



Self-Study Design

Glasgow Caledonian New York College

Current Status:

Revised Draft for Submission to

Dr. Kushnood Haq

Middle States Commission on Higher Education

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Introduction to the Self-Study Design

Glasgow Caledonian New York College (GCNYC) is a highly engaged Common Good mission-driven learning community. As an institution that takes great pride in its values, we aim to meet the highest standards and affiliate ourselves with organizations and bodies that represent the highest commitment to meeting social good through learning. Our effectiveness and value to our stakeholders and their communities depends on our not only making these statements, but in our ability to validate them. Thus, Glasgow Caledonian New York College has achieved membership and candidacy with the Middle States Commission for Higher Education*.

In our next step for the Commission, we are launching a Self-Study to pursue full accreditation, with a target date of Spring 2021. The document that follows represents the design for this Self-Study following consultation with faculty, students, alumni, trustees, staff, and administrators.

Our Self-Study, however, goes beyond accreditation and serves an important purpose for us, as a young college, to validate our progress, as well as to identify areas for improvement. As our focus and learning value proposition claims to offer real time learning on contemporary issues, we need to validate these claims from all stakeholders.

Members of the GCNYC community are encouraged to reach out to either of us, as Co-Chairs of the Self-Study, to ask questions and/or to provide input into the process of institutional self-assessment. On behalf of the entire GCNYC learning community, we thank you for your interest and contributions to this process.

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*Glasgow Caledonian New York College (GCNYC) is a Candidate for Accreditation by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). GCNYC's candidacy status was approved by the Commission at its meeting of June 21, 2018. Our next evaluation visit will be in Academic Year 2020/2021.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Chapter I: Institutional Overview

Glasgow Caledonian New York College (GCNYC) was founded by Glasgow Caledonian University (GCU): A vibrant, innovative and multi award-winning University for the Common Good. GCU traces its roots to its science college in Glasgow which was established in 1875. Throughout its history, GCU has remained an institution strongly focused on the motto in its seal “For the Common Weal” (“For the Common Good”). GCU’s commitment has always been to create positive impact on the world in a global perspective and to prepare its students to serve that mission. While many campuses reach out to the globe to serve their interests, GCU’s “Global Philosophy” is based on creating a positive social impact through the University’s presence. Thus, GCU is a founding partner with campuses ranging from the Grameen Caledonian College of Nursing in Bangladesh to the African Leadership College in Mauritius and the Caledonian College of Engineering in Oman (created to provide opportunities for women to study engineering). GCU has been recognized by Ashoka U as a “Changemaker Campus.” In every enterprise, the University believes that you change the world by teaching students who can then facilitate positive change in their communities. GCU believes in transforming lives, communities, and business through education and research.

GCU’s founding of GCNYC is a part of this philosophy. The initial charge of the College was to focus on ethical business: To create a generation of practitioners competent in business and following best practices to make a positive contribution to the world. The College was proposed around 3 Master’s Programs: International Fashion; Risk; and Social Business and Microfinance. Around the time of GCNYC acquiring a campus, the Rana Plaza disaster happened in Bangladesh—killing in excess of 1100 people. GCU Chancellor Muhammad Yunus, convened the CEOs of the 16 largest fashion companies in the US, to place the challenge before them: “how can the fashion industry, the second largest polluter with labor issues throughout its supply chain, become a force for good?” From this meeting, the Fair Fashion Center was born. Five years later, a group of 40 CEOs representing 12% of the global fashion business continue to meet at the GCNYC campus. They form part of our learning community—a learning community in which everyone from CEO to professor and staff to student is both teacher and learner. Knowledge is developed through research, shared through courses and dissertations, and disseminated through Town-Halls and Convenings.

The creation of the Fair Fashion Center and ensuing learning led us to refine our focus to the intersection of profitability and sustainability. Our programs seek to develop the next level of Corporate Statesman/woman, focusing on delivering the United Nations Sustainable Development Goals. In addition to Fashion, our Risk program evolved into Risk, Resilience and Integrity Management. The core of the program emerges from the value that compliance and transparency in business dealings are keys to success. The Social Business and Microfinance Program evolved into “Impact-Focused Business and Investing”; we expanded the program focus to include Social Entrepreneurship, “B Corporations,” and Impact Investing.

In June 2017, GCNYC received its charter and degree granting authority from the Board of Regents of the State of New York. We admitted our first cohort into the fashion program in September 2017. As part of our recruitment effort, the CEOs who participate in the Fair Fashion Center were asked to send their best and brightest. They did; our initial cohort had a median undergraduate GPA of 3.6. We have remained close to that each term. Our students have done their undergraduate degrees at a range of universities including Yale, University of Arizona, Villanova, Georgetown, and Kazan Federal (Russia).

In June 2018, the Commissioners of the Middle States Commission for Higher Education granted GCNYC Membership and Candidacy. At the beginning of the Fall term of 2018, we admitted our first cohorts in Impact Focused Business and Investing; and Risk, Resilience, and Integrity Management. At the end of that term, we graduated our first cohort. The night before graduation, GCNYC has a “Dissertation Town Hall” where students who are going to graduate present their dissertations to the community at large. It is an evening of great pride for the College as we close the loop as students have the opportunity to teach the community. Those alumni have moved forward in their careers with over 40% having changed positions since they enrolled, and one moving on into a graduate program in bioengineering.

The initial course in all of our programs is entitled “Navigating Global Change”; students are introduced to Systems Thinking and Human Centered Design. Throughout their programs, they are taught that to change the world for the better we have to think differently with a constant view of the entire world in front of you. Glasgow Caledonian New York College not only teaches this but lives this. We are an institution which takes pride in our strong mission-focus; when we act, we act as a college, and when we learn, we learn as a college. We are one college committed to each member making their contribution. To improving our learning community and our world.

In the winter term of 2019, we received our enrollment in the Student Visitor and Exchange Program from the Department of Homeland Security. We will enroll our first international students in Fall 2019. The impact continues. What began as a small college in Glasgow 145 years ago, continues to emerge in the positive impact it has on the world. GCNYC is a continuing chapter in that narrative.

Chapter II: Institutional Priorities

The GCNYC Board of Trustees, at their initial, October 2017, meeting passed a resolution in which GCNYC would follow the GCU Strategic Plan, and a committee was appointed to develop a refinement and narrowing of that Strategic Plan as it related specifically to GCNYC. The target date for presentation to the Trustees was the December 2018 meeting. The plan was adopted to create an institutional stability of thought and direction to allow the development of the Accreditation Readiness Report for the Middle States Commission on Higher Education; and to be explicit to all stakeholders, students in particular, in our catalog and Consumer Information pages.

When GCNYC received its Middle States Candidacy on June 21, 2018, the Strategic Planning committee initiated a number of listening sessions with internal stakeholders: administration, staff, faculty, and students for input into the process. To guide the process, we developed a core of strategic planning values.

The strategic planning meeting was held October 2-3, 2018, and the core meeting consisted of the President and CEO (Pamela Gillies), the Secretary to the Board of Trustees (James Miller), Vice President for GCNYC (Cara Smyth), Provost (Robert Clougherty), and Director of Assessment and Accreditation (Viktorina Popova). The activities of the planning meeting were:

- A student/faculty listening session chaired by the President/CEO;
- A meeting of permanent staff with the committee;
- A review of regulatory standards: both NYS Commissioner Regulations and Middle States Commission Standards;
- A review of all prepared documents and materials indicated above;
- Working from *GCU 2020*, the committee sought to refine and apply the strategic plan to GCNYC in maintaining the charge from the Trustees in their initial resolution.

The committee drafted a plan that was submitted to the Regents at their meeting of December 15, 2018, and approved. The results of this process are:

VISION

By 2025, GCNYC will be a premier, unique institution, serving the Common Good through education and research in profitability and sustainability for social benefit.

Our alumni will represent the next generation of global leaders with a values-led sense of purpose integrated with a strong set of business skills and a supportive network.

As GCNYC is a new institution, and this is its first Strategic Plan, the committee decided to begin with the Vision that inspired the creation of the college and work from there to develop our plan. The vision established our desire to excel within our specific areas, but not to expand beyond those. GCNYC falls under the umbrella of the GCU's Common Good Vision and Mission; we have further refined that to focus on the integration of profitability and sustainability; our vision is for our students to become the next generation of "corporate statesmen" who can lead business into serving the larger social good. We will achieve this mission through our learning community. Our Students, Faculty, Staff, and Alumni are in a mode of constant learning, not only in the classroom and the community but also by way of creation of original knowledge through research.

MISSION

GCNYC's Common Good mission is to work with others, contributing to the achievement of the UN Sustainable Development Goals through problem solving and systems thinking, with specific emphasis on profitability and sustainability.

Our mission, as an educational institution, is to be highly collaborative with other institutions, stakeholders in the private sector, and NGOs. In particular, we are committed to supporting the United Nations Sustainable Development Goals. To achieve this, our curriculum focuses on problem solving with an emphasis on systems thinking and Human Centered Design.

Just as the United Nations Global Compact and Principles for Responsible Management Education focus on allowing Higher Education and Private Businesses to work towards achieving the United Nations Sustainable Development Goals (SDGs), GCNYC places this value at the core of our mission as well as our practices in our attempt to create a circular knowledge flow between education and the private sector. This approach manifests itself in the values and goals of the institution.

VALUES

Our students, faculty, partners, staff, and alumni are a learning community, who are mindful of the wider global context, with core values of

- ***Integrity***
- ***Responsibility***
- ***Creativity***
- ***Compassion***

GOALS

- ***Transforming lives, communities, and businesses through education and research***
- ***Creating a real time learning community through participation and integration***

- *Equipping students to serve the Common Good*
- *Supporting business by facilitating the integration of responsible practice*
- *Applying knowledge as a tool to serve community and environment to drive purpose and Common Good*

PRIORITIES

Our Institutional Goals are our priorities. To test them within the Self-Study, we have identified particular research questions within each of our five strategic goals:

- *Transforming lives, communities, and businesses through education and research*
 - **As the majority of our students are employed in the field they are studying, do they feel that they receive knowledge and skills which are immediately transferable to their workplace?**
 - **Does student research, in the form of dissertations, provide applicable and beneficial discovery that is relevant to business and beneficial to communities?**
 - **How well are we doing as an institution in closing the loop between individuals, our learning community, and business?**
- *Creating a real time learning community through participation and integration*
 - **Do all members of the community feel their voice is heard, that they have a sense of membership, and that they have sufficient opportunities to contribute their unique talents and experience?**
 - **Are we delivering the most up-to-date learning in our courses?**
 - **What evidence, beyond grades, can we use to ensure that our students are learning?**
- *Equipping students to serve the Common Good*
 - **Does our Mission infiltrate what is taught in the classroom?**
 - **Does our Mission infiltrate student learning, as measured by dissertations?**
 - **Does our Mission infiltrate co-curricular activities?**
- *Supporting business by facilitating the integration of responsible practice*

- **Are our alumni receiving value from their experience?**
- **Are businesses who interact with the college, primarily through the Fair Fashion Center, benefitting from that relationship?**
- **How do we discover additional ways in which we can better serve our stakeholders?**

- ***Applying knowledge as a tool to serve community and environment to drive purpose and Common Good***
 - **Do the learning strategies we employ make us distinctive in a crowded Higher Education Market?**
 - **Are we delivering on the promises and commitments that we make to students when we recruit them?**
 - **Does our curriculum result in students having a greater sense of purpose and ethical responsibility?**

While not all of these questions will be completely answered within the Self-Study, we believe that we better the institution by confronting the challenge of broad questions and maintain our study beyond our Self-Study report in 2021. As these questions are valuable to us and to our institution, it is essential that we pursue them rigorously for institutional improvement and for planning purposes. As a mission-driven institution, we feel compelled to assess our progress in an on-going basis as our value as an institution to our students and our community depends upon it.

Chapter III: Intended Outcomes

Primary: To achieve Middle States Commission on Higher Education accreditation

To achieve accreditation, supportive goals are:

- Involve the GCNYC Community in the process of self-evaluation for the purpose of continuous improvement. To define what it means “to achieve excellence”
- Develop and implement an institutional assessment framework driven by MSCHE standards
- Offer explicit evidence on GCNYC practices of assessment-driven improvements in the context of 7 standards
- Determine the most effective means to transform institutional awareness into measurable and assessable frameworks
- Ensure that all voices are heard and that the accreditation process follows a “bottom-up” process in alignment with our institutional philosophy and values

Primary: To ensure that we are fulfilling our mission of supporting the Common Good through student learning

Student Learning is at the core of our mission:

- Students are the linch-pin in our ability to transform lives and communities. Our offering to students is learning, and that learning is the way in which we as an institution make a transformative contribution.
- Student learning enables a learning community.
- GCNYC believes that education is key to delivering on our Common Good mission. Learning allows students to comprehend the nature of positive social change as well as specific strategies and tactics to use their learning in ways most beneficial to society.
- Our support for business comes in delivering competent and qualified students with a solid research base beneath their ideas.

- For our students to serve the Common Good, they must learn with their hearts and not just with their heads. To GCNYC Learning is a deeper transformative process, and we need to understand how effective that learning is in order to improve it.

Secondary: To test GCNYC Policies and Practices through the rigorous process of self-examination required by the self-study

GCNYC is a young institution experiencing fast growth, requiring our community and its practices to evolve quickly:

- Our enrollment has been on an upward trajectory since we admitted our first cohort in September 2017; we are regularly improving processes and practices to better the student experience.
- With growth, additional and new challenges arrive; we need to ensure that our responses are effective, and if not, how to improve them.
- As a young institution, we have the ability to be more agile, given our size; we need to ensure that we are taking advantage of learning gained during this period when changes are easier to institute and deploy.
- All of our students up to the current term have been part-time, working professionals; we need to ensure that policies and practices effective for them will work for other student demographics as enrollments grow.

Chapter IV: Self-Study Approach

As a young institution transitioning from a status of candidacy to a fully accredited higher education establishment, we have determined to pursue a Standards-Based approach. The premise for this direction is a decision to root institutional priorities in all 7 MSCHE Standards.

Working Groups Charges

To ensure that each MSCHE Standard is addressed in the context of Institutional Mission, Priorities, and Intended Self-Study outcomes, the Steering Committee developed the following parameters to be addressed for each MSCHE Standard:

1. **Restatement of MSCHE Standard** under review in the context of unique GCNYC practices
2. **Evidence Inventory review** and recommendations for each criterion
3. Overview and justification of **research methodology**
4. Fulfilment of each **individual criterion** associated with a given MSCHE Standard
5. Fulfillment of relevant **Requirement(s) of Affiliation** in alignment with a given Standard
6. Analysis of Standard fulfillment in the context of **GCNYC Mission**
7. Analysis of Standard fulfillment in the context of five **GCNYC Priorities**
8. Analysis of Standard fulfillment in the context of **GCNYC Self-Study Intended Outcomes**
9. Analysis of Standard fulfillment in the context of seven **GCNYC Strategies**
10. **Analysis of challenges** related to fulfillment of individual Standard criteria and Requirement(s) of Affiliation
11. **Assessment practices and outcomes** of individual Standard under review
12. Suggestions for improvement

13. Summary

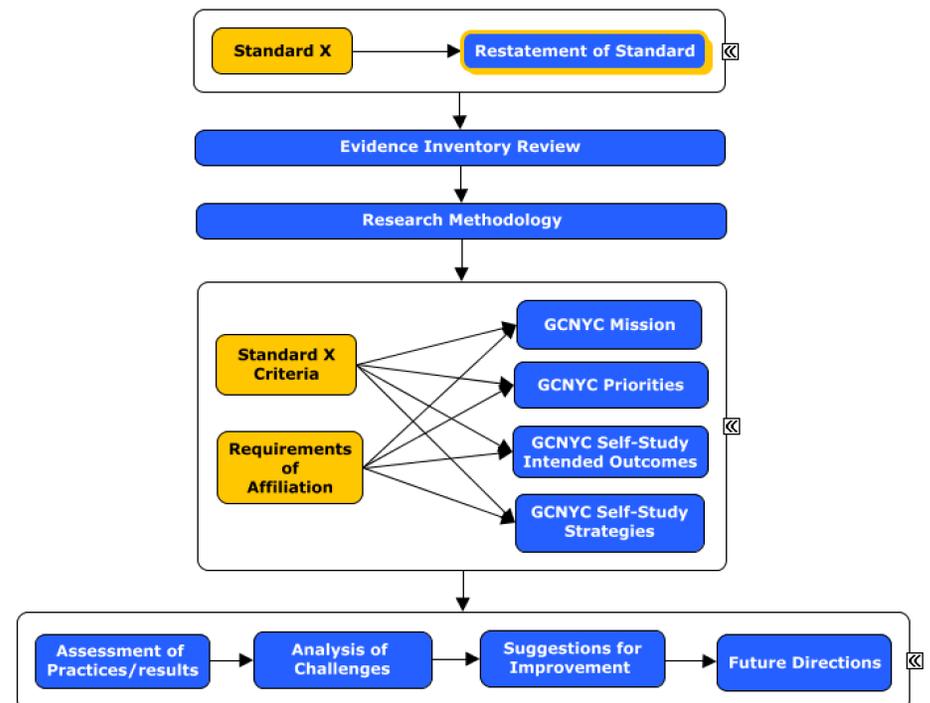
14. Future directions for areas of practice for a Standard under review

Self-Study Progression and Reporting Structures

The definitive sequence of addressing each of the 14 parameters listed above is to be finalized during the process of Self-Study. Working Groups will suggest the most seamless and coherent progression for both the Self-Study process of evaluation and the sequence of discussing each parameter in the Self-Study final report. The sequence of two processes (evaluation and reporting) may follow the same succession; or it may be suggested by the Working Groups to address the reporting in a different sequence than that followed in the process of evaluation. If the latter is recommended by any of the Working Groups, all Working Groups will collaborate on identifying a shared approach to structuring each chapter in a comparable manner.

The image presented on this page offers a suggested sequence of tasks to be undertaken by each Working Group in the process of evaluation of each Standard.

1. In the review of a given Standard, a Working Group should address each Standard in the context of distinctive GCNYC practices; as a result, a Working Group should offer a Restatement of the Standard, while preserving the core value of the Standard description and definition.
2. To position the Self-Study within a thorough understanding of GCNYC policies and procedures, a Working Group should conduct a comprehensive review of Evidence Inventory and identify the most relevant documentation/reference materials.
3. Upon completion of parameter 2, Evidence Inventory Review, a Working Group should identify relevant Research Methodology to assess effectiveness of practices addressed across chosen documentation/reference materials.



4. Each Standard-based criterion under review and relevant Requirement(s) of Affiliation should be subjected to a thorough review in the context of
 - a. GCNYC Mission
 - b. GCNYC five Institutional Priorities
 - c. GCNYC Self-Study Primary and Secondary Intended Outcomes
 - d. GCNYC seven Self-Study Strategies
5. Given that a concluding criterion for each Standard serves as an evidence of recurrent assessment, Working Groups will analyze both assessment practices and assessment results across all criteria for a Standard under review.
6. Having analyzed each Standard-based criterion, Working Groups should address any challenges they have identified as obstacles to successful fulfillment of any MSCHE Standards.
7. Based on findings discussed in review of Standard-Based Criteria Assessment and Analysis of Challenges, Working Groups are to suggest measures for improvement, as well as measures for revised methods of assessment.
8. Building on suggestions for improvement identified for each Standard, Working Groups should offer future directions for not only continuous improvement of current practices but also put forward innovative approaches to established processes.

Research Methodologies

Working Groups will be supported with applying three research tools in the process of assessment of each Standard:

- **SoGoSurvey** (Survey-driven quantitative and qualitative assessment of student feedback on curricular and co-curricular activities)
- **SharePoint Analytics** (Quantitative assessment of academic content)
- **WordStat8** (Qualitative and quantitative content analysis of documentation across academic, student services, marketing, and other operations)

Each Working Group will be offered a training on application of the above-listed tools. Assessment office will provide an ongoing support in implementation and analysis of each research tool.

GCNYC Self-Study Strategies

To approach the Self-Study with an academic rigor and tenacity, the GCNYC community developed a framework of seven GCNYC strategies (listed in the Table below). Working Groups will use this guide as a tool for analyzing successful fulfillment of each Standard (parameter 9 of the Working Group Charges).

Cogent	All processes and approaches to the GCNYC Self-Study should be relevant to the unique GCNYC mission, strategies, and operations . The use of concrete terms and identifiers should be implemented to avoid the use of abstract jargon that is not pertinent to the institution and could be applied as a descriptor to any academic organization.
Principled	The GCNYC Self-Study should be built on the foundation of the institutional principles For the Common Good . The notion of Common Good should be explicitly reflected across all institutional activities, ranging from Academic Curriculum to business operations to partnerships and external stakeholders.
Measurable	In accordance with the GCNYC Outcomes Assessment Plan, to suggest effectiveness of any GCNYC activities (Curricular or Co-Curricular), explicit assessment measures should be in place.
Agile	In accordance with the GCNYC Outcomes Assessment Plan, GCNYC practices should be steeped in the awareness of the continuously changing social and academic landscapes. To succeed in the unpredictability of changes , GCNYC should demonstrate practices that are driven by agile approaches. The guiding question for agility is the following: Will the GCNYC Self-Study still be relevant and progressive in 5 years (midway between current and following accreditation cycles).
Explicit	In accordance with a GCNYC Outcomes Assessment Plan, the GCNYC community should employ communication channels and practices that are explicit in order to create an open learning environment .
Integrated	The GCNYC Self-Study should demonstrate that GCNYC takes a Systems Thinking approach in our ability to implement the above listed strategies not in the individual order but as an integrated practice of systemic organizational development .

Compliant

The GCNYC Self-Study should ensure that we maintain focus and **practice within parameters and expectations of critical stakeholders** including the Middle State Commission for Higher Education, the New York State Department of Education, and the United States Department of Education.

Recommendations for Improvement

- Recommendations for Improvement is a required parameter (parameter 12) to be addressed by all Working Groups for each Standard.
- Recommendations for Improvement will stem from Analysis of Challenges (addressed under parameter 10) and Assessment Practices and Outcomes (parameter 11).
- Recommendations for Improvement of individual Standard fulfillment will be addressed in the context of GCNYC Mission, Institutional Priorities, Intended Self-Study Outcomes, and GCNYC Self-Study Strategies.
- Recommendations for Improvement will delineate explicit actions for implementation.
- Recommendations for Improvement should include a discussion of Self-Study Limitations identified throughout the process of gathering data (Evidence Inventory), subjecting data to assessment, analysis of findings, and implications for further improvements.
- Recommendations of Improvement will offer suggestions for assessment to determine effectiveness of improvement measures.

Future Directions

Working Groups will address Future Directions (Parameter 14) to ensure that GCNYC practices are not only subject for continuous improvement (as discussed in Recommendations for Improvement) but are also agile for implementation of innovative solutions.

- Working Groups will review GCNYC practices in the larger context of Higher Education directions and new trends that have been proven successful for other progressive universities.
- Working Groups will be provided with a list of Universities that have been identified by the Steering Committee as either aspirational and/or competing institutions. These Universities will be reviewed for innovative practices and considered for implementation at GCNYC.

Chapter V: Organizational Structure of the Steering Committee

The GCNYC Steering Committee has been appointed by Pamela Gillies, President and CEO of Glasgow Caledonian New York College, and Robert Clougherty, GCNYC Provost.

The GCNYC Steering Committee is comprised of 18 members of the GCNYC community: Faculty (six), Staff (six), Students (2), Alumni (1), Executive (1), and Trustee (1).

The GCNYC Steering Committee members are chairs or liaisons of GCNYC Ad Hoc Committees and Standing Committees.

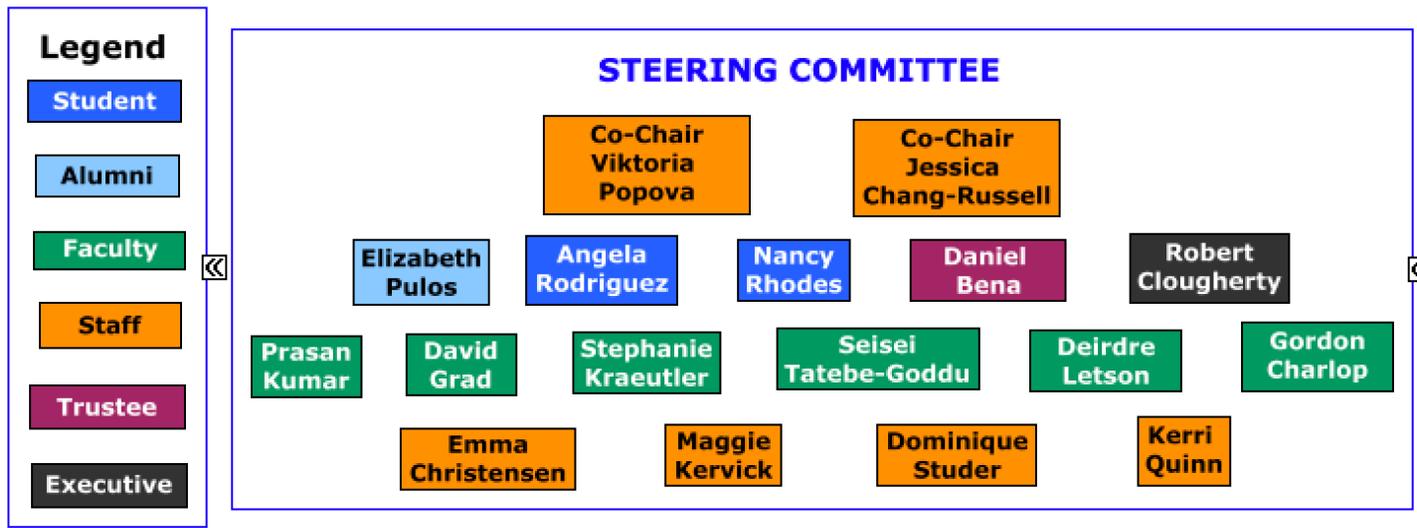
Steering Committee History:

- September 20, 2018: Steering Committee Appointed
- October 12, 2018: First meeting of Original Steering Committee
- November 5-7, 2018: MSCHE Self-Study Institute (SSI) attended by GCNYC Provost and Director of Assessment and Accreditation
- November 8, 2018- February 1, 2019: Steering Committee works on Self-Study Design
- November 15, 2018: President and CEO expands the Steering Committee following de-briefing after Self-Study Institute
- December 1, 2018: Steering Committee Co-chairs begin weekly meetings
- December 13, 2018: Meeting with President/CEO on to discuss role of trustees in accreditation
- December 14, 2018: Provost provides update and information at Board of Trustees meeting; Accreditation will be a regular part of the Provost's report to the Trustees
- January 8, 2019: Co-chairs' Conference call with Dr. Kushnood Haq—Middle States VP and GCNYC Liaison

- January 10, 2019: Steering Committee expanded based on Dr. Haq's suggestions
- January 15, 2019: Steering Committee initiates weekly meetings
- February 6, 2019: Accreditation Town Hall to allow stakeholders input on Self-Study Design
- February 7-8, 2019: Steering Committee Meetings to discuss Self-Study Design
- February 11-12: Town Halls to share Self-Study Design
- February 21, 2019: Middle States Liaison visit to review Self-study Design
- March 2019: Town Hall to share revisions following Liaison visit

Steering Committee Composition:

The image below is color-coded to depict a distribution of Steering Committee members across multiple GCNYC constituent roles: faculty, staff, students, alumni, executives, and trustees.



Steering Committee Member Roles by Seven MSCHE Standards

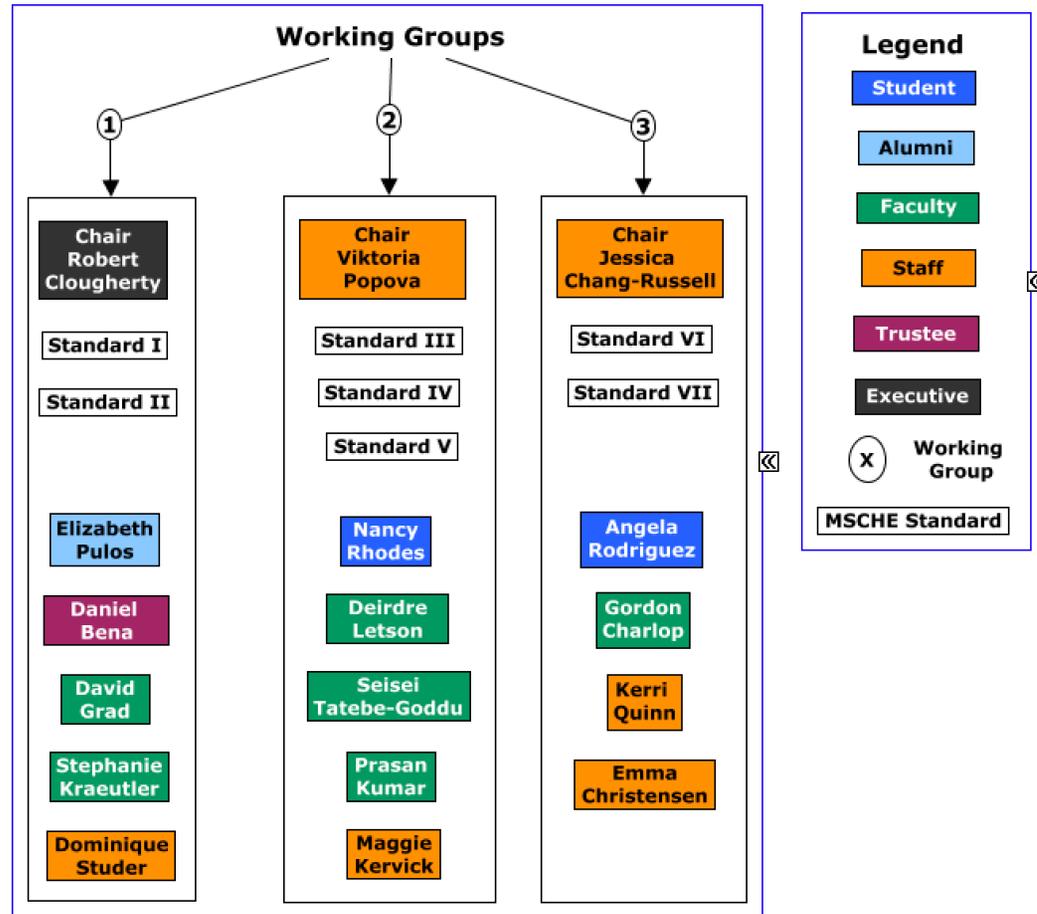
The Table below outlines a list of participating GCNYC Steering Committee members. The Table describes participants’ GCNYC titles and Committee member roles along with assigned MSCHE Standard(s).

Member	University Title	Accreditation Committee Member Role Working Group
Chang-Russell, Jessica	Director of Operations and Student Services, Title IX	Steering Committee Co-Chair; Working Group 3 Chair (Standards VI, VII)
Charlop, Gordon	Faculty	Working Group 3 Member (Standards VI, VII)
Christensen, Emma	Data Coordinator	Working Group 3 Member (Standards VI, VII)
Clougherty, Robert	Provost and ALO	Working Group 1 Chair (Standards I, II)
Grad, David	Faculty	Working Group 1 Member (Standards I, II)
Kervick, Maggie	Director of Strategy and Integrated Partnerships	Working Group 2 Member (Standards III, IV, V)
Kraeutler, Stephanie	Faculty	Working Group 1 Member (Standards I, II)
Kumar, Prasan	Faculty	Working Group 2 Member (Standards III, IV, V)
Letson, Deirdre	Faculty	Working Group 2 Member (Standards III, IV, V)
		Steering Committee Co-Chair

Popova, Viktoria	Director of Assessment and Accreditation	Working Group 2 Chair (Standards III, IV, V)
Pulos, Elizabeth	Alumni Committee Chair	Working Group 1 Member (Standards I, II)
Quinn, Kerri	Student Learning Coordinator	Working Group 3 Member (Standards VI, VII)
Rhodes, Nancy	Student	Working Group 2 Member (Standards III, IV, V)
Rodriguez, Angela	Student	Working Group 3 Member (Standards VI, VII)
Studer, Dominique	Director of Recruitment	Working Group 1 Member (Standards I, II)

Working Groups Composition

The image below demonstrates a breakdown for three GCNYC Working Groups: Working Group Chair, a list of Standards assigned to the Working Group, and a list of members, which is color-coded to demonstrate a distribution of participants across constituent roles.



Chapter VI: Guidelines for Reporting

Because GCNYC is a small community (approximately 9 staff and 10 adjunct faculty), the majority of our work is done in a networked and highly collaborative manner; thus, to use Working Groups focused on specific topics would actually be a different methodology than established campuses ordinarily follow. Additionally, because we are a young college, we have relatively small data sets that are highly organized.

Therefore, as the Steering Committee has membership from all College committees, the Steering committee will assemble all evidence for the Self-Study. The Steering Committee will report out to larger stakeholder groups through our communication plan (see Chapter X below) and committee liaisons will report out to their committees. Thus, the Steering Committee will compile evidence and drafts and then circulate for comment and ratification.

The schedule for sharing and release is delineated in Chapter IX (below).

Chapter VII: Organization of Final Report

Final Self-Study Report will take the following format:

i Introduction

This chapter will provide an introduction to the College and its Mission in the context of Institutional Priorities and Intended Outcomes for the Self-Study process.

ii Requirements of Affiliation

This chapter will provide evidence on how GCNYC meets all MSCHE Requirements of Affiliation; the focus will be on aligning institutional processes and practices with the requirements.

I. Standard I

This chapter will be a review of GCNYC Strategic Planning processes and structures. It will include a history of how our Mission and goals were created as well as an outline of ongoing processes. Institutional Mission and Goals will be reviewed in the context of the following questions: Does our Mission infiltrate what is taught in the classroom; Does our Mission infiltrate student learning, as measured by dissertations; Does our Mission infiltrate co-curricular activities?

Following the 13 parameters listed below will be used as a guide to review, assess, and report on GCNYC practices that reflect GCNYC's Mission and Goals. (Parameter "Analysis of Standard fulfillment in the context of GCNYC Mission" is excluded due to redundancy.)

1. Fulfilment of the four Criteria for Institutional Mission and Goals
2. Overview and justification of research methodology for evaluation of Institutional Mission and Goals
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment Institutional Mission and Goals
4. Evidence Inventory review and recommendations for each criterion of Standard I
5. Restatement of Standard I in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard I criteria and Requirement(s) of Affiliation

7. Analysis of Standard I fulfillment in the context of the five GCNYC Priorities
8. Analysis of Standard I fulfillment in the context of the GCNYC Self-Study Intended Outcomes
9. Analysis of Standard I fulfillment in the context of the seven GCNYC Strategies
10. Assessment practices and outcomes of Institutional Mission and Goals
11. Suggestions for improvement
12. Summary
13. Future directions for areas of practice under Standard I

II. Standard II

This chapter will be based on existing institutional policies and practices that explicitly demonstrate the ethics and transparency of our processes and procedures. It will also include responses from the community assessing the indicators of ethics and transparency, and actions which we have undertaken to improve our practices to better meet the standard. One of the questions to be explored in the assessment of the Standard is whether all members of the community feel their voice is heard, that they have a sense of membership, and that they have sufficient opportunities to contribute their unique talents and experience? The following 14 parameters listed below will be used as a guide to review, assess, and report on GCNYC practices that reflect practices of Ethics and Integrity.

1. Fulfilment of the nine Standard II Criteria for Institutional Ethics and Integrity
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard II
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard II in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard II criteria and Requirement(s) of Affiliation

7. Analysis of Standard II fulfillment in the context of the GCNYC Mission
8. Analysis of Standard II fulfillment in the context of the five GCNYC Priorities
9. Analysis of Standard II fulfillment in the context of the GCNYC Self-Study Intended Outcomes
10. Analysis of Standard II fulfillment in the context of the seven GCNYC Strategies
11. Assessment practices and results of Standard II
12. Suggestions for improvement
13. Summary
14. Future directions for areas of practice under Standard II

III. Standard III

This chapter will focus on a historical review of how our curriculum was created, how we gather feedback on curricular effectiveness, and pathways we follow for improvement. The chapter will also include the results from a Content Analysis of curricular materials to determine the degree to which our Mission area is being deployed in the classroom; as well as a Content Analysis of Mid-Term Assessments to test the alignment between student feedback and learning objectives for courses. Among multiple criteria, themes, and questions that will be addressed in the chapter, the following questions will take priority:

As the majority of our students are employed in the field they are studying, do they feel that they receive knowledge and skills which are immediately transferable to their workplace? Does student research, in the form of dissertations, provide applicable and beneficial discovery that is relevant to business and beneficial to communities? How well are we doing as an institution in closing the loop between individuals, our leaning community and business? Are we delivering the most up-to-date learning in our courses? Does our curriculum result in students having a greater sense of purpose and ethical responsibility?

The following 14 parameters listed below will be used as a guide to review, assess, and report on GCNYC practices that reflect the GCNYC approaches to “Design and Delivery of the Student Learning Experience.”

1. Fulfilment of the eight Criteria on Design and Delivery of the Student Learning Experience
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard III
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard III in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard III criteria and Requirement(s) of Affiliation
7. Analysis of Standard III fulfillment in the context of the GCNYC Mission
8. Analysis of Standard III fulfillment in the context of the five GCNYC Priorities
9. Analysis of Standard III fulfillment in the context of the GCNYC Self-Study Intended Outcomes
10. Analysis of Standard III fulfillment in the context of the seven GCNYC Strategies
11. Assessment practices and results of Standard III
12. Suggestions for improvement
13. Summary
14. Future directions for areas of practice under Standard III

IV. Standard IV

This chapter will focus on admissions and academic support practices. It will include an analysis of the effectiveness of our practices in admissions as well as retention and graduation. The chapter will include a review of the process improvements we have implemented since our initial cohort intake.

This chapter will address ways of inquiry into improvement of student services. Longitudinal review of student feedback will allow us to identify whether we are delivering on the promises and commitments that we make to students when we recruit them.

A comprehensive overview of academic and co-curricular experience will inform us whether our approaches make us distinctive in a crowded Higher Education Market. Whereas most of the review of student experience practices at GCNYC will concentrate around current student experiences, it is also of importance to assess whether our alumni have been receiving value from their experience at GCNYC.

The following 14 parameters will be used as a guide to review, assess, and report on GCNYC practices that reflect our approaches in Support of the Student Experience.

1. Fulfilment of the six Criteria on Support of the Student Experience
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard IV
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard IV in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard IV criteria and Requirement(s) of Affiliation
7. Analysis of Standard IV fulfillment in the context of the GCNYC Mission
8. Analysis of Standard IV fulfillment in the context of the five GCNYC Priorities
9. Analysis of Standard IV fulfillment in the context of the GCNYC Self-Study Intended Outcomes
10. Analysis of Standard IV fulfillment in the context of the seven GCNYC Strategies
11. Assessment practices and results of Standard IV
12. Suggestions for improvement
13. Summary

14. Future directions for areas of practice under Standard IV

V. Standard V

This chapter will comprise an analysis of data collected from multiple sources, including faculty and student surveys, Academic Board minutes, content analyses, staff student consultations, and student and faculty input. One of the leading questions for Standard V is “What evidence, beyond grades, can we use to ensure that our students are learning?” Different types of assessment will be reviewed across various curricular and co-curricular contexts. Moreover, assessment practices themselves will be subjected to an evaluation of their effectiveness.

The following 14 parameters will be used as a guide to review, assess, and report on GCNYC practices that reflect our approaches to Educational Effectiveness Assessment.

1. Fulfilment of the five Criteria of Educational Effectiveness Assessment
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard V
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard V in the context of unique GCNYC practices
6. Analysis of challenges related to fulfillment of Standard V criteria and Requirement(s) of Affiliation
7. Analysis of Standard V fulfillment in the context of the GCNYC Mission
8. Analysis of Standard V fulfillment in the context of the five GCNYC Priorities
9. Analysis of Standard V fulfillment in the context of the GCNYC Self-Study Intended Outcomes
10. Analysis of Standard V fulfillment in the context of the seven GCNYC Strategies

11. Assessment practices and results of Standard V
12. Suggestions for improvement
13. Summary
14. Future directions for areas of practice under Standard V

VI. Standard VI

This chapter will represent a review of the financial and operational health of the college, including our future staffing plans as they relate to growth.

The following 14 parameters will be used as a guide to review, assess, and report on GCNYC practices that reflect our approaches to Educational Effectiveness Assessment.

1. Fulfilment of the nine Criteria on Planning, Resources, and Institutional Improvement
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard IV
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard VI in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard VI criteria and Requirement(s) of Affiliation
7. Analysis of Standard VI fulfillment in the context of the GCNYC Mission
8. Analysis of Standard VI fulfillment in the context of the five GCNYC Priorities
9. Analysis of Standard VI fulfillment in the context of the GCNYC Self-Study Intended Outcomes

10. Analysis of Standard VI fulfillment in the context of the seven GCNYC Strategies
11. Assessment practices and results of Standard VI
12. Suggestions for improvement
13. Summary
14. Future directions for areas of practice under Standard VI

VII. Standard VII

This chapter will include a review of our governance structure and leadership practices. Evidence and input will come primarily from Trustees and Senior Administration.

The following 14 parameters will be used as a guide to review, assess, and report on GCNYC practices that reflect our approaches to Educational Effectiveness Assessment.

1. Fulfilment of the five Criteria on Governance, Leadership, and Administration
2. Overview and justification of research methodology
3. Fulfillment of the relevant Requirement(s) of Affiliation in alignment with Standard VII
4. Evidence Inventory review and recommendations for each criterion
5. Restatement of Standard VII in the context of unique GCNYC practices
6. Analysis of challenges related to the fulfillment of Standard VII criteria and Requirement(s) of Affiliation
7. Analysis of Standard VII fulfillment in the context of the GCNYC Mission
8. Analysis of Standard VII fulfillment in the context of the five GCNYC Priorities

9. Analysis of Standard VII fulfillment in the context of the GCNYC Self-Study Intended Outcomes
10. Analysis of Standard VII fulfillment in the context of the seven GCNYC Strategies
11. Assessment practices and results of Standard VII
12. Suggestions for improvement
13. Summary
14. Future directions for areas of practice under Standard VII

VIII. Conclusion

Conclusions will be determined based upon the findings of the self-study; however, the chapter will include an analysis of any gaps we find in our research as well as our post-self-study plans.

Chapter VIII: Verification of Compliance

Given that GCNYC received Candidacy from the Middle States Commission within the past year, the majority of our compliance data from our Accreditation Readiness Report is still accurate. Compliance Verification is aligned with the Requirements of Affiliation and responsibilities are outlined in the table below:

ROA	Lead	Evidence
<p>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>Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.</p>	Provost	Charter
<p>The institution is operational, with students actively enrolled in its degree programs.</p>	Provost	Enrollment Reports
<p>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, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.</p>	Provost	Winter 2018 Graduation Program and Submission to NYSED

The institution's representatives communicate with the Commission in English, both orally and in writing.	Provost	Our application
The institution complies with all applicable government (usually Federal and state) laws and regulations.	Provost	Title IV and SEVP documentation
The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	Provost	Certification letter from President
The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.	Provost	Strategic Plan
The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Director of Assessment	Outcomes Assessment Plan and Accreditation website
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.	Provost/ Director of Assessment	NYSED Registrations/NYSED Annual report/Student Assessment data

<p>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.</p>	<p>Provost</p>	<p>Strategic Plan</p>
<p>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.</p>	<p>GCU Office of Finance</p>	<p>Audited Financial Statements</p>
<p>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 and for ensuring that the institution's mission is being accomplished.</p>	<p>Provost</p>	<p>Board of Trustees page on Website</p>
<p>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>Provost</p>	<p>Board of Trustee disclosures</p>

<p>The institution and its governing body/bodies 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>Provost</p>	<p>Board of Trustees By-Laws</p>
<p>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>Provost</p>	<p>Annual Report</p>

Chapter IX: Self-Study Timetable

It is the intent of the GCNYC Self-Study to follow the Timetable below. The Steering Committee and the Working Groups will use these target dates to ensure a steady track of progression. Self-Study Deployment indicates the timing for the Steering Committee to release a draft of a section to College stakeholders. A one-month period for comment and revision is then scheduled. The aim of the committee is to have community ratification and agreement by the specified date for Self-Study Ratification.

Date	Event	Self-Study Deployment	Self-Study Ratification
Apr-19	Approval of Self-Study Design		
May-19		<p>Working Groups to submit a draft of analysis for each Standard fulfillment in alignment with</p> <ul style="list-style-type: none"> • GCNYC Mission • GCNYC Priorities • GCNYC Intended Outcomes <p>(conditions 6, 7, and 8, as delineated in “Chapter IV: Self-Study Approach” of the Self-Study Design)</p>	
Jun-19		<p>Working Groups to submit a draft on</p> <ul style="list-style-type: none"> • Requirements of Affiliation in Alignment with each Standard 	<p>Fulfillment of Standards in alignment with GCNYC</p> <ul style="list-style-type: none"> • Mission • Priorities

		<ul style="list-style-type: none"> • Evidence Inventory review and recommendations for each criterion • Record of gaps, inconsistencies, and/or redundancies in current documentation across Evidence Inventory 	<ul style="list-style-type: none"> • Intended Outcomes
Sep-19	Team Chair Appointed	<p>Working Groups to submit a draft of</p> <ul style="list-style-type: none"> • Analysis of Challenges related to fulfillment of individual Standard criteria and Requirements of Affiliation • Restatement of each Standard on the context of unique GCNYC Practices 	<p>Requirements of Affiliation in Alignment with each Standard</p> <p>Evidence Inventory review and recommendations for each criterion</p> <p>Record of gaps, inconsistencies, and/or redundancies in current documentation across Evidence Inventory</p>
Oct-19		<p>Working Groups to submit a draft of fulfillment of Individual criteria*</p> <ul style="list-style-type: none"> • Working Group 1: Three Criteria for Standard I • Working Group 2: Seven Criteria for Standard III • Working Group 3: Eight Criteria for Standard VI <p>(* excluding assessment criterion for each standard, which is to be addressed in the month of December 2019)</p>	<p>Analysis of Challenges related to fulfillment of individual Standard criteria and Requirements of Affiliation</p> <p>Restatement of each Standard on the context of unique GCNYC Practices</p>

Nov-19		<p>Working Groups to submit a draft of fulfillment of Individual criteria*</p> <ul style="list-style-type: none"> • Working Group 1: Eight Criteria for Standard II • Working Group 2: Five Criteria for Standard IV and four Criteria for Standard V • Working Group 3: Four Criteria for Standard VII <p>(* excluding assessment criterion for each standard, which is to be addressed in the month of December 2019)</p>	<p>Three Criteria for Standard I</p> <p>Seven Criteria for Standard III</p> <p>Eight Criteria for Standard VI</p>
Dec-19		<p>Working Groups to submit a draft of</p> <ul style="list-style-type: none"> • Assessment Practices and Outcomes for each Standard • Overview and justification of research methodology 	<p>Eight Criteria for Standard II</p> <p>Five Criteria for Standard IV and</p> <p>Four Criteria for Standard V</p> <p>Four Criteria for Standard VII</p>
Jan-20		<p>Working Groups to submit a draft of analysis of</p> <ul style="list-style-type: none"> • Individual Standard fulfillment in the context of GCNYC Strategies • Suggestions for improvement • Future Directions for areas of practice for Standards under review 	<p>Assessment Practices and Outcomes for each Standard</p> <p>Overview and justification of research methodology</p>
Feb-20		<p>Working Groups collaborate on a draft Summary</p>	<p>Individual Standard fulfillment in the context of GCNYC Strategies</p> <p>Suggestions for improvement</p>

			Future Directions for areas of practice for Standards under review
Mar-20		Working Groups collaborate on Full Draft of Self-Study	
Apr-20	Team Chair Visit		
Aug-20	Upload Self-Study for Visiting Team		
Oct-20	Review Team Visit		
Dec-20	Review Report Finalized		
Mar-21	Commission Action		

Chapter X: Communication Plan

Objectives	Institutional Stakeholders	Communication Methods	Timelines
<p>To inform and update University Stakeholders (internal and external) about the process and major developments of the Self-Study Report</p>	<p>Students</p>	<ul style="list-style-type: none"> • Self-Study Website • Student Surveys • Self-Study Townhalls • Presentations to Student Governance Association (SGA) • SGA liaison serving on Accreditation Committee (AC) • Steering Committee Member is a Liaison to the SGA • Newsletter 	<ul style="list-style-type: none"> • Ongoing • Term-based • Monthly • Monthly • Ongoing • Ongoing • Monthly
	<p>Alumni</p>	<ul style="list-style-type: none"> • Self-Study Website • Alumni liaison serving on the AC • Self-Study Townhalls 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Monthly
	<p>Faculty</p>	<ul style="list-style-type: none"> • Provost Update • Self-Study Website • Faculty Development Meetings 	<ul style="list-style-type: none"> • Weekly • Ongoing • Monthly

		<ul style="list-style-type: none"> • Faculty liaisons serving on the AC • Self-Study Townhalls 	<ul style="list-style-type: none"> • Ongoing • Monthly
	Administration/ Staff	<ul style="list-style-type: none"> • Self-Study Website • Administration and Staff Meetings • Administration and Staff liaisons serving on the AC • Self-Study Townhalls 	<ul style="list-style-type: none"> • Ongoing • Monthly • Ongoing • Monthly
	Board of Trustees	<ul style="list-style-type: none"> • Self-Study Website • Board Meetings • Self-Study Townhalls 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Monthly
	External Stakeholders	<ul style="list-style-type: none"> • Self-Study Website 	<ul style="list-style-type: none"> • Ongoing

Chapter XI: Evaluation Team Profile

In a Team Chair and Review Team, we would hope to work with individuals from schools which are either start-ups themselves, or have similar characteristics to us in small size, mission-focus, graduate level, and/or highly specialized academically. We look forward to being able to learn from our review team, and would hope that facing similar challenges, individuals would be able to give us more accurate feedback. Looking at the list of MSCHE member institutions, we believe the following five have the most in common with GCNYC:

Goldey-Beacom College

www.gbc.edu

Special Focus Four-Year: Business & Management Schools » Four-year, small, primarily residential
Approx 1,000 students

International Institute for Restorative Practices

<https://www.iirp.edu/>

Special Focus Four-Year: Other Special Focus Institutions » Exclusively graduate/professional

Moore College of Art and Design

www.moore.edu

About 400 Students

Small niche program; Special Focus Four-Year: Arts, Music & Design Schools » Four-year, very small, primarily residential

Webb Institute

www.webb.edu

Special Focus Four-Year: Engineering Schools » Four-year, very small, highly residential; highly specialized in naval architecture and marine engineering

80 students total

Wilson College

www.wilson.edu

About 800 students

Baccalaureate Colleges: Diverse Fields » Four-year, very small, primarily residential

Aspirational Schools

Glasgow Caledonian New York College takes great pride in its founding institution, Glasgow Caledonian University. As GCU is an Ashoka U “Change Maker Campus,” we set our aspirations in the direction of Ashoka U Change Maker Colleges and Universities.

Thus, the schools we most aspire to be like:

- **Babson College**

Like GCNYC, Babson offers exclusively graduate degrees, and shares our value of believing in the intersection of profitability and sustainability. Additionally, their commitment to entrepreneurship fits GCNYC’s aspirations through our Impact-Focused Business and Investment program.

- **Claremont McKenna**

While Claremont McKenna is not an Ashoka U campus, we greatly admire the Kravis Lab for Social Impact. Not only does the lab serve a similar mission to our common good mission, but like our Fair Fashion Center, the lab serves students, faculty, and external stakeholders.

- **College of the Atlantic**

As an Ashoka U Change-Maker campus, the College of the Atlantic is most relevant comparatively to GCNYC. We share CoA’s commitment to interdisciplinary thinking; GCNYC begins all of our curricula with a course on Systems Thinking (Navigating Global Change). Additionally, we share their commitment to the study of socially responsible business and sustainable systems.

- **Middlebury College**

We share with Middlebury College’s Ashoka description a commitment to immersive learning so as to prepare “students to lead engaged, consequential, and creative lives, contribute to their communities, and address the world’s most challenging problems.” Through the interconnection of the Fair Fashion Center, GCNYC provides students with practical and immersive experiences as well as the opportunity to interconnect with industry and community leaders through our Master Classes.

- **Northeastern University**

Also an Ashoka U Change Maker, Northeastern shares our commitment to global and community engagement. We share a commitment to students developing problem solving skills to face the enormous challenges that exist in the world today.

XII: Evidence Inventory

In order to collate all materials in a single location, an Accreditation tab has been placed on the GCNYC Staff SharePoint and GCNYC Commons/MURAL (Student SharePoint). All relevant evidentiary documents and data will be copied there. All chapters, with indications of “Draft” or “Ratified” will also be published under the Accreditation tab on the GCNYC website (<https://www.gcny.com/accreditation/>).

Working Groups will be given access to most of the materials generated by GCNYC. Even though certain data explicitly lends itself to specific Standard criteria, Working Groups are charged with a thorough review of materials across various practices and operations, which includes consideration for inclusion of documentation that may not be commonly associated with specific types of operations.

An all-encompassing review of Evidence Inventory across all Working Groups and Standards has been set up to ensure that GCNYC operations are not siloed into departments, or isolated functions, but are founded on integrative approaches to systems-based organizational functions.

Throughout the process of Self-Study, Working Groups will identify and make a record of gaps, inconsistencies, and/or redundancies in current documentation across Evidence Inventory. Working Groups will make suggestions on what information/documentation should be addressed and how to approach the implementation of generating new information that is to be added to the Evidence Inventory. Some of that information/documentation may be generated throughout the Self-Study; other formation of documentation may be beyond the scope of the Self-Study; Working Groups will then make recommendations on what additional information needs to be generated.

Our Locations of Evidence include:

- GCNYC Staff SharePoint, including the tabs of:
 - Office of the Provost
 - Office of the Registrar
 - Governance
 - Accreditation
 - Assessment
 - Admissions and Enrollment
 - Marketing
 - People Services (HR)
 - Note: as a transparent organization, all sections of the Staff SharePoint are available to all Faculty, staff, administrators, and Trustees EXCEPT the People Services tab which is restricted due to the personal data stored there.

- GCNYC Commons/MURAL (Student SharePoint):
 - Announcements and News (Administrative Communication to Students)
 - Discussion Forums (Academic Communication)
 - MURAL (Multi User Repository of Academic Learning): repository of all syllabi and course materials available to all students regardless of term or enrollment.

- Paper Evidence
 - Note: Official copies of all relevant records and significant documents are maintained by the college in its safe. Access to the safe is controlled and is currently only held by the Provost, the Data Controller, and the Director of Operations.

- GCU Systems; given our relationship and the support we receive, some of the data required is actually on systems owned by GCU, these include:
 - ISIS (Student Information System)
 - Oracle Financial (Finance and HR)