES, Campus Climate Survey, NSSE, IPEDS
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Mission Statement: http://acphs.edu/about Strategic Plan: http://acphs.edu/about/strategic-agenda Assessment reports, program reviews, accreditation reports (ACPE, NAACLS, CAAHEP)
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	Annual Budget Audited financial statements and Federal Form 990 Institutional Advancement - Campaigns and Giving Opportunities: https://www.acphs.edu/where-give
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution	Board of Trustees Members: https://www.acphs.edu/about/leadership/board-trustees Federal Form 990 Board of Trustees Policies

<p>and for ensuring that the institution's mission is being carried out.</p>	
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	<p>Board of Trustees: https://www.acphs.edu/about/leadership/board-trustees Board of Trustees Conflict of Interest Policy</p>
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>MSCHE – Statement of Accreditation Status MSCHE – Periodic Review Report ACPHS Charter Student Consumer Information: https://www.acphs.edu/about/student-consumer-information ACPHS College Catalog</p>
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p>Faculty Bios: https://www.acphs.edu/faculty-bios Faculty and Staff Roster Faculty Handbook Faculty Senate Charge Promotion and Tenure Guidelines</p>

Evidence Inventory



Documents, Processes, and Procedures

**Evidence of Institutional Ability to Meet the Expectations of the
Standards for Accreditation of the Middle States Commission
on Higher Education**

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.

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	<p>Mission Statement Vision Statement 2012-2017 Strategic Plan and Strategic Agenda Process of development of New Strategic Plan Alumni Association Meeting Minutes Alumni Alerts Community partnership agreements Board of Trustees 2018 Strategic Plan Approval (pending) College Catalog AGBIS Market Research Data Strategic Plan Pillars Presidents Report – Student, Faculty and Staff publications Student Research Symposium Promotional Materials Faculty Handbook President's Town Hall Meeting Information Student Handbook Student Center Advertising Campus Culture Survey Data Annual Retreat Documentation</p>

2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	Strategic Plan
3. Institutional goals 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.	List of programs that support student learning Innovative Learning – Innovative Classrooms Committee Meeting Minutes Student Affairs – Center for Student Success, Student Engagement and Leadership, Counseling and Wellness
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	Campus Culture Survey Data (2016)

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.

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Faculty Handbook Human Resources Policies Intellectual Property Policy Intellectual Property Agreement College Catalog Student Handbook
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Culture Survey Faculty Handbook General Education Courses focusing on diversity Residence Life Programming Human Resources Policies Professionalism Policy - School of Pharmacy and Pharmaceutical Sciences Writing center diversity survey New Student Orientations Peer Connections, Multicultural Club Africana Film Series Student Handbook Annual Retreat Surveys Agenda from past annual retreats NSSE
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 procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	College Catalog Faculty Grievance Policy Course Concern Policy Student Complaint Policy Student Complaint Form Student Handbook Human Resources Policies

<p>4.The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p>Conflict of Interest Policy Disclosure of Consulting Form Human Resources Policies Faculty Handbook</p>
<p>5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>Faculty Handbook Human Resources Policies Nepotism Policy Non-discrimination Policy Recruiting process for Staff, Adjuncts, and Faculty Process for recruiting Resident Assistants, Peer Tutors, Peer Mentors, Science Assistance Tutors, Orientation Leaders Orientation Planning Committee origination Organizational Charts Performance Evaluation Processes</p>
<p>6.Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<p>Sample materials for recruitment Public Relations policies Memorandum of Understanding for Donations Integration of Title IX Statement on all recruitment materials for 2016-2017 and forward Signed release forms for student and parent testimonials utilized on print and e-collateral, including the College website ADM membership in NACAC and agreement to abide by Statement of Principles of Good Practice in admissions NYSHESC and USDOE statements signed by VP of Enrollment Management and Office of Financial Aid staff, signed copies on file.</p>
<p>7.As appropriate to mission, services or programs in place:</p> <ul style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	<p>Tuition fee growth over last 10 years Data to show increase in discounting over last 10 years Financial Aid Policies Financial Aid information on Net Price, Loan Repayment, Cost calculators Links to federal and state aid authorities and consumer websites with definitions and details of programs</p>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> 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; 	<p>HEOA Requirements Review for FSA - OFA report completed ACPE-Mandate regarding information on pharmacy program IPEDS data NYS info Student Consumer Info website History of substantive change documents sent to MSCHE over last ten years Documentation of reaccreditation</p>

d. The institution's compliance with the Commission's policies.	
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	<ul style="list-style-type: none"> Culture survey Schedule for policy revision Evidence of Financial Aid Scholarships Statistics on academic integrity Academic Integrity policy Summary report of academic integrity violations and outcome, student conduct cases

STANDARD III: Design and Delivery of the Student Learning Experience

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

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	New York State Approval of Programs Programmatic Accreditation Standards Curricular Grids Discipline specific criteria by professional body Retention and Time to graduate data from the Program Reviews (PR)
2. Student learning experiences that are: <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, 	Student faculty/course evaluations; Licensure Exam Scores PCOA scores President's Report information ETL Proficiency Profile Scores Faculty CVs (at the time of hire) Faculty bios Research stats (funding, number of faculty, etc.) Student/faculty ratios Number of Full-time and Part-time Faculty Number of courses taught by faculty members Faculty profiles Faculty Development budget over past 10 years Professional organization travel costs for past 10 years supported by the College Instructional design support Sabbatical leave Faculty evaluation process Annual, third year-review, P&T procedures (Faculty Handbook) Peer evaluation process with copies of templates and email invitations Student faculty and course evaluations

<p>and support for professional growth and innovation;</p> <p>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	
<p>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.</p>	<p>College Catalog Academic Program Descriptions Recruitment Materials Graduate Student Handbook</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Library Resources Copies of syllabus template that lists office hours Interactive classrooms design and functionality Polling software utilization Recording software utilization Experiential education programs information Faculty-student research opportunities Alumni Career Panels Priority Enrollment Process documentation</p>

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<p>General Ability Based Outcomes - College Catalog Course outcomes mapped to each of the outcomes listed to the left New York State General Education requirements ETL Proficiency Profile data Syllabi for selected core curriculum and general education courses Provosts Honors Circle materials UACUC Committee charter Map general education curricular grid to the outcomes listed on the left with assessment data (example, grade distribution/highest % of students receiving a certain grade in a certain course/ # of students getting a certain item correct and that certain item maps to general education curriculum) Writing Center Diversity survey</p>
<p>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.</p>	<p>Faculty-student research opportunities Student research Student publications Research-related independent study courses Graduate faculty appts that specifically addresses ability to be research advisors to students Experiential Learning</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>Professional accreditation standards for sites (ACPE, CAAHEP, NAACLS) Internal quality control programs for experiential education programs (goals, objectives, checklists)</p>
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>Student course/faculty evaluations Program outcomes assessment data Graduate student theses data - thesis example/requirements/how many students have defended Capstone project data Course mapping to outcomes with a key in PharmD Program Reviews Employment data 2016, 2017, 2018</p>

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.

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>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:</p> <ul style="list-style-type: none"> 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 the 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 students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<p>Faculty Handbook College Catalog Human Resources Policies Recruitment materials Tuition and Expenses Financial aid information Advising Center Statistics Statistics from Early Intervention Program (ARW vs. AOC) Tutoring, Writing Center, Science Assistance Center Statistics ESL course information Academic Reading and Writing Course information Probationary student advising requirements Retention Plans Orientation program materials Counseling and Wellness Center materials Advising Center materials Grad School orientation SMART programming - text anxiety (Center for Student Success) First year advisor - coffee talk series Center for Student Success Spring Workshops NSSE data on student support Noel Levitz data Career Services Office Information Website links to Center for Student Success Alumni Career Panels Alumni events to connect students Career Day information</p>

	Alumni Connector
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.	College Catalog Transfer Credit Policies
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Student Consumer Information on FERPA Background checks in Experiential Education CAMS Process/Policy for waiver to release scholarship information to donor.
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.	HVIAC College Catalog Athletic Absence Policy Student Clubs/SGA regulations and procedures
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	Food Services (Cafeteria) Focus group data Housing Assessment data Public safety Assessment data Noel Levitz data NSSE data on Academic Support Services Third party for Title IX training
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Noel Levitz Surveys - orientation evaluation data SGA survey data advising, writing center surveys Stats on use of services - advising, peer tutoring, science assistance center, writing center Service Quality Survey data

STANDARD V: Educational Effectiveness Assessment

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

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Program Goals and Learning Outcomes NAACLS, CAAHEP and ACPE learning outcomes CAPE learning outcomes General Ability outcomes Program Proposal Program goals
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: <ul style="list-style-type: none"> 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 missions 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; and, c. support and sustain assessment of student achievement and communicate the results of this 	Program learning goals Board and Registry scores PharmD and graduate outcome data Residency statistics Match Analyses Graduate placement data CLA/Cytotechnology placement data BS placement data ACPE website mandate Web data on other programs Enrollment Management Viewbook Graduation Reports NSSE/FSSE Results

assessment to stakeholders.	
<p>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:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs 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; *and, h. implementing other processes and procedures designed to improve educational programs and services. <p>*required</p>	<p>Course assessments (before and after) IPPE and APPE assessment AACP surveys Curricular revisions Student course and faculty evaluations Curriculum committees (periodic course review evidence) Student performance in grades for core courses Noel-Levitz data Statistics from tutoring and advising programs New Strategic Plan AGBIS Consultant Report Co-curriculum portfolio for PharmD Program Career Services annual initiatives PhIT portfolio Professional organizations memberships of students Budget planning process Examples of academic budget item generated in response to an assessment ACPHS website Unit newsletters Town Hall meetings invites, agenda Admissions recruiting materials (graduation rates, board exam pass rates, employment opportunities) Marketing stats History of Admission Retention Rates by Program Changes in admission and progression policies, how data informed changes Re-evaluating transfer policy for students Remediation policies for students as they go through the program Why do students decline the acceptance? Faculty 180 Appointment system for tutoring Course proposals Faculty Senate minutes (this is where course proposal changes arrive from UACUC and PCC)</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>AGBIS Report/suggestions Other consultants engaged NSSE data</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Look Back Survey Annual Reports Departmental Strategic Plans IE planning committee charter The Self-Study itself</p>

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.

This Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	New Strategic Plan Process of Strategic Planning Departments' strategic plans Serv-Qual Survey Reports Capital Campaigns Information
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Spring 2015 Focus Group sessions for Strategic Agenda Process of Strategic Planning Process of Program Reviews Institutional Effectiveness Plan Town Hall Meeting Schedule and Agendas Serv-QUAL Survey Reports Department meeting agendas and minutes Faculty senate meeting agendas and minutes School meeting agendas and minutes
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.	Schematic of budget process Budget Advisory Committee Defined campaign goals, defined annual goals Scholarship funding goals
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	Organizational Charts

<p>5. Clear assignment of responsibility and accountability.</p>	<p>Organizational Charts Cabinet information position description for upper level administration Workload document for faculty Human Resources Policies Faculty Handbook</p>
<p>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.</p>	<p>Facilities plan Maintenance plan Capital Projects plan Capital Projects Committee charge, membership</p>
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>Audit report</p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Usage records of rooms, books, journals, databases, tutoring services, IT help desk, classroom usage, lab space</p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>Institutional Effectiveness Plan AACP Surveys Program Review Guidelines and schedule</p>

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 Standard includes the following Criteria, which explicate the Standard and specify particular characteristics or qualities that are incorporated in the Standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the Standard.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Organizational Charts Bylaws for Faculty Senate Bylaws for Schools Bylaws for SGA Faculty Handbook Staff Council Mission for each unit that builds up to strategic plan of College "Board Book"
2. A legally constituted governing body that: <ul style="list-style-type: none"> 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 responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; 	Board of Trustees Membership and Charter Board of Trustees By-Laws Board of Trustees committees structure President's Advisory Council Frequency with which Board of Trustees meets and methods of communication Board of Trustees conflict of interest policy Board of Trustees Members profile Board of Trustees Membership and Charter Board of Trustees meeting minutes Finance audit reports Process of evaluation of College President Self-Assessment of Board in 2010 Conflict of Interest policy

<ul style="list-style-type: none"> c. ensures that neither the governing body nor 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 that 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; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. 	
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> 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 	<p>Presidential Search Process CEO job description CEO CV New Strategic Plan Organizational Chart Institutional Effectiveness Plan Accreditation Reports</p>

<p>toward attaining the goals and objectives set forth in its mission;</p> <p>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.</p>	
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	<p>Cabinet Size Job descriptions of Cabinet members CVs of the cabinet members Staffing numbers by unit Town Hall meetings schedule and agenda Department meetings schedules and agendas Annual retreat schedule and agenda SGA meetings schedule and agenda Serv-QUAL Survey process AACP surveys Process for sharing institutional surveys Process of closing the loop</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>AACP faculty survey Faculty evaluations of department chairs Peer evaluations of Faculty in P&T</p>