# Vaughn College

## 2017 Middle States Self Study

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Chapter 0 – Institutional Overview

Vaughn College of Aeronautics and Technology is a diverse private, not-for-profit institution of higher learning founded in 1932 and located in Queens, New York. The history of the institution is based largely on its primary legacy program—Aviation Maintenance. In 1996, 90% of students were in a maintenance-based program and most went on to successful careers as technicians. The dramatic growth and change in what is now largely an academic institution is based on a commitment to strategic planning and continuous improvement.

Since the last self-study in 2007, the institution has undertaken numerous initiatives that have resulted in substantial progress in all areas of the institution. The results of our most recent efforts can be traced to our planning, including a yearlong academic program review, which lead to the implementation of several new degree programs and provided the foundation for a highly effective strategic plan. As a result of this effort, the institution has gone through a period of tremendous positive change and student success. The most recent evidence of how a Vaughn education makes a lasting difference in the lives of its students be can found in the January 18, 2017 New York Times report on The Equality of Opportunity Project which examined the upward mobility rates of low-income students, measuring access and outcomes. Vaughn was ranked as the top institution in the country (as compared with 2,137 other institutions) in moving students from the bottom 40 percent to the top 40 percent in income. Vaughn serves a highly needy student population with 76 percent qualifying for a Pell grant (among one of the highest rates in the country) and 66 percent qualifying for New York State’s Tuition Assistance Program (with an average family income of about $30,000). The link to the article below also includes more detailed comparative information about Vaughn which can be accessed by clicking on our name in the graph included toward the end of the article. https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html?smid=tw-share&_r=0

Another strong indicator of the quality of a Vaughn education and the support we provide is our students’ victory at the 2016 VEX U Robotics World Championship. After competing for eight years and making it to the final round in 2014 (the first US team to ever make the finals), we beat Mexico in the finals this past April. The team will defend their title this coming spring. Most of the students on the team are enrolled in an engineering program and use the knowledge gained in the classroom to develop a different robot each year that can effectively complete a challenge both autonomously and as controlled by students.

In November of 2014, Dr. Sharon DeVivo was installed as Vaughn’s seventh President. Dr. DeVivo, the first woman to hold the position, has brought 19 years of institutional knowledge and strategic planning expertise to her office. Dr. DeVivo’s selection as President was the result of an exhaustive yearlong nationwide search that included all levels of the College community. Dr. DeVivo’s installation marked the beginning of a new era of leadership, fostering a community with an ethos of teamwork and service. The hallmarks of Dr. DeVivo’s presidency, outlined in Vaughn’s agenda, articulate how the College strives to provide a transformational experience to students by enriching both the depth and scope of the College's curriculum and providing strong support through academic
To help facilitate this, she has expanded her senior staff to include Vice Presidents in Academic Affairs, Student Affairs, and Training.

**Vaughn Programs**

Vaughn has academic programs in Aviation, Engineering, Engineering Technology and Management. All of its programs in Engineering Technology were reaccredited by Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (ABET) in 2014 and have the distinction of being ABET’s longest continuously accredited Engineering Technology Program in the United States. Of its engineering programs, the Mechatronics Engineering Program is one of only four such programs in the United States that is Engineering Accreditation Commission of ABET accreditation. Vaughn’s Management Programs have just completed a year-long self-study and in December 2016 all of its undergraduate and graduate degrees were reaccredited by the International Assembly for Collegiate Business Education (IACBE). In addition, Vaughn’s Aviation Programs include degrees in Aircraft Operations, Aviation Maintenance, Aviation Maintenance Management and Aeronautical Science. Certificates earned within the Aviation Programs are overseen by the Federal Aviation Administration (FAA). The College’s training program in Aviation Maintenance is authorized by the Federal Aviation Administration (FAA) under Part 147 and is housed within the Aviation Training Institute (ATI). To complete this program, students must pass rigorous FAA written, oral and practical examinations to earn their airframe and power plant certifications. Upon completion of the certificate, students may elect to apply 30 credits toward Vaughn’s Associate or Bachelor’s degree programs in Aviation Maintenance or Aviation Maintenance Management.

Refer to the following links for information on Vaughn’s Engineering programs [https://www.vaughn.edu/engineering-technology-degrees/](https://www.vaughn.edu/engineering-technology-degrees/)
Management programs [https://www.vaughn.edu/aviation-management-degrees/](https://www.vaughn.edu/aviation-management-degrees/)
Aviation programs [https://www.vaughn.edu/aviation-degree-programs/](https://www.vaughn.edu/aviation-degree-programs/)
ATI program [https://www.vaughn.edu/ati/](https://www.vaughn.edu/ati/)

**Student Population and Diversity**

As of Fall 2015, Vaughn enrolled a student body of close to 1,600 students. As stated in its mission, “Vaughn welcomes men and women from all racial, cultural, ethnic and religious backgrounds.” As evidence of this, in 2015, 34 percent of Vaughn students identified as Hispanic, 19 percent as Black/African American, 15 percent as unknown ethnic origin, 14 percent as White non-Hispanic, 12 percent as Asian, Native Hawaiian or other Pacific Islanders, 4 percent as nonresident aliens, 2 percent as from two or more races, and less than 1 percent as American Indian or Native Alaskan. The student body is also 88 percent male and 12 percent female. The high percentage of Hispanic students qualifies the College for designation by the US Department of Education as a Hispanic Serving Institution (HSI). Vaughn is currently a member of the Hispanic Association of Colleges and Universities (HACU), with participation in HACU’s Capitol Hill Forum and Annual Conference.

Refer to the following links for information on Vaughn’s current student diversity profile [https://www.vaughn.edu/fast-facts-about-vaughn/#classprofile](https://www.vaughn.edu/fast-facts-about-vaughn/#classprofile)
Tuition, Financial Aid and Value
As of Fall 2015, tuition for full-time academic students was $10,940 for 12 to 18 credits. For full-time students in the training program (ATI), tuition is $7,825. For part-time students, the rate is $730 per credit, and for part-time ATI students the rate is $490 per credit. Currently, 90 percent of our students receive financial aid. Vaughn prides itself with providing good value to students, as evidenced by its student to Faculty ratio of 14 to 1, as well as by the fact that 98% of its graduates are either employed or continue their education within one year of graduation with 81% in their field. The graduation rate is 56%.

Refer to the following Vaughn website link for:
Current information on tuition: https://www.vaughn.edu/admissions-tuition-fees/
Current information on financial aid: https://www.vaughn.edu/admissions-financial-aid/

Enrollment
In Fall 2015, enrollment totaled 1,596 students (1,466 FTEs), down approximately 6% from the Fall 2014 total headcount of 1,664 (1,546 FTEs), after several years of moderate enrollment growth. This slight dip in enrollment has been attributed to changes in the FAA hiring process, which effectively opened up application for employment to the general public rather than limiting it to students who studied at partner institutions. Moderate enrollment growth is expected with the introduction of three new programs (Bachelor’s degrees in Mechanical, Electrical and Aeronautical Sciences), while also diversifying the enrollment draw from the mid-Atlantic region. New student enrollment during the spring of 2016 and the fall of 2016 has shown modest growth for the first time since 2012.

Refer to the following Vaughn website link for current information on enrollment and Faculty student ratio: https://www.vaughn.edu/fast-facts-about-vaughn/

Organizational Structure of the Self-Study
The self-study was led by a Steering Committee appointed in conjunction with Faculty, students and the senior administration. It currently consists of four core team members, ten workgroup co-chairs, two members of the Board of Trustees and a representative from the Student Government Association.

Steering Committee Core Team
Serving on the Steering Committee Core Team are Co-Chairs Dr. Paul LaVergne, Vice President for Academic Affairs and Dr. Hossein Rahemi, Chair of the Engineering and Technology Department. In addition, Dr. Margaret Ducharme is serving as Coordinator, and Domenic Proscia, Vice President of Training is providing additional support to workgroups.

Steering Committee
In addition to the Steering Committee Core Team, the Steering Committee consists of all committee Co-Chairs as well as the Faculty Senate President Professor Thomas Broschart and Trustees Ms. Anne Crudge and Mr. Peter Vaughn.

Appendix I-1 Complete List of Workgroup Co-Chairs and Workgroup members and titles
Evidence of Progress

- Throughout this Self-Study this community will demonstrate our commitment to the success of students. This is supported by the following indicators: Our graduates are highly successful in that within one year of graduation, 98% of them are employed or are continuing their education with 81% employed in their field.
- Vaughn students receive a high degree of individual attention which is evidenced by our 14 to 1 student to Faculty ratio.
- Sixty-five students receive institutional support for travel to present at conferences and professional competitions. For example, during the 2015/16 academic year
- Vaughn has several up-to-date laboratories in engineering, air traffic control and flight.
- Our Aviation Training Institute houses one of the largest Aviation Maintenance Training Certificate programs in the country.
- Each semester Vaughn hosts a Speaker Series with nationally known speakers such as the Honorable Chris Hart, Chairman of the National Transportation and Safety Board.
- The institution employs world-class part time professors including former National Transportation Safety Board Member The Honorable John Goglia, the former General Manager of Kennedy Airport Al Graser, and the former FAA Eastern Regional Counsel Lorreta Alkalay.
- Vaughn has a new library that also includes our academic support serves and technology services creating a retention hub for all students.
- Our student robotics team won the 2016 Vex Robotics world championship and in 2014 was the first US college to make the finals losing to a Mexican team.
- We have been highly successful in procuring grant funds with more than $20 million since 2008 to directly support Faculty, programs and equipment.

Reflection on the Self-Study Process

In closing, we reflect on our Self-Study design submitted to Middle States in July of 2015 which stated that we would bring together a diverse group of individuals from throughout the College community to implement a comprehensive Self-Study that would:

1. Ensure that all members learn to view the operation of the institution holistically, so that a better culture of teamwork can be achieved to provide optimal service to students.
2. Reflect on the progress of the Strategic Plan and assess the goals and objectives that remain.
3. Reflect on the institution’s current processes and institute best practices.
4. Bring the current culture of institutional assessment to a level at which the emphasis is less on data collection and more on data analysis that is used for evidence-based planning and informed decision making.
5. Gain a better understanding of the institution’s strengths and weaknesses in relation to Middle States’ accreditation standards.
6. Create opportunities that will assist all areas of the institution to fully adopt a culture of continuous process improvement.
7. Demonstrate compliance with Middle States Standards as described in the publication *The Characteristics of Excellence in Higher Education*.

As a result of this process, we will demonstrate in this document how we have fulfilled all of the
points above. In addition, this study also assisted us in more deeply understanding our strengths and opportunities as well as the areas where we must continue to make improvements. The progress we have made from a training-focused institution to one that offers engineering and a master’s degree has come with challenges, particularly given the population that we serve. As we move into the final phase of our strategic plan (2018), this Self-Study provides the foundation for the next phase of institutional growth while striving to provide a transformative educational experience for our students. That growth will be the direct result of our community of trustees, administration and Faculty working together to implement a shared vision and a commitment to continuous improvement.
Chapter 1 - The Mission and Integrity of Vaughn College

During the last ten years, Vaughn College has undergone tremendous positive change. Important examples of the processes that have led the institution to where it is today were all driven by our mission and conducted openly and with integrity. These examples include the program review, Strategic Agenda and the design of our Self-Study questions. As part of our agenda, our mission has been reviewed and updated. Thus, we assert that we are in compliance with Standards 1 and 6. Our mission was developed with the input of representatives from all constituencies within the institution and clearly defines who we are. The mission is presented in multiple documents including the College catalogs, website, and handbooks. It has been the major source in driving and implementing institutional change. The Mission Statement is provided here as a starting point for the self-study.

The College Mission Statement
Vaughn College of Aeronautics and Technology is dedicated to providing a distinctive education to a diverse population of students. Our mission is to create an environment that cultivates personal growth and leadership in preparation for successful careers. Vaughn College is committed to:

M1. Maintaining a culture of excellence that is conducive to learning and enables students, Faculty and staff to achieve their fullest personal, professional and career potential.

M2. Providing students with the theoretical knowledge and practical skills they need to achieve professional success in their chosen careers, integrating technology into academic programs while emphasizing communication and analytical skills.

M3. Instilling in our students the professional and civic values that will make them outstanding contributors to society; educating students about how to be responsible citizens, whose integrity, personal values and high ethical standards will be emulated within the community.

M4. Ensuring academic excellence by recruiting and developing an outstanding Faculty and instructional staff; encouraging the pursuit of research and other professional development activities that extend the body of scientific knowledge and its practical application to societal and industrial needs.

M5. Serving the industries that employ our graduates by providing an innovative curriculum responsive to changing needs, covering a broad spectrum, from leading-edge certification and training to baccalaureate Aviation, Management, Engineering and Engineering Technology degree programs.

M6. Providing an administration that is responsive to the daily and long-term management issues that ensure an environment of excellence in learning.

M7. Welcoming men and women from all racial, cultural, ethnic and religious backgrounds to join our students, Faculty, staff and trustees in support of the vision and mission.

Update to Vaughn’s Mission
Vaughn’s Mission Statement has served the institution well through ten years of substantial
institutional change including a major program review, a new Strategic Agenda and a Presidential search. As called for in the strategic plan, Vaughn would review and update its mission by the end of the 2016/17 academic year. One of the major benefits of our current Self-Study has been the ability for the institution to bring together a group of individuals who have recently reflected on all aspects of the institution and how it has been shaped by the mission. In October of 2016, a Mission Task Force was formed to review and update the Vaughn College mission to reflect our desired identity. The Task Force consists of two students, two Faculty members, two administrative members and two Board members. As of this writing, the task force has met six times and has made significant progress in revising and updating a revised concise mission statement. The Task Force will present the new Mission Statement to the Vaughn Community via an open campus meeting in early February 2017. The Task Force will seek Board approval in mid-February.

Appendix 1-1 Vaughn College Timeline
Appendix 1-2 Mapping of Self-Study Design Research Questions to Vaughn Mission
Appendix 1-3 Information on the Mission Task Force Committee

The Academic Program Review
An important example of a process that highly utilized the institution’s mission began in 2010 when the Vaughn Community performed a yearlong review of its academic programs. Committees consisting of Faculty and students were charged with determining the optimal program combination for Vaughn. To achieve this, both existing and potential programs were studied from the standpoints of mission, marketability, quality and finance. The conclusion of the review was that Vaughn was in a strong position to design and implement new programs in Mechanical and Electrical Engineering.

Appendix 1-4 Academic Program Review Final Report

Strategic Planning
Upon the completion of the program review, the institution recognized the need to plan for continued growth. The basic tenets were transparency, collaboration and collegiality. To facilitate the creation of a new agenda an outside consultant was utilized and a five-phase process involving Board members, senior administrators, students, Faculty and staff began. The result was a plan approved by the Board of Trustees in October 2012 and implemented in 2013 that has provided strategic direction until today that includes an assessment tool known as the operational plan. Closely aligned with the institutional mission, the agenda provided the following six strategies:

S1. Update our mission and establish our brand as an institution of academic excellence that provides a transformational experience to students
S2. Enhance the depth and breadth of the curriculum, reinforcing our emphasis on academic excellence, and continuing the strong growth of our academic support services to reinforce learning
S3. Optimize our current facilities while continuing efforts to secure new space to support growth and create a thriving campus community
S4. Use technology to improve teaching, learning and customer service
S5. Become an institution of choice for new trustees, Faculty and staff while promoting and
enhancing our diversity

S6. Move from financial stability to financial security through wise investment in programs and facilities and expanded fundraising.

**Assessment and Review of The Agenda**

An essential aspect of the agenda was its assessment. As part of the planning process an assessment tool known as the operational plan was developed. The operational plan was created from the strategic agenda and lists specific programs, budgets, time-lines and responsible parties to assess whether the strategic plan initiatives are being successfully implemented. The strategic agenda is viewed as a living, working document that can be updated as needed. Regular assessment that measures the implementation of the strategic agenda is part of the process. The Board of Trustees meets three times per year and holds committee meetings two weeks prior to the full Board meeting. The implementation of the plan is monitored in the Board Committees (e.g. Student Affairs, Plant and Grounds, Academic Policy, etc.) and at the February 2016 Board meeting, the progress of the plan was presented to the full Board by each Vice President.

**Appendix 1-5 Strategic Planning Documentation**

**New Academic Programs**

As a result of the program review and the agenda, curricula for both Mechanical and Electrical Engineering degrees were developed and submitted for approval to the New York State Education Department (NYSED). The Program in Mechanical Engineering was implemented in the fall of 2015. The Electrical Engineering Program was approved in October 2015 and commenced in fall 2016.

A further recommendation of the program review was that Vaughn should include a degree offering for aircraft operation (flight) students the option to gain an aeronautical degree without additional flight training fees. Following this recommendation, during spring 2014 the Aviation Department developed a Bachelor of Science degree in Aeronautical Sciences and submitted it to NYSED. It was quickly approved and implemented in the fall of 2014.

The new degrees in Mechanical and Electrical Engineering as well as Aeronautical Sciences are closely aligned with Vaughn’s mission and strategic agenda. As with all of Vaughn’s programs, the new programs are fully described both on the website and in the catalog.

**Appendix 1-6 Documentation on new academic programs**

**General Education Modifications**

Between 2013 thru 2015, in further alignment with the institution’s mission and strategic agenda, Vaughn undertook an extensive study of its general education offerings. The General Education Review Committee, comprised of the Vice President of Academic Affairs, the Chairs of Arts and Sciences, Aviation, Management and Engineering and Technology, the Assistant Vice President of Planning and the Director of Institutional Research, studied the general education curricula at our peer- and next-tier institutions and used the Middle States *Characteristics of Excellence in Higher Education* as a resource. The study was implemented in two phases. Phase I concentrated on the liberal arts core, while Phase II was concerned with mathematics and science. The study resulted in a
redesign of the general education requirements, allowing greater flexibility for students in both the liberal arts and in the science courses. Furthermore, in the case of transfer students, the redesign allows the application of a greater number of degree credits from other institutions. The first phase of the general education modifications was implemented in fall 2014; the second phase in fall 2015.

Appendix 1-7 - General Education Review Documentation

Management Program Review
With construction completed, in the fall of 2014 Vaughn began a review of its Management degree programs. As in the overall program review, new programs and certificates that might be offered through the Management Department were examined from the standpoint of Vaughn’s mission, financial viability, marketability and quality. Preliminary work of the Management Program Review Committee was to redefine the mission of the Management Department and make changes to the core courses taken by all Management students. In addition, the review improved the Management Department’s various assessment strategies and tools. The current work of the Management Program Review is centered on creating a degree program that offers management students more choices as well as certificate programs for both in-house students and those in industry in fields such as the newly approved Safety Management Systems Certificate Program. Additional certificates are planned in Unmanned Aerial Vehicles (UAVs).

Appendix 1-8 Management Program Review documentation

New Construction
In alignment with strategies S3 and S4 of the Strategic Agenda, in the fall of 2014, as a result of receiving a $32 million grant for soundproofing, Vaughn completed a three-year extensive renovation of its main campus. Given the institution’s close proximity to LaGuardia Airport, Vaughn was able to replace and significantly upgrade the teaching and learning environment across the campus. The College invested another $15 million of its own funds in the construction of a new library, a teaching and learning center, Faculty offices, and a new administrative hub with many student services offices. These changes have fostered a learning-centered environment, with improved Faculty morale and strengthened student services.

Appendix 1-9 Construction Details - Construction Floorplans

New Teaching Facilities
The Agenda’s strategies S2, S3 and S4 called for an optimization of our current facilities while continuing efforts to secure new space to support growth and create a thriving campus community. The results have included:

- a dedicated 31,000 square foot location for the Aviation Training Institute in which the institution invested $3 million to create relevant learning spaces
- a new library and student learning center that provides students with the services of a library, information technology and academic support services to provide a “learning commons”
- new academic laboratories, particularly in the areas of engineering, aviation and
technology
- for the first time in our history provided new, two-person faculty offices

Updates to the Faculty, Staff and Student Handbooks
In the Fall of 2014, Vaughn began the process of reviewing its Faculty, Staff and Student Handbooks. Since the Faculty Handbook had not been revised since 1990 this was viewed as a major effort on the part of the College. A committee of three Faculty members, including a representative of the Faculty Senate as well as the Vice President of Academic Affairs convened and worked for over a year until a new handbook was developed. They worked with an outside consultant who brought best practices to the institution for the committee to consider. The handbook was approved by the Faculty Senate, the President and the Board of Trustees in the Fall of 2016. The handbook provides detailed descriptions of fair and impartial practices for many important aspects of a Faculty member’s career including hiring, promotion, tenure and evaluation. For example, the tenure process is well documented in the new handbook and in the past five years, one Faculty member successfully applied for tenure and five Faculty members have gone through the College’s pre-tenure process. The newly approved Faculty Handbook was distributed to all members of the Faculty in January of 2017. As is the case with the Faculty Handbook, the Staff Handbook contains detailed information on the equitable treatment of all staff at the College and the Student Handbook contains information on how to file grievances. The Faculty and Staff Handbooks are available electronically via a secure portal. The Student Handbook is accessible through Vaughn’s website: https://www.vaughn.edu/wp-content/uploads/2017/01/Student_Handbook_2016_2017-1.12.17.pdf

Appendix 1-10 – Faculty, Staff and Student Handbooks
Refer to the following for the Student Handbook: https://www.vaughn.edu/fast-facts-about-vaughn/

Appendix 1-11 – Tenure Policy Information

Updates to the Vaughn Website
During the 2014-2015 academic year, Vaughn College embarked on a major upgrade of the institutional website. A number of institution-wide assessment results are also available to prospective students. Examples of institution-wide assessment results include:

- Career placement information for specific cohorts (broken down by graduation date and Program of study) are available by visiting https://www.vaughn.edu/wp-content/uploads/2016/12/2015-Placement-Outcomes.pdf. The College is in the process of developing and implementing a more robust career services website with multiple search functions, expanded data retrieval, and a user-friendly interface.
- Information about Vaughn College’s student loan cohort default rate is publicly available by visiting https://studentaid.ed.gov/sa/about/data-center/student/default
- Information about Vaughn College’s cohort retention and graduation rates is publicly available by visiting https://nces.ed.gov/ipeds/datacenter/
Information about the Vaughn College’s financial aid net price, average earnings of graduates, financial need of students, and debt ratios are publicly available by visiting https://collegescorecard.ed.gov/school/?188340-Vaughn-College-of-Aeronautics-and-Technology.

The Vaughn website is a resource for both students and the general public that provides all essential information about the college and includes details on our academic programs, graduate employment and salary statistics, graduation rates and how to enroll. Electronic copies of the Undergraduate and Graduate Catalogs are obtainable from the website. Additionally, through the website students and Faculty can access the password protected Vaughn Portal which allows access to Vaughn’s learning management software Sakai; academic support services, and SONIS, the student information system that allows students to see their grades and degree progress. Additionally, students also turn in papers to the TurnItIn, software which checks for plagiarism.

Student Complaints and or Grievances

Vaughn College is fully committed to a student’s right to file complaints and grievances. Both the College Catalog and Student Handbook provide guidance to students when they have complaints. The following is a list of ways that students may submit grievances:

FERPA (Family Educational Rights and Privacy Act): Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA (the address is listed within the College catalog).

Non-Discrimination/Harassment: The College is fully committed to providing an environment free from discrimination, harassment, or retaliation. Furthermore, it is the policy of the College not to tolerate unlawful discrimination or harassment based on age, race, color, creed, ethnic origin, religion, national origin, citizenship status, sex, gender, gender expression, sexual orientation, marital or partnership status, pregnancy, disability, military or veteran status, predisposing genetic characteristics, domestic violence status, or on any other legally protected basis. At any time if an individual or group that feels his or her rights have been violated, he or she has the right to file a complaint and the College will take appropriate action to resolve such conflict through the Interim Vice President of Student Affairs and Associate Vice President of Human Resources. The College is fully committed to Title IX (gender discrimination and sexual misconduct), Section 504 and the Americans with Disability Act (disability discrimination).

Bias related incidents: These are acts or behaviors that are a violation of the Student Code of Conduct; they primarily involve a person’s real or perceived race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, or any other category prohibited by law). Reporting procedures are clearly stated within the Catalog and Student Handbook.

Appeal of Financial Aid decisions: The student can consult with the Vice President for enrollment services regarding the appropriate procedure to appeal a financial determination.

SAP (Satisfactory Academic Progress) appeal: A student who does not comply with the successful completion of coursework toward an eligible certificate or degree will be placed on financial aid suspension; the standards apply to undergraduate and graduate students who wish to establish or maintain financial aid eligibility. In order to maintain SAP, a student must demonstrate the ability to satisfy a minimum grade point average, pace requirement,
and total number of semester hours earned and/or semesters enrolled. Students who are on SAP suspension are able to pick up an SAP appeal form from the Financial Aid Office and submit it for consideration for reinstatement. Within the appeal form, the student must present sufficient explanation and supporting documentations of the circumstances in which he/she failed to satisfy SAP requirements. Furthermore, the student must meet with an advisor from the Student Success Center to draft an academic plan for subsequent semesters in order to fulfill minimum credits earned and/or increase the student’s GPA. The SAP Review Committee will then meet for a decision within 15 days of the appeal submission; up to two appeals may be submitted. Upon the student’s request, denied appeals may be reviewed by the Financial Aid Director or designee for re-review and a final decision.

Costs and Financial Policies:
Students are billed each semester for tuition, fees and other expenses such as housing, meal plans and book vouchers. Students must clear their balances prior to registering for subsequent semesters. Under no circumstances will students be allowed to register should there be more than one semester of outstanding balances. Appeals of this policy may be submitted to the Vice President of Enrollment Services for a final determination.

Academic/Grade appeals:
Students with concerns regarding their grades should initially consult the instructor to explain them. If this consultation is unsatisfactory to the student, a written statement of relevant facts should be made to both the professor and the academic department Chairperson; the student must submit the written statement no later than 30 days from the start of the fall or spring semester directly following the semester when the grade was assigned. The professor must also send a written report to the Department Chair on how the student’s grade was determined. The student and professor should receive a written reply from the department chairperson within 15 days from the initial submission. If the student finds the decision unsatisfactory, he or she may escalate the appeal to the Academic Standards Committee where a final decision will be made.

Other Issues:
Students must address all other issues and concerns relating to academic process to the Academic Standards Committee for review. If a student disputes a decision by the Academic Standards Committee, he or she may appeal to the Vice President of Academic Affairs for a final decision.

Appendix 1-12 – Information on students Complaints
Appendix 1-13 – Vaughn College Sexual Misconduct Policy
Appendix 1-14 – Integrity Standard 6 Mapping

Recommendations
Develop a vision and mission implementation committee to create a process for the integration of these new statements as the guiding and measurable principles of the institution.
Chapter 2 – Planning and Institutional Resources

During the past five years, all sectors of Vaughn College have worked diligently in planning, allocating and improving resources. The result has been substantial institutional change and renewal. Important examples include a yearlong program review as well as the creation and implementation of the Strategic Agenda as well as the implementation of new programs. Closely aligned to the institution’s mission, these initiatives have led the way to extensive enhancements to the institution’s infrastructure and revenue streams. We believe that as a result Vaughn is compliant with Middle States’ Standards 2 and 3.

The Program Review

In 2011, the institution concluded a yearlong review of its academic and training programs. Based on the pillars of mission, quality, finance and marketability, the review was inclusive of all members of the College community and was highly effective in producing results utilized in the development of the strategic agenda. For example, programs in electrical and mechanical engineering were identified as the best potential new programs and in line with the subsequent strategic agenda have since been developed, approved by New York State Department of Education and are currently offered.

Appendix 2-1 Academic Program Review Final Report

The Strategic Agenda, Enrollment Management Plan and Operational Plan

Vaughn’s Strategic Agenda (known as The Agenda) was developed through a five-phase process involving Board members, senior administrators, students, Faculty, staff and external stakeholders. Associated with The Agenda is a tracking mechanism known as The Plan. The Agenda was approved by the Board of Trustees in October 2012. The Plan was developed with appropriate financial resources in early 2013 and was first implemented in the fall of 2013. The Agenda and The Plan provide direction for institutional growth until 2018. As the current Agenda nears completion in 2018, the institution must consider a new strategic planning process built upon the findings of the Self-Study, the current enrollment trends and the external environment including emerging programs, employment trends and industry needs.

The Agenda consists of six strategies and calls for the institution to realize its transformation as an academically dynamic institution distinguished by an innovative and rigorous curriculum, a transformational educational experience and a deeply engaged community of trustees, students, Faculty, staff and alumni committed to excellence. Each goal of the plan is linked to a specific strategy of The Agenda, and each objective includes time frames, responsible parties and projected costs. A systematic review of all indicators and time frames ensures continuous self-evaluation and improvement. The goals are also discussed and tracked in the applicable committee of the Board of Trustees. All projected costs are linked to the College’s financial model and are reflected in the institution’s business plan. The Plan is continually reevaluated according to adjustments in the economy, financial aid regulations and Federal Aviation Administration (FAA) hiring policy. The Plan has undergone changes when significant disruptive issues have taken place such as the changes in the FAA’s hiring of air traffic controllers and international student enrollment.
In response to the Middle States’ periodic review, the Strategic Enrollment Management Plan (SEMP) was created to examine numerous factors affecting enrollment at the College. Through the use of data metrics and College-wide discussion, the institution analyzed demographic and socioeconomic influences, employment probabilities in the key sectors served by Vaughn College, and challenges and opportunities within institutional enrollment. The SEMP has been incorporated into The Plan. Each of The Agenda’s strategies are tied to the mission and are described below.

Appendix 2-2 Strategic Planning Documentation

**Strategy One**

“Update our mission and establish our brand as an institution of academic excellence that provides a transformational experience to students.”

Vaughn’s mission statement has served the institution well and has been used as a guiding set of principles to make strategic decisions concerning all aspects of the institution. During the implementation of The Agenda deliberate decisions were made to delay portions of this strategy because of significant institutional events including a Presidential search process involving the entire community, the complete renovation of our 1941 campus, the re-write of the Faculty handbook for the first time in 26 years and specialized accreditation activities. Recognizing the fact that this was an area that needed focus, in addition to the analysis done by self-study work group for Standard 1, a special task force charged with reviewing and updating the mission was created in fall 2016.

Other aspects related to Strategy One concerned the brand of the institution. To address this, the College has revised every aspect of its marketing and branding. For example, a new advertising and marketing agency, EGC, was chosen in October of 2014. They assisted us in researching the impressions and media habits of students and alumni and this was used to develop the current campaign which focuses on our mission of providing a “distinctive education” with emphasis in the campaign on “Next Generation Education.” This is a reflection of our development of new degree programs, laboratory equipment and support in such areas as robotics. Evidence of this focus is demonstrated in the website, supporting admissions materials and social media.

Appendix 2-3 Strategy 1 - Update Mission-Branding Documentation

**Strategy Two**

“Enhance the depth and breadth of the curriculum, reinforce our emphasis on academic excellence, and continue the strong growth of our academic support services to reinforce learning.”

Our “distinctive education” is tied directly to our program offerings and the enhancement of existing programs and development of new programs reflects that continued focus. For example, the development of three new degree programs grew out of our earlier academic program review and subsequent identification of a program needed to support our aircraft operations students. In all of these cases, the programs addressed industry needs sought industry input, were developed by Faculty, and enhanced our offering of STEM degrees to an underserved and diverse population. The development process for the engineering degrees also provided for the basis of a 2013 Title V of
$4.35 million to support the implementation of both engineering degrees including support for Faculty and laboratory equipment.

Another example of the implementation of this strategy was the revision of our general education curriculum. Through a Faculty-lead, two-year process that moved from a prescribed set of courses to a competency-based approach the new requirements allow for greater student flexibility in the academic coursework that students can pursue. The nine areas of competency provide for the communication, critical-thinking and analytical skills that complement our technical and management offerings.

Appendix 2-4 Strategy 2 - Enhance Depth Breadth of Curriculum

Strategy Three
“Optimize our current facilities while continuing efforts to secure new space to support growth and create a thriving campus community,“

Tied directly to our mission of creating an environment that is conducive to learning, our facilities have undergone a dramatic renovation that has fundamentally changed our learning experience in the classroom. In the fall of 2014, the renovation of the main campus building was complete and over the next year we provided students with new classrooms, laboratories, a library, academic support, student services and Faculty offices. A second site was also acquired and with the assistance of the Aviation Training Institute Faculty we developed and implemented a new training facility that also includes Faculty offices and areas of support services.

See Appendix 2-5 Strategy 3 - Optimize Facilities Secure Space

Strategy Four
“Use technology to improve teaching, learning and customer service.“

The institution has dramatically improved the availability and use of technology through significant grant funding that has provided for new laboratory equipment, enhancements to existing technology and the acquisition of new technology. As part of our mission to provide an administration that is responsive to the daily and long-term management issues that ensure an environment of excellence for learning, we continually assess the institution’s technology needs. For example, the College works with Values Based Initiatives (VBI) for management, planning and support of many of the institution’s technology needs. VBI has provided annual tactical plans for 2010 – 2014 and submitted a 2015 Technology Report. In 2012 the College’s auditors Marks, Paneth began to provide an annual Technology Observations and Recommendations Report from Tailored Technologies LLC as part of the annual audit. This report serves as an assessment of our technology operation. VBI, in consultation with management, addresses the recommendations in its planning documents and the institution provides funding from capital or grant resources. The College has made significant improvements to its computer infrastructure, such as the installation of a new firewall, new servers, improved wifi network, Microsoft 360 and the CBORD one card system. These enhancements have greatly improved the learning environment of our students; for example, students and Faculty now
have uninterrupted access to online webinars and databases.

Another example that supports the implementation of strategy four, is the use of the learning management system (LMS), Sakai, chosen by a Faculty and staff committee. By fall 2015, of the 426 classes offered at Vaughn, 203 (47.7 percent) had a Sakai presence. The goal is to have all courses maintain a Sakai presence by the end of 2017. At a minimum, this will allow students to have online access to course syllabi and course materials as well as an additional connection to Faculty members. Ongoing training has and will continue to be offered to Faculty in the use of these new technologies through the Department of Distance Learning. Other technological improvements have included enhancements to our student information system, Sonis, allowing students to file requests for maintenance and information technology issues in the residence hall.

In the last two years, technology has been added to the classroom in the form of “E-Stations.” These stations allow for the control of Smart Boards, access to the Internet and, eventually, the use of “Lecture Capture.” Lecture Capture will allow faculty members to film all or part of their class to make available for students at their convenience and available on Sakai. A process for this feature must be developed in concert with faculty members.

We are particularly proud of our development and implementation of a new Energy Conversion and Smart Grid Power Systems Laboratory demonstrating the integration of technology into our teaching and learning experience. Almost all of the new equipment for the labs was supported by a federal Title V grant to support the introduction of new engineering programs, primarily the new Electrical Engineering Program and potential industrial outreach. We are one of only a handful of institutions in New York State that have this state-of-the-art laboratory.

A number of Vaughn faculty with considerable technical expertise have expressed an interest in forming a faculty interest group to study all aspects of technology used at the institution and make recommendations for improvements in the use of technology across the institution.

Appendix 2-6 Strategy 4 - Use Technology For Teaching And Service(5)

Strategy Five

“Become an institution of choice for new trustees, Faculty and staff while promoting and enhancing our diversity.”

One of the ways that the College has become an institution of choice for Faculty and staff has been thorough an excellent benefit structure which includes medical, dental, vision, insurance, short and long term disability, an employee assistance program as well as an institutional contribution to Faculty and staff TIAA-CREF retirement funds. In addition, as part of its work to achieve strategy five the College has reevaluated its benefit structure to determine possible improvements. For example, in November 2014 a new medical carrier was selected, pricing and participation categories were adjusted, and flexible spending accounts were added. To increase awareness of benefits, annual health and benefit fairs are conducted on campus. Other ways that the College has worked to improve benefits to its employees include phased retirement plans and new employee onboarding. Industry experts have been consulted to help prepare and review institutional policies and procedures.
including most recently, the development of the newly updated Faculty and Student Handbooks. Currently, all vacant positions are being reviewed for hiring. Several Faculty and staff positions are supported by grant funding. As a result of not meeting enrollment projections, a decision was made not to provide an annual salary increase in FY 15/16. Faculty salaries remain competitive as compared annually to industry benchmarks.

As of September 2015, the College employed forty-three (43) full-time and one hundred sixty-two (162) part-time Faculty members. Of the full-time Faculty members, twenty (20) or 47 percent were tenured. Twelve faculty members were professors, 12 were associate professors, 15 were assistant professors, and four were instructors. The student/Faculty ratio was 14 to 1. The College additionally employs 104 non-Faculty members. The College has worked hard to promote diversity. For example, in the promotion and enhancement of diversity, all five of the most recent Faculty members hired have been women; two of the five have been of Asian ethnicity. Below is the diversity breakdown for students, faculty and staff:

<table>
<thead>
<tr>
<th>2015-2016</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander/Native Hawaiian</th>
<th>Two or more races</th>
<th>White</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjuncts</td>
<td>16.2%</td>
<td>15.6%</td>
<td>10.4%</td>
<td>2.6%</td>
<td>55.2%</td>
<td>18.5%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>7.0%</td>
<td>7.0%</td>
<td>23.3%</td>
<td>0%</td>
<td>62.8%</td>
<td>23.3%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Part-time Staff</td>
<td>28.5%</td>
<td>27.7%</td>
<td>21.0%</td>
<td>&lt;1%</td>
<td>21.8%</td>
<td>26.9%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Full-time Staff</td>
<td>20%</td>
<td>20%</td>
<td>18.9%</td>
<td>0%</td>
<td>41.1%</td>
<td>52.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Total</td>
<td>20.7%</td>
<td>18.6%</td>
<td>19.2%</td>
<td>.005%</td>
<td>40.9%</td>
<td>29.2%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Current Students</td>
<td>26%</td>
<td>36%</td>
<td>11%</td>
<td>2%</td>
<td>16%</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Appendix 2-7 Strategy 5 - Become An Institution Of Choice

Strategy Six
“Move from financial stability to financial security through thoughtful investment in programs and facilities and expanded fundraising.”

The College has continued to move from financial stability to financial security in numerous ways. For example, to expand fundraising in 2014 the first annual gala was held. This gala celebrated the completion of the institution’s nearly $40 million renovation, the retirement of the College’s sixth President, Dr. John Fitzpatrick, and the welcoming of the new President. The event raised almost $100,000 for scholarships and institutional priorities. The second gala honored Barry Eccleston, President of Airbus Americas, Inc., and raised over $200,000 for the institution. The third was held on November 10, 2016.

Thoughtful investment is achieved through the structure of Vaughn’s business plan which includes
multi-year financial projections based on modified short and long term goals. The business plan works in conjunction with College-wide departmental requests for funding for on-going operations and new programs. Department heads suggest revenue enhancements and cost savings. Initiatives are reviewed in the context of both departmental and institutional goals. The results are provided to the Board of Trustees with the annual budget request, keeping projected future trends and results in discussion. In addition, the institution uses financial strategic indicators to compare its financial performance against internal and external benchmarks relative to institutions in its peer and next-tier group. Finally, the Composite Financial Index (CFI) is used as a measure of overall financial condition. Critical to on-going decisions are the impact on the institution’s endowment spending rate and endowment balance.

Another example of the implementation of this strategy is the Strategic Enrollment Management Plan (SEMP) created to examine numerous factors affecting enrollment at the College. Through the use of data metrics and interviews with Faculty, staff, students and alumni the institution analyzed demographic and socioeconomic influences, employment probabilities in the key sectors served by Vaughn College, and challenges and opportunities within institutional enrollment. SEMP addressed The Agenda by establishing approaches for managing enrollment that ensure a measured approach. As a result of significant grants, Vaughn has invested significant dollars in its programs. For example, in addition to the new Energy Conversion and Smart Grid Power Systems Laboratory described above, a new chemistry lab has been constructed to support new chemistry courses that strengthen engineering programs and offer flexibility to all Vaughn students. Other examples are given in the supporting documentation.

Financial Resources
As evidence of the institution’s financial resources we have provided the FY16 and FY15 Audited Financial Statements, the FY1617 Operating Budget and the FY1617 First Quarter Financial Report. As a result of the recent soundproofing project and other grant related capital expenditures, the institution has addressed a significant amount of necessary capital expenditures. In December 2016 we successfully completed a refinancing of our debt (see Private Placement Memorandum) and generated funds for the purchase of the Astoria building, further renovations to the Astoria building and renovation of the facilities area for a new cafeteria and student space. The operating budgets are built on achieving a 5% spending rate based on a three year rolling average of investment balances. The institution has a limited amount of permanently restricted net assets (traditional endowments). The unrestricted net assets and related investments provide resources to support the institution. Recent operating performance has been impacted by enrollment which has necessitated reductions in operating expenses. The college continues to be the beneficiary of government grants and continues to explore alternative revenue sources.

Appendix 2-8 Strategy 6 - Move From Financial Security To Financial Stability

Recommendations
Use the Middle States Self-Study effort to assist in the planning for and the formulation of the next five-year strategic agenda. The new plan should address operations in a reduced tuition revenue environment.
Carry forward key objectives from the current Strategic Agenda which have been deferred or delayed (i.e. capital campaign).

Conduct a review of space utilization to identify options for maximizing the use of the current facilities for both classrooms and student space.

Continue the effort to train Faculty in the use of classroom technology to provide students with real-time access to course resources and access to Faculty members.

Support a faculty interest group aimed at the study and improvement of the use of technology in teaching, learning and management of courses.
Chapter 3 —Leadership, Governance and Administration

This chapter includes a discussion and analysis of the structure of the organization as well as the leadership and the governance of the institution. This review focused on the current governance structures, their practices as well as the process of shared governance and how it is used to promote the mission, goals and objectives. Based on the review, the institution is in compliance with standards four and five.

The Board of Trustees, Faculty Senate and Student Government Association participate in the overall direction of the institution. These groups, as well as senior administrators and staff, are engaged in continuous improvement and strive to meet the needs of the constituents they serve by utilizing data and/or best practices to drive change, promote learning and growth and, ultimately, contribute to institutional effectiveness. The groups included in this review are:

1. Board of Trustees
2. Senior administration
3. Faculty Senate and other Faculty committees
4. Vaughn staff
5. Student Government Association and student groups

The Board of Trustees, the Faculty Senate and the Student Government Association function with Bylaws and committees that are used to monitor and guide institutional activities. The College has handbooks to clarify policies and process within the groups including an employee handbook, a Faculty handbook and a student handbook.

Shared Governance
Shared governance starts with the Board and its committee structure and is facilitated by the President in her regular communication with the Faculty Senate President and Student Government President. This is also furthered by administrative interaction with Faculty, staff and students. As a community, the institution strives for ongoing communication and attempts to create an environment where all constituents are included in processes critical to the institution. Examples of this effort include the methods for strategic planning, handbook revisions, and the recent work of the Mission Revision Committee. This Committee included Board members, Faculty (including a member chosen by the Faculty Senate), students and staff members. The group worked closely together, will present their work in an open campus meeting and finally to the Board of Trustees. What follows is a description of each body that governs the institution and examples of governance.

The Board of Trustees
The Board of Trustees oversees the College as per the Board of Trustees Bylaws and is the body that is ultimately responsible for the conduct of the activities of the College.

Board Membership
Board membership is defined in its Bylaws. Accordingly, voting members of the Board may not exceed 25. Currently, there are 20 voting members. Trustees are elected by the Board members
based on the nomination from the Governance Committee. Trustees are elected to a three, three-year terms. Emeritus status is granted by a majority vote of the Board based on exemplary service and long-term status as a member of the Board of Trustees. An emeritus trustee may attend the committee full Board meetings, but does not have voting privileges.

**Officers of the Board**
The officers of the Board are the Chair, Vice Chair, Secretary, Treasurer and the President of the College, and on the recommendation of the President and concurrence of the Board, the Vice President(s) of the College are also considered officers. The officers (other than the President) are elected by trustees during a meeting of the Board, as set forth in the Board of Trustees Bylaws, to serve a term that is mutually acceptable to that officer and the Board. The Board updated its officer election process in the Fall of 2015. The process allows for the officers to serve for two, three-year terms with the election of the chair followed a year later by the Vice Chair, Treasurer and Secretary to provide for a continuity of leadership. The Bylaws were updated in October 2015.

**Board Membership Diversity**
Consistent with Vaughn’s mission – “welcoming men and women from all racial, cultural, ethnic and religious background to join our students, Faculty, staff and trustees in support of the vision and mission”, the Board of Trustees recognizes the importance of diversity and makes a concerted effort to become more diverse. Although the most recent appointments have broadened the composition of this body, more remains to be done before the Board reflects in its own membership the diversity that the institution aspires to in all segments of the College and that is recommended by the Association of Governing Boards of Universities and Colleges. The majority of the trustees serving on Vaughn’s Board have a background in business, finance, and the aviation industry. Although not mandated in the Charter and Bylaws of the College, Trustees are expected to contribute and to encourage others to contribute to the resources of the College. Out of twenty Board members, there are five women and three from diverse backgrounds.

**Responsibilities of the Board**
The powers and responsibilities of the Board of Trustees include appointing, supporting, assessing the chief executive officer’s performance, clarifying the institution's mission with administration and Faculty, approving long-range plans to help ensure achievement of the mission, and ensuring that the educational programs are consistent with the College's mission and financial means. The Board’s powers also include ensuring the well-being of Faculty, students, and staff through provision of policies governing Faculty teaching and research, student learning and growth, staff work and working conditions, strong financial management, long-term solvency and viability of the institution, adequate physical facilities through long-term capital renewal and replacement, and adequate financial resources through prudent tuition and financial aid policies. The Board receives reports through committees directly from Faculty and students (in academic policy and student affairs meetings) and makes itself available through “meet and greets” held once or twice each academic year.

The Board also approves all Faculty tenure as well as the conferral of all degrees.
The Board makes efforts to increase appropriations, fund-raising and personal gifts; to preserve institutional autonomy by explaining to decision makers the unique values, processes, functions of higher education and independence for institutional effectiveness; to interpret the purposes and policies of Vaughn College to its publics and defend it; to serve as court of appeal for students, Faculty, and staff appealing decisions of administrative officers; and to assess and improve the Board’s own practices and performance through informal discussion of their accomplishments and periodic formal reviews. To this end, for the last three years Board members have annually assessed themselves through a survey administered by the governance committee of the Board.

**Board of Trustees Development**

Vaughn engaged Stevens Strategy, a consulting firm specializing in managing the process of strategic change in higher education, to assist us with Board development beginning in 2011. What has ensued over the last five years has been a process of continuous improvement as the Board has developed a statement of roles and responsibilities, examined the selection process of new Board members, refocused the work of committees on strategic and generative areas, committed to fundraising, reviewed and updated the Bylaws and sought new ways to engage with the community.

Following the retreat in 2011 and the election of a new Board Chair, Mr. Thomas McKee, who also took office in 2011, the Board began to look at its practices. In 2014, another Board retreat was held and the role of individual members and the workings of the Board were discussed. Also as a result of that retreat, the Board began an annual survey of every member used to identify areas of improvement, as well as future leaders. The chair, the President and the Governance Committee Chair review each survey with attribution and use the information to determine areas of improvement. The results of the survey are discussed in the Governance Committee without attribution. An example of how this information has led to improvements: Trustees asked that less time at the full Board meeting be spent reiterating committee reports (which all trustees receive in advance of the meeting) and more time on issues that allowed for a greater level of engagement. The result was a February 2016 Board retreat at which Stevens Strategy outlined the work of Richard Chait and his book *Leadership as Governance*, in which he discusses the importance of Boards’ working in three modes: fiduciary, strategic and generative. The Board has spent much of its time focused on the fiduciary and the strategic, but wanted to move in the generative direction. Over the past year, a Generative Ad Hoc Committee of the Board including almost half of the Board members, has been discussing questions of Board focus, number of members and the number of committees.

**Appendix 3-1 - Summary results of the Board’s annual surveys**

In the Spring and Fall of 2015, the Board also extensively reviewed the present Bylaws, and lead by the Governance Committee, made changes to the election process of the officers including the term of service. In addition, the Bylaws were reviewed by counsel to ensure that best practices were incorporated.
The Board and the President

The Board of Trustees appoints the President of the College and approves the appointment of the senior administrative officers. The President of the College acts as the institution’s chief executive officer and is an ex officio member of all trustee committees along with the Board Chair. It is the responsibility of the trustees to annually review the performance of the President, and this is done by asking the President to set goals in alignment with the Strategic Agenda. The goals are agreed to by the Chair of the Board and the President, distributed to the Compensation Committee Chair for his/her input and then distributed to the full Board. The President also acts as an intermediary in communications between the Board of Trustees and the College constituencies.

The current President, Dr. Sharon DeVivo, has been at Vaughn for more than 20 years, starting her career as the Director of Communications and holding various administrative positions throughout her tenure including Senior Vice President with responsibilities as the Chief Academic and Student Affairs Officer. She became the President in 2014 and maintains regular communication with the Faculty Senate President, Mr. Thomas Broschart, as well as the current Student Government President, Mr. Jonathan Hernandez, with both of whom she meets with regularly and maintains an open-door policy. For example, both bodies are regularly asked to participate fully in committees such as the recent mission review and Faculty Handbook revision. The work of these committees is also discussed each semester at the President’s sessions with all Faculty and staff.

In order to maintain the integrity of the College’s functioning, all trustees are required to sign a conflict-of-interest and disclosure statement on an annual basis. The Audit Committee oversees this conflict of interest policy and is responsible for the implementation, effectiveness and updating of the policy. This policy was recently updated and is also reviewed and signed by management.

Board of Trustees Committees

The Board provides management and supervision through an effective structure of standing committees. Vaughn’s Board of Trustees has seven standing committees, each consisting of three to ten members. Each committee is led by a chair and/or co-chair. These committees meet at least once each semester (fall, spring and summer). During these committee meetings, the President along with his/her senior management member provides briefings regarding the policy, planning, updates on the various strategic goals and other aspects of the College. The description of each committee and their charge is listed in the Bylaws. The senior management member works with the chair to develop an agenda and includes other invited guests from the institution, or outside expertise, that informs the work of the administration and the Board.

Appendix 3-2 - Bylaws for the Board of Trustees

An example of the institution’s shared governance can be found in Board outreach through committees. For example, in the annual individual trustee survey each member is asked with which student groups (e.g. students who live in housing, students from a particular club, students in a particular major) they are most interested in connecting, after which that group of students is invited to the Student Affairs Committee of the Board. Students are asked about their educational
experiences and areas for improvement. For example, a regular issue for students has been the cafeteria service. The cafeteria was originally built as a lunch-only space that now needs to service students who live in residence. Based on the feedback from the students and the need for significant improvements, the decision was made to allocate resources to the renovation of a cafeteria in a new location. These funds we secured in Fall 2016 and plans will be developed over the next year for a new cafeteria that better meets the needs of this community.

Another example of the Board’s commitment to shared governance is the interaction with Faculty members who regularly attend the Academic Policy Committee meeting of the Board. Faculty members include the Faculty Senate President as well as the chairs of all of the academic departments, and the Vice Presidents of academic affairs and training. There is a free exchange between Board members and the Faculty with a regular report out on program development, accreditation and outcomes. The result is a better appreciation and understanding of the needs of Faculty and resources to assist them in their development. Examples of Board, student and Faculty interaction in the committee meetings is available in the meeting minutes.

Appendix 3-3 – Board of Trustees Meeting Minutes

Review of Administrative Team
Vaughn College has an effective leadership structure that incorporates the talents of both Faculty and administrative departments. The strategic plan developed by representatives of all parts of the Vaughn community has made effective use of assessment data and external information (hiring trends, degree attainment, industry needs, etc.) in the attainment of the institution’s mission and goals. The institution has Bylaws that outline the responsibilities of the governing bodies and leadership groups. These documents are routinely reviewed and improved. Changes to policies are communicated to the community in numerous ways, including the once per semester President’s state of the college address, open campus meetings, and departmental meetings. Keeping in mind that Vaughn needs skilled Faculty and staff, the College offers numerous ways in which its employees can experience personal and leadership growth.

Administrative policies are updated to reflect compliance with federal and state requirements. Documents are also revised to reflect best practices and current legal guidance. In September 2014, Stevens Strategy was engaged to review all key handbooks to ensure that they are current and regulation compliant.

Senior administration
Consistent with its mission, Vaughn’s administrative structure and services facilitate learning and research/scholarship, foster the improvement of quality, and support the institution’s organization and governance.

The President heads the administrative team with five reporting units each headed by a Vice President. The units include academic affairs, training, enrollment management, student affairs, as well as finance and business services.
Appendix 3-4 Organizational chart

The Vice Presidents have day-to-day responsibilities for their division and act as advisors to the President in making strategic decisions and accomplishing strategic and institutional goals. The responsibilities of the Vice Presidents are defined by the President in accordance with the vision and mission of the College. The President is responsible for the evaluation and assessment of Vice Presidents’ performance and annual goals are tied to The Plan. The group meets with the President weekly and reviews key goals bi-weekly in private meetings.

During the summer of 2016, there was a change in organizational structure. Where there had been a Vice President of Academic Support and Student Affairs, the function of academic support moved to academic affairs, with support from the Associate Vice President of Enrollment Services, and an interim Vice President of Student Affairs was named.

The Office of Academic Affairs and Support Services is supported by four Faculty department chairs, a College Librarian, an Executive Director of Distance Education, a Director of Writing and Curriculum, an Executive Director of the Teaching and Learning Center, and an Executive Director of Upward Bound and Outreach. The Office of Planning and Assessment has also experienced some recent organizational changes, and the institution hired new personnel including an Institutional Effectiveness Manager and a Grants Manager. With the organizational shift, the various Grant Program Officers have taken on the responsibility of submission of their reports and the tracking of their progress and this structure will remain in place with support of the new grants manager. The Program Officers also meet with the Vice President of Academic Affairs, the Associate Vice President of Enrollment Services as well as the President regularly, and as needed, the President reviews interim and final reports prior to submission.

The Office of Training oversees all of Vaughn’s Federal Aviation Administration training programs, including Part 147 (aviation maintenance technician), Part 141 (flight training) and Part 65 (flight dispatch), as well as the flight simulation and air traffic simulation laboratories.

The Office of Student Affairs is supported by a Dean of Students, including the Director of Student Affairs and the Assistant Director of Student Activities, a Director of Athletics, a Director of Counseling and Wellness, and an Assistant Director of Residential Life.

The Office of Finance and Business Services is supported by an Assistant Vice President of Finance, Associate Vice President of Human Resources, Information Technology Director, Purchasing Director and a Director of Facilities.

The Office of Enrollment Management is supported by an Associate Vice President of Admissions, a Director of Public Affairs, and an Associate Vice President of Enrollment Services, who manages the areas of Student Accounts, Registrar, and Financial Aid.
The Faculty Senate
Vaughn College’s Faculty has participated actively in strategic planning, capital planning, safety, and judicial meetings. The Faculty plays a central role in all aspects of the curriculum, including the program review of 2011, the continuous improvement of current programs and development of future programs. The Faculty participate in the governance of the College though department meetings, meetings with the academic chairs and meetings of the Faculty Senate.

Responsibilities of the Faculty Senate
The Faculty Senate President (subject to the Bylaws and charter of the College) reports directly to the President of the College and acts as an advisor and a Faculty representative to him/her on various institutional, departmental and Faculty policies and issues. The Faculty Senate:

- Makes recommendations to the President on instruction, curriculum, academic policies, Faculty and student welfare
- Acts in an advisory, consultative, planning capacity to the President
- Provides a forum for consideration of matters of mutual interest to the Faculty
- Provides a means for interchange of Faculty ideas
- Makes recommendations on tenure and promotion
- Works as needed in ad hoc committees, all subject to the ratification and review of the Faculty Senate to which these committees report.

Appendix 3-5 – Faculty Senate Bylaws

Faculty Senate Committees
The Faculty Senate provides all Vaughn Faculty with a platform to share their input in formulating various policies and procedures. Advice of Faculty (mainly through Faculty committees and the Faculty Senate) is particularly valuable in advising the President and the Vice President of Academic Affairs regarding curricula and course structure, teaching methods, grading, admissions criteria, student advisement and counseling, Faculty benefits and related issues.

All full-time Faculty members have the right to attend various Faculty committee and Faculty Senate meetings and enter discussions in the Faculty Senate. Voting is reserved to the senators, elected by their peers, from the individual departments in accordance with their Bylaws. In recent years, due to the limited number of tenured Faculty available, the Senate has shifted from specialized standing committees to ad hoc committees. For example, in reviewing candidates for tenure and pre-tenure, the Faculty Senate will work only with tenured Faculty in that capacity. Given the hiring of full-time Faculty in the last several years, a rotating group of tenured Faculty is asked to provide reviews in groups of three. In the last year, one candidate was reviewed for tenure and four candidates were reviewed for pre-tenure.

Handbook Committee
The last time the Faculty Handbook was officially updated was in 1990. Several attempts were made in the ensuing years, but given the size and complexity of the endeavor it was not completed. During the 2015-2016 academic year a complete rewrite of the Faculty Handbook was accomplished. As a further example of shared governance, the President assembled a committee of Faculty and asked a
Faculty Senator to chair the committee. This committee worked closely with the Vice President of Academic Affairs and was given the assistance of an outside consultant. The previous Handbook was used as a starting point and was updated using known best practices. The Senate voted to approve the Handbook in May of 2016. It was reviewed over the summer by legal counsel and re-approved by the Faculty Senate. The final draft was presented to the Academic Policy Committee of the Board of Trustees, who voted to approve it before the end of the fall 2016 semester.

**Other Ad Hoc Faculty Senate Committees**

Other Ad Hoc Faculty Senate Committees include the Promotion Committee, which reviews Faculty promotion, verifies that promotion requirements are met, makes a recommendation to the Faculty Senators, who then vote on the submitted report. That report is then forwarded to the President who confers with the Vice President of Academic Affairs in order to make a final decision.

**Other Faculty Related Committees**

**Academic Affairs**

Academic department chairs meet on a weekly basis with the Vice President of Academic Affairs and provide input in formulating various academic policies, processes and addressing day-to-day academic issues. Departments also meet throughout the semester to discuss ongoing improvements to processes, assessment, teaching requirements and program development.

**Program Advisory Councils**

Each academic department of the institution has an Industrial Advisory Council that comprises representatives from industries related to that department’s offerings. The academic departments meet with the council on an annual basis to improve and enhance the program offerings vis-a-vis changing needs of the industry. For example, these councils were critical to the revamping of the core curriculum, and each advisory council met specifically to discuss the proposed changes and offer any additionally areas of emphasis before the changes were made. The councils unilaterally endorsed students’ need to communicate, and to think critically and analytically.

**Appendix 3-6 Industry Advisory Council Minutes**

Further, from time to time, the College surveys its markets to analyze trends and needs. Additionally, the College may occasionally hire external consultants who provide input on the infrastructure, resources and services rendered, such as the assistance we received in planning and executing the new library and teaching and learning center within one functional area. All the administrative and academic departments at the time of the annual operating and capital budgeting process utilize this assessment data to ensure the effective functioning of their respective departments and to further enhance and improve their resources and services.

**Staff**

The staff members at the level of director and above are actively engaged in the governance of Vaughn through their participation on the various departmental, institutional and strategic planning committees. All of Vaughn’s staff members are invited to attend the President’s semester briefings.
and are encouraged to share their views and ask questions about various important projects/initiatives.

**Students**
The Student Government Association (SGA) is a body of annually-elected student officers that serves as a liaison between the administration and the student body. The SGA represents student interests to the administration and Board of Trustees.

Student government incorporates the various student organizations, working in conjunction with them and with Student Affairs staff to coordinate many extra-curricular and co-curricular student activities and leadership development opportunities. Each student organization requires an advisor, who meets regularly with the Dean of Students. The student activities committee of SGA gathers student input and submits proposals for the consideration of the SGA executive Board and student affairs staff. The Dean of Students can review or disband organizations, in consultation with the SGA, as deemed necessary. All student organizations and clubs keep the Dean up-to-date on their activities.

There is a significant percentage of Vaughn students who work in full- and part-time jobs while attending college, which adversely impacts the overall student participation. Student feedback suggests that work and family commitments leave little time to engage in campus activities led by SGA and other student organizations, particularly for the almost 90 percent of students who commute from all across New York City and the tristate area.

Typically, the Executive Board of the SGA consists of six elected officers: President, Vice President, Secretary, Treasurer, Student Activities Committee Chair, and Academic Affairs Committee Chair. This year, SGA was not able to fill many of its executive positions. That said, they work closely with each recognized student organization, usually the organization’s President. The SGA President regularly meets with the President of the College to discuss issues related to curriculum and services of the institution. For example, issues related to student Wi-Fi access were raised by the SGA President and the Wi-Fi capability was significantly increased to accommodate student requests.

Students also regularly participate in the Board of Trustees’ Student Affairs Committee where they share their experiences. Student representatives are encouraged and invited to serve on various institutional and departmental committees. Further, as part of the student learning outcomes and institutional assessment, a number of indirect and direct assessment measures are used to evaluate students’ satisfaction and learning outcomes.

**Development of Future Faculty and Staff Leaders**
Vaughn College, through ongoing training and professional development, is effective in preparing Faculty and staff to take on future leadership positions through on-campus committees, specialized accreditation work and site visits, professional development, and research and scholarship. Staff may apply for tuition assistance at other institutions to earn a pre-approved degree that is relevant to their work. In addition, each year, Faculty members attend and present papers at numerous conferences and make their requests through their respective chairs. These conferences include the American
Society for Engineering Education, The Institute of Electrical and Electronics Engineers, Latin American and Caribbean Consortium of Engineering Institutions. In addition, Faculty have also attended conferences and training given by the Middle States Commission on Higher Education, Accrediting Board for Engineering and Technology and the International Association of Collegiate Business Educators.

Appendix 3-7 Examples of Professional Development by Vaughn Faculty

In addition, the College offers on-campus workshops for ongoing training and development these have included:

- August 2013 Mark Taylor “Meet Generation Next, Teaching Today’s Learners”
- January 2015 Michael Sachs “Assessment of Student Services”
- 2015/2016 academic year multiple workshops by Advancement Via Individual Determination (AVID) for Faculty and tutors
- Summer 2015, Fall 2016 Internal Workshops for Training for new podium (E-Stations) technology
- January 2017 High-Performance Culture training for the President, Vice Presidents, Assistant and Associate Vice Presidents, and Department Chairs lead by Rolls-Royce North America.

Appendix 3-8 Michael Sachs Workshop Materials
Appendix 3-9 AVID Workshop Materials

Development of Student Leaders

Students are also strongly encouraged to take part in development activities off-campus and are supported in this effort through departmental budgets and funds raised during the Gala specifically for student experiences. This support includes funds for such activities as the robotics team to attend the world championship in Louisville, Kentucky; for many of the club leaders to attend their national or regional conferences (e.g. Society for Hispanic Professional Engineers, Society of Women Engineers, Women in Aviation-International, etc.); and for conferences where they present their research such as the American Society of Engineering Educators.

Appendix 3-10 List off campus activities sponsored for Vaughn Students

Measuring Effectiveness

Evaluation methods include strategic indicators based on IPEDS information, guidance from industry advisory councils, the results from financial and operational external audits, and input from legal, planning, enrollment and other consulting sources, as well from as institutional surveys used to continuously improve processes and services for the benefit of students, Faculty and staff. These surveys and evaluations are utilized to inform decisions which directly impact the achievement of our mission and planning goals and objectives. The findings from these various tools are used throughout the institution including at the department, program, senior leadership and Board level. For example, a freshman survey was developed that is used at the start of student's first semester and again at the end of the first semester to understand if perceptions of services have changed. One of top areas at issue is the cafeteria.
A Food Service Committee, comprised of students, Faculty and staff meets regularly with the outsourced vendor to discuss their issues and seek a resolution. The Committee’s feedback has assisted in some new food selections, regular dissemination of the weekly specials and the movement of menu Boards. This section of the survey also assisted the administration in identifying food service as a top priority for capital improvements.

Appendix 3-11 Minutes from food service committee

The Strategic Plan (The Plan)

The Agenda was approved by the Board in October of 2012. After approval, an operational planning effort was initiated, and the result was an operational planning worksheet document which identified plan goals and objectives and linked start and end dates with expenses and responsible individuals.

The first year of implementation was fall of 2013, and the current plan extends to fall 2018. The annual participatory budgeting process also encourages department heads to integrate strategic initiatives into their annual requests. As part of an ongoing, continuous assessment of The Plan, updates have been tracked on the operational planning worksheet in order to identify achievement of strategic goals and develop actions plans if necessary for goals that have not yet been achieved. Beginning with the budget year 2013-2014, the planning initiatives were integrated into the approved financial plan. Future initiatives have also been incorporated into the multi-year enrollment and financial projections. Board committee agendas are tied to specific goals and objectives of The Plan. In February of 2016, a full update on all objectives was made to the Board.

As the current Agenda nears completion in 2018, the institution must consider a new strategic planning process built upon the findings of the Self-Study, the current enrollment trends and the external environment including emerging programs, employment trends and industry needs.

Appendix 3-12 The Operational Plan (The Plan)

Vaughn’s Strategic Indicators

As a result of Vaughn’s first strategic planning effort in 2001, Vaughn has used a set of strategic indicators that measure the implementation and impact of The Agenda for the last 15 years. Those indicators have changed over the years as additional measurement tools have been identified. Currently, the strategic indicators are compiled annually by the President and presented in February to all Faculty and staff as well to the Board of Trustees. They provide comparison data with peer- and next-tier institutions. The 2015 statistics were developed from the Integrated Postsecondary Education Data System (IPEDS) which collects data from institutions on a variety of factors from student enrollment and graduation rates to student charges and finances. The peer group includes private institutions in New York with assets of roughly $100 million or less and where we cross applications. The next-tier group includes private, residential New York colleges that provide residence halls, engineering degrees and graduate programs and with whom we want to compete with for students. Currently, we use 11 indicators from IPEDS as well as six finance indicators recommended by the National Association of College and University Business Officers that measure
the overall financial health of the institution. These indicators allow us to analyze whether decisions demonstrate that we are effective stewards of available resources and implementers of *The Agenda*. Specifically, we look at primary reserve, viability, net income and return on net assets in comparison to our peer- and next-tier institutions and compile the composite financial indicator. The information from these indicators informs decisions about the current budget as well as long-term financial planning.

Overall, the annual strategic indicators are used as a barometer of institutional health. Areas for improvement are discussed and strategies are developed to address the identified issues. For example, one of the areas where improvement is needed is the percent of undergraduate women students who are enrolled as identified by our strategic indicator that looks at race/ethnicity/gender. That number varies between 12% and 14% (having grown from 4% in 1996). Specific strategies have been developed that include outreach to elementary and middle schools, hiring of female Faculty and support of a new Society of Women Engineers chapter on campus. Also, as part of our Perkins Grant, an array of strategies has been developed to assist women in feeling supported and welcome on campus in largely traditional male fields.

**Appendix 3-13 Vaughn Strategic Indicators**

**Recommendations**
The College should build on the progress made on the Faculty and Student Handbooks as well as other governance documents and ensure that they are updated regularly.

Current surveys and evaluation methods should continue to be utilized and integrated into an annual departmental and institutional assessment processes. The institution should consider other assessment tools that utilize national data to offer comparisons and areas of improvement. Further opportunities should be developed to specifically allow commuter students with options to provide feedback.

Develop a new strategic planning process as the current Agenda timeframe extends to 2018.

Continue the work started by the Board of Trustees to examine the structure and work of the Board and operation in the generative mode. This also provides an opportunity to consider new opportunities for examining new opportunities for shared governance across the campus.

Implement the strategies developed by the on-campus committee to increase the level of support for female students on campus and assist in the recruitment of female students.
Chapter 4 – Institutional Assessment and Assessment of Student Learning

Introduction
The Middle States Commission on Higher Education MSCHE identifies Standards 7 Institutional Assessment and Standard 14 Assessment of Student Learning as follows:

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

*Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

Since the self-study of 2007, the institution has taken great strides working continuously to improve all aspects of its implementation of the assessment of student learning. In this chapter we document this ongoing process of assessment of student achievement of learning goals and how this assessment is used in decision-making and program improvement.

This chapter is broken up into two parts. Part One outlines departmental specialized accreditation and the assessment plans associated with them. Part Two describes Vaughn’s overall assessment. To gain an understanding of how Vaughn’s assessment is being conducted as a whole, all Departments within Vaughn were required to fill out an Annual Assessment Report. The results of this report are described in Part Two and will be used as a baseline for the future.

**Vaughn Programs and Specialized Accreditations**
Consistent with its mission, the institution offers programs in Engineering and Engineering Technology, Management and Aviation. All academic programs contain a strong general education requirement that is offered through the Arts and Sciences department. All programs either report to or are accredited by specialized accreditation bodies which require assessment of student learning. These agencies and the assessment processes associated with them that are also relevant to Middle States standard 14 are described below.

**The Accreditation Board for Engineering and Technology**
The Accreditation Board for Engineering and Technology (ABET) is considered to hold institutions to a high standard for accreditation of engineering education. It is a nonprofit organization recognized by the Council for Higher Education Accreditation. For more information about ABET please visit their website at [http://www.abet.org/](http://www.abet.org/).

**Vaughn’s Engineering and Engineering Technology Accreditations**
The College offers three Bachelor’s degrees in engineering (Mechatronic Engineering, Mechanical Engineering and Electrical Engineering). The Mechatronics Degree received its first ABET accreditation in 2013. This accreditation was for the maximum of six years. The program has the
In addition to Engineering, the College offers three Bachelor’s and two Associate Degree Programs in Engineering Technology (Mechanical Engineering Technology and Electrical Engineering Technology). All of Vaughn’s Engineering Technology Programs were reaccredited by ABET in 2013. Another of Vaughn’s distinctions is that it has the longest ABET-ETAC (Engineering Technology Accreditation Commission) accredited Engineering Technology Program in the United States today.

**Appendix 4-A1 – 2013 ABET Self-Study Report**

The Programs in Mechanical and Electrical Engineering were approved by the New York State Department of Education NYSED in January 2015 and October 2015 respectively. As new programs launched in the institution will need to wait until the first cohorts graduate before applying for ABET-EAC accreditation, preparations for the application and ABET visits are have already begun.

**Appendix 4-A2 - NYSED ME and EE Annual Progress Report**

**Assessment of Vaughn’s Engineering Programs**
To attain the ABET-ETAC accreditation for its Engineering Programs the institution implemented a comprehensive assessment process in 2007. Program level outcomes (PLOs) as well as course-level outcomes have been consistently reviewed both in Faculty meetings as well as during annual meetings held each spring with the Engineering and Technology Department’s Industrial Advisory Council meeting. Curriculum maps for each program between course-level outcomes and program-level outcomes were developed in 2007 and are reviewed on an annual basis.

**Appendix 4-A3 Engineering Program Student Learning Outcomes and Curriculum Maps – ABET Criteria 3**

**Assessment Tools**
In order to assess the effectiveness of the Engineering Programs an assessment tool known as the Faculty Course Assessment Report (FCAR) was implemented by the Engineering Department. This tool has been used and continuously improved at the institution since 2005. Several publications and conference presentations on the use of FCARs have been given by the Department’s Chair Dr. Hossein Rahemi.

**Appendix 4-A4 – Assessment Papers by Dr. Hossein Rahemi**

In summary, FCARs function as follows:
- Course objectives are listed
- Course tasks (tests, assignments, presentations) are listed
Each course task is aligned to one or more Student Learning Outcome (SLOs)
Based upon aggregate scores for a course task, a score (0-3) is given for how well the SLO was accomplished by students in the course
Whenever scores for a SLO fall below a threshold, an action plan is listed as to how to remedy the shortcoming (locally closing the assessment loop)
At the end of the course, all data is reviewed by the Engineering Department’s curriculum committee and based upon scores, future decisive action plans are created and implemented (closing the assessment loop in a broader program level sense)

While the FCAR has been one of the primary assessment instruments for the engineering department, the arts and sciences department in its supporting role has also provided FCARs for the Department’s assessment.

Appendix 4-A5 – Examples of FCARs used at Vaughn

The Vaughn Journal of Engineering and Technology
Vaughn has been enormously proud of the accomplishments of our Engineering Faculty and students. In addition to FCAR assessments and ABET reports, one of the best instruments to provide evidence of Vaughn students achieving learning goals and how this assessment is used in decision-making and program improvement comes from examination of the yearly publication of Vaughn College Journal of Engineering Technology (VCJET). Published yearly since spring 2008, the Journal provides a reader with a detailed view of all activities performed within the Engineering Department from the previous year. This includes, papers written by students and presented at student engineering research conferences, notes from the Engineering and Technology Industry Advisory Council and professional development activities by the Department Faculty. The Journal is presented as part of the Department’s yearly Technology Day attended by Faculty, staff and the Industry Advisory Council.

Appendix 4-A6 2016 VCJET

Engineering Assessment Examples
Examples of assessments within the engineering department and actions taken as a result of these assessments are provided in the following table. For a more comprehensive list see Appendix 4-E8 which has the Assessment Action Chart.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of the general education review in which the math science requirements for our Engineering Programs were compared to other institutions it was determined that our programs would be more rigorous if we enhanced our Math and Science requirements.</td>
<td>Calculus 3, Linear Algebra and Modern Physics were added to the curriculum. General Chemistry was added to the curriculum and a new chemistry lab was built.</td>
</tr>
<tr>
<td>The FCARs review by assessment committee</td>
<td>The freshmen Summer Engineering Experience</td>
</tr>
</tbody>
</table>
concluded that student learning outcome (j) respect for diversity and knowledge of contemporary professional, societal and global issues are only addressed by few courses in the program

(SEE) program has been established to further enhance learning outcomes related to math and science, design, teamwork, problems solving, and communication.

The committee members recommended courses such as EGR460 (Engineering Economic), EGR380 (Engineering Project Management), and MCE409 (Degree Project) should cover topics that can address and improve student outcome (j).

International Assembly for Collegiate Business Education (IACBE)

IACBE
“The IACBE is the global leader in mission-driven and outcomes-based programmatic accreditation for business and management education in colleges, universities, and other higher education institutions throughout the world whose primary purpose is excellence in teaching and learning.” For more information about IACBE please visit their website at http://iacbe.org/.

Management Programs Accreditation
The College offers one Master’s degree (in Airport Management) three Bachelor’s Degrees in Management (Airport Management, Airline Management and General Management) and one Associate Degree (in Airport Management). Since 2007, all of Vaughn’s undergraduate Management Programs have been accredited by IACBE. In Fall 2016 the Department successfully concluded a year-long self-study to reaccredit its undergraduate Programs and attain first time accreditation for the Master’s Degree Program.

Assessment of Vaughn’s Management Programs
As part of the IACBE accreditation the Management Department provides yearly reports to IACBE. These reports include listings of all assessment instruments used as well as the goals for each assessment. Currently, as in the past, for all of its programs, the Department provided two direct measures and two indirect measures to assess their programs.

At the Associate of Applied Science degree level, direct measures of five SLOs consists of:

- An internally developed departmental exam to assess students’ knowledge of airport management, communication and teamwork and
- Use of Peregrine software to assess students’ knowledge of business and management. For more information about Peregrine software please visit their website at www.peregrineacademics.com.

Appendix 4-B1 – Departmental Exam
Appendix 4-B2 – Peregrine Software Information
At the Bachelor of Science Degree level, the direct measures of nine SLOs consists of:

- Use of Capsim simulation software to assess strategic business concepts and teamwork. For more information about the Capsim simulation software please visit their website at [http://www.capsim.com/](http://www.capsim.com/).
- The internship oral presentation to assess quantitative and communication skills. For more information see the management department’s outcomes assessment plan.

Appendix 4-B3 – Information about Capsim
Appendix 4-B4 – Vaughn Management Department’s Outcomes Assessment Plan

At the Master’s of Science Degree level, the direct measure of nine SLOs consists of:

- Use of Capsim simulation software to assess strategic business skills and teamwork.
- The thesis oral presentation to assess quantitative and communication skills and applications.

For all Management Degree programs the indirect include assessment of job placement rates and student rated course evaluation.

Appendix 4-B5 – Management Departments IACBE Self-Study
Appendix 4-B6 – Advisory Council Minutes
Appendix 4-B7 – Samples of student capstone work

Examples of assessments within the Management department and actions taken as a result of these assessments are provided in the following table. For a more comprehensive list see Appendix 4-E8 which has the Assessment Action Chart.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of its review of its assessment plan the management department determined that the use of CAPSIM as an assessment tool was too advanced for Associate Degree students.</td>
<td>CAPSIM was replaced as an assessment tool for Associate Degree students with the Peregrine assessment tool.</td>
</tr>
<tr>
<td>As part of the Management Program Review it was determined that management students would benefit from more Management electives.</td>
<td>The Management core was reworked to allow more flexibility in elective courses.</td>
</tr>
</tbody>
</table>

The Federal Aviation Administration (FAA)

Academic Programs with FAA Oversight

Through the Aviation Department the institution offers four Bachelor of Science (BS) programs (Aeronautical Sciences, Aircraft Operations, Aviation Maintenance and Aviation Maintenance Management). In addition, two Associate in Applied Science (AAS) programs are offered (Aircraft Operations (Flight) and Aviation Maintenance). For programs in Aeronautical Sciences and Aircraft
Operations as a prerequisite for students to move to higher level courses, students are required to take written exams given by the Federal Aviation Administration (FAA). Each flight-related academic course prepares the student to succeed in a subsequent flight training course administered by FAA-certified flight instructors. The culmination of each of these flight curriculums is a practical exam, which is a flight check administered by an FAA examiner.

Vaughn’s flight programs have been recognized by the FAA as meeting standards, and the regulatory agency has granted authorization for two important programs. The first is program authorization to offer Part 141. Under Part 141, the FAA allows for reduced time spent in ground and flight training, and in return the schools must adhere to syllabus, attendance, testing and check rides that are specifically designed according to Part 141 and approved by FAA. The FAA conducts periodic inspections of training facilities, records, and instructor credentials.

The second authorization from the FAA is the Restricted Airline Transport Pilot (R-ATP). Under this program, the institution designs flight and other vital aviation courseware to satisfy many of the learning needs identified for pilots. These courses were identified in our application for R-ATP authority and each course was examined in detail by the FAA and specifically approved. To qualify as a first officer on a regional airline students must have logged 1,500 flight hours. The student pilot who completes R-ATP courses totaling 30 credits can be awarded an ATP rating by the FAA after having flown 1,250 flying hours, a 250 hour credit, while a student passing 60 or more credits of R-ATP courses will earn the ATP rating with only 1,000 flying hours, a 500-hour credit. This program will save Vaughn pilots up to a year of flight training costs while logging hours toward the ultimate pilot rating required for airline employment.

Appendix 4-C1 – FAA documents for Part 141 and RATP.

The Aviation Department’s regulatory association with the country’s aviation authority satisfies many educational goals. Students and instructors are inculcated with the US aviation safety philosophy, primarily through ever-increasing familiarity with FAA safety and operational regulations and handbooks. These are the constraints that will govern most of their professional lives, and for our students, conformity must be continually learned and practiced. Close association with companies and agencies that need a continuous flow of new aviation professionals has led the College to form an Aviation Industry Advisory Board, whose members are called upon to recommend educational improvements. The regulatory mandate to support aviation safety has led to Vaughn membership in educational agencies such as the Flight Safety Foundation and the Aircraft Owners and Pilots Association. The Department is pursuing accreditation for all Aviation Degree Programs from the Aviation Accreditation Board International (AABI). The Department took the first step in applying in October 2016.

Courses and Programs Enhanced by Regulatory Support
The primary Flight Degree is the Bachelor’s and Associate’s in Aircraft Operations and includes the FAA’s Part 141 courses, FLT120 Instrument Flight, and FLT 330 Commercial Flight. The Aviation Maintenance and Aviation Maintenance Management Degrees all have a common basis, which is the Airframe and Powerplant (A&P) training and FAA licensing attained through Vaughn’s Aviation
Training Institute (ATI). Electives included in various degree programs lead students to certification as Flight Dispatchers, using the FLT441, 442, 443 and 444 series of courses. These studies culminate in a comprehensive written exam and a practical exam conducted by the FAA. An additional option for students is to take a four-course option of academic and simulation laboratories leading to the award of an FAA CTI recommendation. Vaughn is one of the original members of the FAA’s Air Traffic-Collegiate Training Initiative (CTI), which provides a specific multi-course curriculum to deliver all the preparatory learning necessary for potential new air traffic controllers. This program was established in 1997 and Vaughn was one of the original thirteen. The Partnership was suspended for all thirty-six participating institutions in December 2013. In August 2016, Congress passed a law requiring the FAA to reinstate the partnership in a modified format.

This web of regulatory and professional agency support drives the Aviation Department to continually assess and improve all the major courses supporting these professional Aviation Degree Programs. The following chart depicts the relationships described.

<table>
<thead>
<tr>
<th>Aviation Department Program</th>
<th>Course Code</th>
<th>RATP</th>
<th>FAA Test &amp; Check</th>
<th>CTI</th>
<th>FAR Part</th>
<th>AABI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aircraft Ops BS, AS</td>
<td>FLT120 &amp; FLT330</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>FLT110, 111, 121, 221, 230, 331, 360, 470, 471, 361, 472, 240, 241, 447, 480, 385, 345, 482</td>
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<td></td>
<td>ATM320 &amp; 452</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>PHY120 &amp; 220, ATC200</td>
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<td></td>
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</tr>
<tr>
<td>Aero Science BS</td>
<td>All of above</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pilot Option</td>
<td>All of above</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Air Traffic Control Option</td>
<td>ATC200, 220, 240, 300</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispatch Option</td>
<td>FLT441 through 444</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance BS, AS</td>
<td>AT1, A&amp;P, AAM381, 382, 490, 491, 492, AVM332, 482, 483, DP407</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Management BS</td>
<td>AAM490, 491, MGT110, 120</td>
<td>X</td>
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<tr>
<td></td>
<td>210, 230, 240, 360, 371, 470</td>
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</tr>
<tr>
<td></td>
<td>INT401, DP407, ATI A&amp;P</td>
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</table>

**Aviation Accreditation Board International (AABI)**
In addition to FAA oversight, Vaughn is currently in the application process to become AABI accredited. As part of this process, the Aviation Department has reviewed all of its program and course objectives and has developed an associated assessment plan. For more information on AABI, please visit their website at [http://www.aabi.aero/](http://www.aabi.aero/).
Appendix 4-C2 Aviation Department Assessment Plan

Examples of assessments within the Aviation Department and actions taken as a result of these assessments are provided in the following table. For a more comprehensive list see Appendix 4-E8 which has the Assessment Action Chart.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application to FAA to participate in Restricted ATP program for Vaughn graduating pilots included compliance with FAA AC-60-19, listing 8 critical areas of learning. There were five areas identified where Vaughn either had no course, or the course was dormant and not offered. First area, FAA recommended Physics for Aviators.</td>
<td>Discussed in Department Meeting, March 2015, it was recommended that qualified Aviation Faculty would work with the Arts and Sciences Department to attend Physics Lab I and II (26 labs), determine applicable aeronautics relevance, and prepare study material for students. Labs were researched AY 2015-16 and draft pamphlets are under review.</td>
</tr>
<tr>
<td>A second recommendation from the FAA AC-60-19 concerned the need for a Crew Resource Management (CRM) course. The course in the 2015 catalog was not currently being taught.</td>
<td>The Department Faculty met and suggested that the Chair utilize known effective CRM syllabus, hire an adjunct experienced in the pilot career field, and offer the course. FLT447 CRM was offered beginning in January 2015.</td>
</tr>
</tbody>
</table>

Training Programs with FAA Oversight
Since its inception the Aviation Training Institute (ATI) has provided its students with training to test for the FAA’s Airframe and Powerplant (A&P) exams.

Assessment in the ATI Program
The ATI programs are offered under the Federal Aviation Administration's (FAA) approved training program and the corresponding curriculum manual outlines the learning outcomes that are expected from each lecture and laboratory course offered as well as the grading guidelines for determining student competence. In addition, this program has a strict attendance policy. Any time missed in any class must be made-up within a prescribed period and a student may not miss more than a total of 15 percent of a course or they will received a failing grade due to excessive absences. Each faculty member must also maintain a course roster which are dictated by the requirements of the FAA and include the number of hours fulfilled by each student on a required learning outcome as well as the score for quizzes, tests and projects. These rosters must be continually updated and may be requested by a visiting FAA inspector at any time.

To assure program quality, all ATI Faculty are evaluated in lectures and laboratory classes annually by the Vice President of Training. This evaluation process ensures the highest level of teaching excellence, maintaining high quality of faculty expertise and provides for faculty member's professional growth and development. Beginning this fall, the institution will move to a new online student evaluation system that allows greater flexibility for course- and program-specific questions as well as more useable summary reports. This information will be used for course and program assessment as well as part of the overall faculty evaluation.
Assessment in the ATI Program

The ATI programs are offered under the Federal Aviation Administration's (FAA) Part 147 approved training program and the corresponding curriculum manual outlines the learning outcomes that are expected from each lecture and laboratory course offered as well as the grading guidelines for determining student competence. In addition, this program has a strict attendance policy. Any time missed in any class must be made-up within a prescribed period and a student may not miss more than a total of 15 percent of a course or they will receive a failing grade due to excessive absences. Each faculty member must also maintain a course roster which are dictated by the requirements of the FAA and include the number of hours fulfilled by each student on a required learning outcome as well as the score for quizzes, tests and projects. These rosters must be continually updated and may be requested by a visiting FAA inspector at any time.

To assure program quality, all ATI faculty are evaluated in lectures and laboratory classes annually by the Vice President of Training. This evaluation process ensures the highest level of teaching excellence, maintaining high quality of faculty expertise and provides for faculty member's professional growth and development. The ATI also makes use of the same student course evaluation tool, SIRS, as is used by the academic Departments.

In addition, in order to ensure that students have achieved the knowledge offered in each course which will lead to achievement of the Airframe and Powerplant certificate, each student, after the successful completion of all courses, must enroll in AA02 Airframe and General Review and PP02 Powerplant Review. Students take a test after each unit in both AA02 and PP02 and must pass a screening test with a 90 percent or better in order to successfully pass the course. Once students have completed all course requirements and successfully passed AA02 and PP02, they can sit for the Federal Aviation Administered examinations including a written, oral and practical test. In Appendix 4-C3 are the passing rates for Vaughn students on the FAA exam.

In October of 2016, the FAA issued to the ATI a list of areas that needed improvement based on surveillance conducted at the ATI beginning Summer 2016. The findings were based on lower than usual written test results from one quarter of that year and evidence of less than reasonable oral and practical exams scores. Also cited, was needed improvements to the instructor onboarding procedures and exam retention. In response to this complaint the ATI developed a compliance action plan in partnership with the FAA to improve student learning experiences. The compliance action plan can be found in Appendix 4-C2A.

Finally, the ATI has an annual Industry Advisory Council meeting where industry representatives have an opportunity to review curricula of the Aviation Maintenance Programs including those at the academic level. Council members offer suggestions and assistance in providing students with internships and information about the state of the industry. The minutes from the most recent meeting are included as Appendix 4-C4.

Appendix 4-C3 Compliance Action Plan
Appendix 4-C4 ATI Student passing rates for FAA exams
Appendix 4-C5 ATI Advisory council meeting minutes
General Education Assessment
In 2014, several faculty and staff members attended the Middle States Assessment seminar. At that seminar a number of things became clear that were incorporated into what has become known as “The Three Question Assessment”. The main principles of this assessment were that the time required to collect data should be minimal and the time saved from the data collection phase should be applied to increased analysis and closing of the assessment loop.

During the Vaughn self-study year the Arts and Sciences Department undertook a more systematic approach towards comprehensive assessment of its courses. The existing three-question, discipline-specific assessments were reviewed and revised by Faculty in order to more accurately reflect updated curriculums. Furthermore, discipline-specific, three-question assessments were newly created by Faculty. These questions were produced using tiered rigor, a question development strategy to help identify student acquisition of three different program levels: basic, intermediate and advanced.

The Arts and Sciences Department also came to recognize the necessity for systematic assessment implementation. Each year toward the end of the spring semester these assessments are to be administered. The process of randomized section selection, essential to this undertaking, was also incorporated and documented. Unbiased, third-party facilitators administered the Scantron tests; no instructor was present while testing was being conducted.

Vaughn College’s institutional researcher identified Scantron functions that provide response data on class results, item analysis, student results, score distribution, and mark quality. The raw data produced during the Spring 2016 has been initially processed and the department is working towards discipline-specific analysis of the results produced using this new methodology.

The test questions used in the Arts and Sciences Department “Three Question Assessments” reflected three levels of difficulty within each course’s content. The assessments used generalized data in nine separate subjects and 30 sections. There were 301 separate assessments conducted during the spring 2016 semester. The range of participants per section was two through 21. The mean per section was 10.03; the median was 9.5 students per section; the mode was 12 students or 4 sections. Thirty percent of the assessments aligned in the expected manner based on classic response theory (i.e. - high percentage of basic level questions answered correctly, moderate percentage of intermediate level questions answered correctly, and low percentage of advanced level questions answered correctly). Fifty-three percent of assessments had an insufficient “n” number to deduce response trends with certainty, although they were trending in a way suggesting they could be validated if enough responses had been collected. If we combine assessments meeting validity expectations with assessments trending as would be expected, 25 out of 30 sections, or 83 percent of sections assessed presented response trends as expected suggesting the assessments generally (although in a limited manner) measure student understanding of discipline specific material at the course level assessed.

There are several generalizations to be made on the basis of these assessments. The percentage of
responses correctly answered generally increased as coursework difficulty increased (i.e. – 100 level, 200 level), particularly for math and science courses. The percentage of correct answers did not increase as uniformly in the humanities courses where 100 level course-content does not inform 200 level courses as directly. An additional factor, which may explain the lacking correlation between correct responses and the higher-level courses in the humanities, may be the fact that within these courses the content is often self-contained irrespective of the increasing course numbers.

Another observation made is that unlike all of the other course assessment responses, the Spanish course assessment responses presented a high percentage of correct responses to questions regardless of the level of difficulty of the course. This finding is perhaps attributable to the high number of English as a Second Language (ESL) Hispanic students being served at Vaughn College of Aeronautics and Technology.

All of the generalizations made from the initial facilitation of Vaughn’s “Three Question Assessments” are open to further analysis and discussion. Because of the limited number of questions posed in each assessment, the ability to determine overall attainment of student learning as defined in program learning outcomes must be inferred. Because of the generally low number of students participating in the assessment from each course section per term, additional iterations of the assessment must be performed before an in-depth analysis can be conducted and broader “student success” inferences made.

Appendix 4-D1 “Three Question Assessment” Data

Examples of assessments within the Arts and Sciences Department and actions taken as a result of these assessments are provided in the following table. For a more comprehensive list see Appendix 4-E8 which has the Assessment Action Chart.

<table>
<thead>
<tr>
<th>Arts and Sciences Assessment</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on assessments of student writing in capstone projects it was determined that students at all levels of their education at Vaughn need increased assistance to become proficient at writing.</td>
<td>A new writing center was instituted within the teaching and learning center. An Engineering learning community is being piloted with the goal of introducing writing across the curriculum.</td>
</tr>
</tbody>
</table>

Mathematics Assessment

In the Fall of 2012 under the leadership of Dr. Young Mee Oh, Vaughn implemented the Developmental Mathematics Committee. Meeting approximately every other week, the committee has worked in all aspects of improving the way we teach students Mathematics. During the past year some of the recent projects that the committee has worked on have included:

- Implementation of Accelerated Learning Program (ALP)
- Examination of Course Objectives
- Peer-observation
- Continual Implementation of Lesson Study Model
- Provide supplemental online materials for students such as Brainfuse and Video clips
Dr. Oh has presented her results at several conferences including The Alliance of Hispanic Serving Institution Educators (AHSIE 2014), The Long Island Mathematics Conference (LIMICON, 2015) and The Hispanic Association of Colleges and University (HACU, 2015).

**Appendix 4-D2 Contains Dr. Oh's Presentation Materials**

While the committee has primarily focused on developmental math it has also over the years focused on all of Vaughn’s Mathematics courses. Examples of assessments made by the Developmental Math Committee and actions taken as a result of these assessments are provided in the following table. For a more detailed review of the committee’s work refer to:

**Appendix 4-D3 Contains Assessments, Semester Progress Reports and Meeting Minutes from 2011 to the present**

Examples of assessment in the area of Math include:

<table>
<thead>
<tr>
<th>Mathematics Assessment</th>
<th>Action Taken</th>
</tr>
</thead>
</table>
| All Math Courses: Three-question assessment to examine each of the Program SLOs. Every Spring semester, all of the students in all of the Mathematics classes will take the three-question assessment. The three questions will include some/all of the SLOs relating to Critical Thinking and Quantitative Reasoning. | Findings:  
*80% (4 out of 5 courses) met D1/E1 (SLO)  
33% of the courses met D2/E2  
None of the courses assessed D2/E2  

Due to logistical issues in organizing, administering, and data collection process, one random section was selected and was administered the three question assessment. However, the selection of one random class may have not been an effective way in measuring our objectives. The results from the three-question assessment are inconclusive.  

Action Plan:  
We plan to administer three-question assessment in all the sections of the courses in the Spring 2017 semester. |

| Three-question assessment used in MAT115 to examine each of the course SLOs. | Findings:  
Did not meet SLOs D1/E1 and D2/E2. However, met D2/E2 in Fall 2014 and Spring 2015 when the sample size was much larger. Need to consider increasing the sample size and results from open-ended questions are needed for a better picture of the data. The results from the three-question assessment are inconclusive.  

Action Plan:  
We plan to administer three-question assessment in all sections in the spring 2017 semester. |
Part Two – Institutional Assessment

Assessing Vaughn’s Overall Assessment
At the start of Vaughn’s Self-Study, the College assembled a committee whose charge was to assess the effectiveness in which departments responsible for teaching are following a proper process to assess student’s achievement of student learning outcomes (SLOs).

The Temple University Model
To get a better understanding of how to approach this task, several members of the faculty attended a two day workshop given by Middle States on assessment. At the workshop, participants learned of a practice employed at Temple University to assess the overall assessment of an institution. Impressed with this methodology, a similar assessment report template was developed and administered at Vaughn. Moving forward the Annual Assessment Report will be administered once per year using the initial assessment report findings as a benchmark for future progress. This report contains valuable information that would be of use across many departments. The Committee has discussed the benefits and methodology of sharing the information gained from the assessment reports.

Implementation of The Annual Assessment Report at Vaughn
Vaughn’s Assessment Committee set out to insure that each unit states its own SLOs, success measures and assessment methods. As is evidenced by the completed Annual Assessment Report, it was an important consideration to insure that the program SLOs and/or program goals of each Department were aligned with the mission of the institution.

Appendix 4-E1 Completed Assessment Reports for 2014/2015 cycle.
The aggregate evaluation of every unit provides an overall assessment of how the College performed with respect to Middle States’ Standards 7 and 14. The Committee’s work was initiated by the development of seven research questions for each standard. The questions covered different aspects of the assessment process, the integration of this assessment process into the functioning of the unit, and the impact of assessment results on the unit’s decision-making process.

Appendix 4-E2 for the research questions

Assessment Report Template
The committee created an assessment report template that was distributed among the departments of the institution. The assessment report template contains questions related to the following:

- SLOs and/or program goals of each department
- How the SLOs are aligned with the mission of the institution
- The assessment process of the department
- How assessment is implemented during the academic year
- How and what assessment data is collected
- How the data was shared
- The results that were obtained
- How assessment results were used
● How important the assessment process is for each unit
● How informed the department is about the importance of assessment

Each Department was responsible for selecting the most appropriate person, knowledgeable of the assessment process, to complete the assessment report template on behalf of the Department. Results of the assessment report templates of each Department were evaluated by the assessment committee using a rubric. The rubric used a point system to score the answers categorizing them in three levels of achievement: Exceptional, Meet most expectations, and Needs improvement.

Appendix 4-E3 for a list of the departments surveyed
Appendix 4-E4 for details on the methodology and the rubric

Findings
Vaughn College of Aeronautics and Technology’s Middle States Commission on Higher Education’s Standard 7 Report Assessment report template findings are reported as an aggregated score by department. Departmental responses to the questions associated with the standard have been assigned one of three scores: Exceptional (E), Meets Expectations (M), and Needs Improvement (N). Score interpretations associated with the standard for both academic and non-academic Departments serve as examples to help the reader understand each table’s broader content. Tables one through four contain the findings by the assessment committee for each Department. As an example, Table 1 is presented here.

Appendix 4-E5 Contains Tables One to Four

Academic and Training Departments

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Academic and Aviation Training Institute</th>
<th>Aviation Training Department</th>
<th>Mean Score</th>
<th>Mean Score</th>
<th>Mean Score</th>
<th>Mean Score</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>0.733 M</td>
<td>0.683 M</td>
<td>0.975 E</td>
<td>0.92 E</td>
<td>0.733 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>0.717 M</td>
<td>0.642 M</td>
<td>1 E</td>
<td>0.908 E</td>
<td>0.791 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>0.833 M</td>
<td>1 E</td>
<td>0.958 E</td>
<td>0.9 E</td>
<td>1 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>0.75 M</td>
<td>0.7 M</td>
<td>1 E</td>
<td>0.9 E</td>
<td>0.708 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>0.717 M</td>
<td>0.668 M</td>
<td>0.938 E</td>
<td>0.958 E</td>
<td>0.708 M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4-E6 Contains the complete set of the raw data and findings

**Standard 7 Assessment Analysis – Academic Departments**
The findings from Tables One to Four are summarized in the following table and described below.

### Tally of Scores on Rubric for Standard 7 (Academic Departments)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Number of E’s</th>
<th>Number of M’s</th>
<th>Number of N’s</th>
<th>Number of N/A’s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7.2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7.3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7.4</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7.5</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

On Questions 7.1 *How effective is the assessment plan in documenting effectiveness of academic programs and administrative departments?*

60% “met expectations,” and 40% scored “exceptional” on the Standard.

On Question 7.2 *How effective are the assessment data collection methods used by the departments within the College and to what extent does the institution use the results of assessment in the decision-making process?*

60% “met expectations,” and 40% scored “exceptional” on the Standard.

On Question 7.3 *How adequate is Vaughn College in providing professional development in understanding data collection and outcomes assessment for the effectiveness of the institutional units?*

20% “met expectations,” and 80% scored “exceptional” on the Standard.

On Question 7.4 *To what extent does the institution and each of its divisions and administrative units have an overall institutional assessment plan that is well designed, organized, implemented, and systematic?*

60% “met expectations,” and 40% scored “exceptional” on the Standard.

On Question 7.5 *What is the level of compliance to institutional assessment in the various divisions of the institution? How extensively is institutional assessment integrated into the functioning of these divisions? To what extent are units collecting and using evidence of their effectiveness?*

60% “met expectations,” and 40% scored “exceptional” on the Standard.
Standard 7 Assessment Analysis – Non-Academic Departments

In contrast to the academic departments, non-academic departments have newer assessment processes that in some cases are still in the phase of implementation. Yet, this shows that every unit is aware of the importance of the assessment of Standard 7. From the results showed in the Findings section, it seems evident that the College should provide more professional development in understanding data collection and outcomes assessment.

Of the fifteen non-academic units that responded, 66.7% or more scored “met expectations,” or “exceptional” on the Standard on each of the five questions considered in Standard 7, but between 13.3% and 33.3% fell short. Note that these are the same five questions as used with the academic units (Table 6).

Table 6: Tally of Scores on Rubric for Standard 7 (Non-Academic Departments)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Number of E’s</th>
<th>Number of M’s</th>
<th>Number of N’s</th>
<th>Number of N/A’s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>7.2</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>7.3</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>7.4</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>7.5</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

On Questions 7.1 How effective is the assessment plan in documenting effectiveness of academic programs and administrative units?

80% scored “met expectations,” and 13% scored “exceptional,” while 7% did not meet the Standard.

On Question 7.2 How effective are the assessment data collection methods used by the departments within the College and to what extent does the institution use the results of assessment in the decision-making process?

80% scored “met expectations,” and 13% scored “exceptional,” while 7% did not meet the Standard.

On Question 7.3 How adequate is Vaughn College in providing professional development in understanding data collection and outcomes assessment for the effectiveness of the institutional units?

13% scored “met expectations,” and 47% scored “exceptional,” while 40% did not meet the Standard.

48
On Question 7.4 *To what extent does the institution and each of its divisions and administrative units have an overall institutional assessment plan that is well designed, organized, implemented, and systematic?*

67% scored “met expectations,” and 27% scored “exceptional,” while 7% did not meet the Standard.

On Question 7.5 *What is the level of compliance to institutional assessment in the various divisions of the institution? How extensively is institutional assessment integrated into the functioning of these divisions? To what extent are units collecting and using evidence of their effectiveness?*

80% scored “met expectations,” and 13% scored “exceptional,” while 7% did not meet the Standard.

**Standard 7 Overall Assessment Analysis**

The overall assessment plan can be deemed an effective one in documenting the effectiveness of all the academic programs and most administrative units.

With respect to the effectiveness of the assessment data collection methods, and how the data is used by the Departments within the College, the assessment plan of all units responding to the questionnaire shows that all of them use the results of the assessment in their decision-making process.

**Analysis of Results**

The Committee assessed the approach to assessment in which every department is responsible for determining its own assessment methodology. As discussed in section 4-2, this is in part related to the other accreditation agencies that our academic departments report to. In this individualized approach, the assessment committee serves as the guarantor that those individual processes comply with Middle States’ standards.

**Assessment Examples**

The following table provides examples of assessments and associated actions taken as a result of these assessments. For a more comprehensive list see Appendix 4-E8 which has the Assessment Action Chart.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Action(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees Self Assessments</td>
<td>To facilitate less time spent on Committee reports at the board meeting, the minutes are distributed one week prior to the full Board meeting. Significant time was also set aside at each Board meeting focused on the future.</td>
</tr>
<tr>
<td>As a result of a self-assessment survey of the Board of Trustees it was noted that there was a repetition of information across Committee meetings that was also repeated at the Board meeting. The Board wanted to spend more time on long-term challenges.</td>
<td></td>
</tr>
<tr>
<td>Presidential Meetings with Students</td>
<td>The Internet bandwidth was increased significantly in both the residence hall and in the main building.</td>
</tr>
<tr>
<td>Presidential meetings with student groups</td>
<td></td>
</tr>
<tr>
<td>including open forums students expressed concern</td>
<td></td>
</tr>
</tbody>
</table>
with slow Internet speeds both in the residence hall and in the classroom. Students also requested increased hours for the library and a need for quiet space for prayer and reflection.

<table>
<thead>
<tr>
<th>Library hours were expanded and a reflection room has been added.</th>
</tr>
</thead>
</table>

**FYE Student Satisfaction Surveys**

Through the use of student satisfaction surveys given to freshman students it was determined students were frustrated with the availability of parking during peak hours. This has become an issue with the construction at LaGuardia Airport.

<table>
<thead>
<tr>
<th>The parking lot on 23rd Avenue designated for Faculty and staff was re-designated as student only parking. The Faculty and staff were moved to parking in other areas.</th>
</tr>
</thead>
</table>

**Admissions**

The College engaged Maguire Associates for assistance with an analysis of admissions and advising processes. The recommended that the Vaughn registration process could be streamlined.

<table>
<thead>
<tr>
<th>Online registration was piloted Fall 2016 with a group of 50 students and full implementation for all students (except freshmen) will begin Spring 2017. Advisors have been trained in the use of Crystal Reports to increase the access to information in Sonis (student information system).</th>
</tr>
</thead>
</table>

**Career Development**

The Career Development 101 class (CD101) was traditionally taught by multiple instructors each using their own syllabus and teaching topics at various times. Documentation of students work in meeting the Student Learning Outcomes for the class was not being captured

<table>
<thead>
<tr>
<th>1) The CD101 syllabus was reviewed and standardized. 2) A Student Learning Outcomes form was created to assess each individual student and their level of achievement in four key areas. 3) Meetings with all CD101 instructors were (are) held to clarify the syllabus, reinforce the desired Student Learning Outcomes for CD101 and the documentation needed to assess student achievement.</th>
</tr>
</thead>
</table>

In general, the committee has observed that all departments have an assessment process in place and all departments meet or exceed expectations in all of the parameters defined by the committee to evaluate the assessment of standard 14.

**Academic Departments**

As shown in the following table, out of the 30 scored, only one scored as needing improvement. All other scores were either M (meeting expectations) or E (exceeding expectations) for research questions 14.1 through 14.6. This provides evidence that with one partial exception, all academic departments are in compliance with Middle States’ Standard 14.
Standard 14

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Mean</th>
<th>Score</th>
<th>Mean</th>
<th>Score</th>
<th>Mean</th>
<th>Score</th>
<th>Mean</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>0.75</td>
<td>M</td>
<td>0.733</td>
<td>M</td>
<td>1</td>
<td>E</td>
<td>0.875</td>
<td>M</td>
</tr>
<tr>
<td>14.2</td>
<td>0.683</td>
<td>M</td>
<td>0.708</td>
<td>M</td>
<td>0.979</td>
<td>E</td>
<td>0.925</td>
<td>E</td>
</tr>
<tr>
<td>14.3</td>
<td>0.7</td>
<td>M</td>
<td>0.65</td>
<td>M</td>
<td>1</td>
<td>E</td>
<td>0.883</td>
<td>M</td>
</tr>
<tr>
<td>14.4</td>
<td>0.7</td>
<td>M</td>
<td>0.633</td>
<td>M</td>
<td>0.833</td>
<td>M</td>
<td>0.767</td>
<td>M</td>
</tr>
<tr>
<td>14.5</td>
<td>0.9</td>
<td>E</td>
<td>0.933</td>
<td>E</td>
<td>0.958</td>
<td>E</td>
<td>0.9</td>
<td>E</td>
</tr>
<tr>
<td>14.6</td>
<td>0.683</td>
<td>M</td>
<td>0.708</td>
<td>M</td>
<td>0.729</td>
<td>M</td>
<td>0.908</td>
<td>E</td>
</tr>
</tbody>
</table>

Academic Support Departments
Standard 14 also addresses teaching activities that five Academic Support Departments deliver to students. It was observed from the results that the assessment process for Standard 14 for these five non-academic units is in place. For two of the five Departments, Developmental Mathematics and Career Services all scores were determined to be either M (meets expectations) or E (exceeds expectations).

For the remaining three of the Academic Support Departments it was found that some areas of improvement are needed. In recent years, the College has and continues to take action to improve the assessment knowledge and practices of all academic support services. In particular, the College hosted a daylong seminar on “Direct Assessment Techniques of Student Learning Outcomes in Student Support Services” for all faculty and staff given by Michael C. Sachs, Assistant Vice President for Student Affairs from East Stroudsburg University. In addition, toward the end of the Self-Study year the institution has implemented a restructuring of Arts and Sciences that is already providing more oversight and direction to Developmental English, Freshman Year Experience and the Academic Support Division.

Appendix 4-E7 Powerpoint Michael Sachs Workshop
### Appendix 4-E6 Contains the complete set of the raw data and findings

### Program Objectives

#### Academic Departments
Analysis of the assessment questionnaire responses reveals that every Department has Program objectives aligned with both the Program and institutional mission, and has developed processes to assess these objectives. In order to determine the effectiveness of using results and to refine further assessment processes and guarantee continuous improvement, every Academic and Training Department has implemented procedures in which assessment data is used to improve teaching methods and modify course content.
Table 14a: Tally of Scores using Rubric for Standard 14 (Academic Units)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Number of E’s</th>
<th>Number of M’s</th>
<th>Number of N’s</th>
<th>Number of N/A’s</th>
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<tr>
<td>14.1</td>
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</tr>
<tr>
<td>14.2</td>
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<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Explanation of entries in Table 14a

Question 14.1 *How effectively have the academic departments developed program objectives and that are aligned with program and institution mission? How effective are the departments in developing processes for assessing these objectives?*

80% scored “met expectations,” on the Standard, and 20% scored “exceptional” on the Standard.

Question 14.2 *How effective are the academic programs in collecting and implementing input and feedbacks from constituents in closing the loop for the continuous improvement?*

60% scored “met expectations,” on the Standard, and 40% scored “exceptional” on the Standard.

Question 14.3 *In what ways does Vaughn assimilate and react to the assessment of student learning outcomes to academic planning and improvement?*

80% scored “met expectations,” on the Standard, and 20% scored “exceptional” on the Standard.

Question 14.4 *How effective is Vaughn in directing efforts to assess student learning to improve teaching methods and maintain a culture of excellence that is conducive to learning?*

100% scored “met expectations” on the Standard.

Question 14.5 *How effective are professional development opportunities for training in improving faculty knowledge, skills and competencies in achieving student learning outcomes?*

100% scored “exceptional” on the Standard.
Question 14.6 *How effective are the academic units in the development and selection of assessment tools for direct and indirect measurement of student learning?*

60% scored “met expectations” on the Standard, 20% scored “exceptional”, and 20% scored “needs improvement”, on the Standard in development and selection of direct and indirect measurement tools. None of the respondents indicated that they use other outcomes measurement tool.

**Academic Support Departments**

As noted above, the non-academic departments with teaching responsibilities did not perform as well as the academic departments. For all but one question (14.7) 60 percent or more of the departments scored “met expectations,” or “exceptional” on the Standard (Table 4b and explanation that follows).

**Table 4b: Tally of Scores using Rubric for Standard 14 (Academic Support Units)**

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Number of E’s</th>
<th>Number of M’s</th>
<th>Number of N’s</th>
<th>Number of N/A’s</th>
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<tr>
<td>14.6 (Optional)</td>
<td>0</td>
<td>4</td>
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<td>5</td>
</tr>
</tbody>
</table>

Question 14.1 *How effectively have the academic departments developed program objectives and that are aligned with program and institution mission? How effective are the departments in developing processes for assessing these objectives?*

80% scored “met expectations” on the Standard, and 20% scored “exceptional” on the Standard.

Question 14.2 *How effective are the academic programs in collecting and implementing input and feedbacks from constituents in closing the loop for the continuous improvement?*

80% scored “met expectations” on the Standard, and 20% scored “exceptional” on the Standard.
Question 14.3 *In what ways does Vaughn assimilate and react to the assessment of student learning outcomes to academic planning and improvement?*

80% scored “met expectations” on the Standard, and 20% scored exceptional” on the Standard.

Question 14.4 *How effective is Vaughn in directing efforts to assess student learning to improve teaching methods and maintain a culture of excellence that is conducive to learning?*

80% scored “met expectations” on the Standard, and 20% scored “exceptional” on the Standard.

Question 14.5 *How effective are professional development opportunities for training in improving faculty knowledge, skills and competencies in achieving student learning outcomes?*

20% scored “met expectations” on the Standard, and 80% scored “exceptional” on the Standard.

Question 14.6 *How effective are the academic units in the development and selection of assessment tools for direct and indirect measurement of student learning?*

80% scored “met expectations” on the Standard, and 20% did not meet the Standard in development and selection of direct and indirect measurement tools. 80% scored “met expectations” on the Standard, and 20% did not meet the Standard in the use of other outcomes measurement tool.

In summary, all academic departments and most non-academic scored “met expectations,” or “exceptional” on the Standard for all or nearly all of the questions in Standard 14.

**Appendix 4-E8 Contains the Assessment Action Chart**

**Recommendations**

As part of each Department’s assessment process, the feedback from the direct or indirect interaction with other departments in the institution should be shared.

 Vaughn should continue its practice of offering professional development opportunities to its faculty and student support services staff aimed at improving knowledge and competency of assessment of student learning outcomes.

Based on discussions with the English Faculty, the group would like to move away from multiple choice questions (Three-Question Assessment) as an assessment of a student’s writing ability and to move toward essay-based assessments.

Given the overall institutional assessment information learned from The Annual Assessment Report, the survey should be administered on a yearly basis and shared across the campus to encourage and inform practice.
Chapter 5 – Admissions and Retention

Introduction
Vaughn conducted a mission-centered review of the College’s enrollment and financial aid policies and determined that the institution is in compliance with standard 8. The review focused on traditional achievers, as well as those marginally meeting institutional qualifications. It included as well an examination of retention issues as students pursue their educational goals has also been conducted as part of the self-study. Academic support services promoting student success and transfer credit policies were also taken into consideration in this overall review.

Admissions Policies in Support of the Mission of the Institution
Admissions policies supporting and reflecting the mission of the institution have been developed and implemented at Vaughn. These policies are based on Vaughn’s goal “create an environment that cultivates personal growth and leadership in preparation for successful careers”, which is achieved through careful consideration of each student’s educational background and personal goals.

Information to Prospective Students
Vaughn has admissions policies and criteria available to assist the prospective student in making informed decisions. Prospective students may find Vaughn’s admissions policies listed on pages five through nine of the 2015-2016 undergraduate catalog and five through seven of the graduate catalog. The catalogs are available for download in PDF format by visiting https://www.vaughn.edu/college-catalog/. Vaughn’s website is constructed with one click navigation to the respective catalogs available through the admissions and academics main menus. Summaries of admissions policies are also found on the website under the main admissions menu on the undergraduate and graduate sub-menus.

Appendix 5-1 Admissions Policies Undergraduate Catalog – Pages 5-9
Appendix 5-2 Admissions Policies Vaughn Graduate Catalog – Pages 5-7

Admission Requirements
A student’s commitment and eagerness to learn is demonstrated by successful completion of a secondary diploma, international equivalent of a secondary diploma (as evaluated by one of two approved translation and evaluation services), or a successful completion of a New York State approved Ability to Benefit exam. Applicants who successfully complete the secondary education requirement may enroll in all certificate, AOS, or AAS degree programs. Prospective students may also apply to the certificate program in Airframe and Powerplant Technology without a secondary school diploma or equivalent. Applicants to BS and MS degrees are required to demonstrate a deeper level of academic preparation, with evaluations based on academic achievements during their secondary studies, along with results of specific standardized college preparatory exams. Applicants may also demonstrate appropriate academic preparation by submitting records of post-secondary achievement from a regionally accredited post-secondary institution. Post-secondary study outside of the United States is acceptable when reviewed by one of two approved translation and evaluation services.
Academic Placement
The workgroup also reviewed information regarding placement and testing for academic programs. Information pertaining to undergraduate placement and diagnostic testing is outlined on pages 5 and 32-33 of the 2015-2016 undergraduate catalog. Vaughn’s placement process is outlined below.

Appendix 5-3 Vaughn Placement and Diagnostic Testing

Placement via the SAT or ACT Equivalent
Applicants submitting results of the SAT reasoning exam (or the ACT equivalent) and scoring over 500 on the critical reasoning section are placed directly into English 110 (English 1). Applicants scoring over 500 on the math section are placed in either MAT 115 (pre-calculus) or MAT 125 (calculus for engineers). Placement in MAT 115 or MAT 125 is dependent on student’s respective degree choices.

Placement via the Accuplacer Exam
Applicants scoring below 500 on the critical reading or math section of the SAT (or ACT equivalent) or not submitting results of an SAT or ACT exam are required to take the Accuplacer Assessment Test prior to initial academic advisement and registration. The exam is offered by the Teaching and Learning Center (TLC). Based on the results of the Accuplacer Assessment Test, students are advised to enroll in ENG 110, MAT 115/MAT125, or in basic skills courses serving as prerequisites. Applicants may test into ENG 108 (Basic Skills in Reading and Writing) or ENG 109 (Introduction to College Writing). Applicants may also test into MAT 108 (Fundamentals of Algebra) or MAT 109 (Fundamentals of Pre-Calculus). A scoring matrix is used to assist academic advisors in proper placement. Applicants are informed of their placement status prior to enrollment.

Appendix 5-4 Admissions Scoring matrix

Transfer Applicants
Transfer applicants may bypass basic skills courses by demonstrating successful completion of courses at regionally accredited post-secondary institutions that are deemed equivalent or advanced after faculty review.

Certificate and AOS degree programs offered by the Aviation Training Institute focus primarily on technical aptitude and do not require academic placement or diagnostic testing. Applicants completing coursework offered by the Aviation Training Institute who wish to enroll in academic programs must complete the Accuplacer Assessment Test.

Financial Aid and Financial Aid Counseling
Information regarding financial aid and counseling at Vaughn is both accurate and comprehensive. Vaughn summarizes basic information on financial aid through the web sub-portals that specifically address tuition and fees, financial aid, and scholarships within one click of the main admissions web portal. Additional information covering price of attendance; refund policy applying to all students as well as specific guidelines for return of title IV aid; assistance from federal, state, local and institutional scholarship/grant programs; and student loan information is available from various sub-
links under the consumer information tab in the College’s About main portal. A brochure highlighting financial aid is also mailed to prospective students within 45 days of their initial inquiry about the College, or at the start of their senior high school year (for students who inquire before their senior year of high school).

Vaughn College’s Financial Aid Office is the primary contact for all information regarding aid, scholarships, funding, and refunds. The office strives to provide one-on-one counseling for all students. Counselors are available for online, telephone, and in person counseling six days per week, year round.

In addition, the College documents specific information on each fundamental element as follows:

- **General Financial Aid** – documentation begins on page 10 of the undergraduate catalog; page 8 of the graduate catalog; via telephone and email directed to the office of financial aid.
- **Scholarships and Grants** – documentation begins on page 20 of the undergraduate catalog and via telephone and email directed to the office of financial aid. No scholarships or grants are available for graduate programs.
- **Loans** - documentation begins on page 10 of the undergraduate catalog; page 8 of the graduate catalog and via telephone and email directed to the office of financial aid.
- **Refunds** - documentation begins on page 28 of the undergraduate catalog; page 16 of the graduate catalog and via telephone and email directed to the offices of financial aid and/or student accounts.

The Committee also reviewed evidence of utilization of information appropriate to financial aid practices to determine whether they actively support the admissions and retention efforts. While the committee felt current practices address enrollment efforts, the Committee also discussed the need to develop new models of financial aid packaging to address the changing higher education landscape.

**Transfer credit and credit for extra-institutional college level learning**

The College provides published information on transfer credit. Policies determining transfer of credits, as well as extra-institutional college level learning, are documented on pages seven, thirty seven and thirty eight of the undergraduate catalog and page six of the graduate catalog. Information is also available by visiting [https://www.vaughn.edu/transfer-students/](https://www.vaughn.edu/transfer-students/). Information regarding Vaughn’s articulation agreements can be found by visiting [https://www.vaughn.edu/articulation-agreements/](https://www.vaughn.edu/articulation-agreements/).

In order to better serve prospective students, the office of admissions provides unofficial evaluations of transfer and extra-institutional credit to potential students which provides them a general idea of how many credits will be accepted toward their possible Vaughn College degree. Once a student applies for admission, applicants are required to provide official transcripts of all prior college work (or transcripts of extra-institutional learning). The associate director of admissions gathers all transcripts, acquires course descriptions when needed, and provides information to academic department chairs. Department chairs, or their designated coordinators, make all final transfer of credit determinations. Students are notified of final determinations in writing and via posting of transfer credit on official transcripts. Students can access transfer credit information in real time via the student information system. Administrators and faculty have access to all unofficial documents, work products, and current status of evaluations which are scanned and stored on the student
information system educational records.

In addition to reviewing the published criteria, a review of 25 randomly selected transfer of credit evaluations was made to compare with published policies. There were no errors or inconsistencies found in the review.

Appendix 5-5 – Undergraduate Catalog Pages 36-68

Ensuring that developmental students achieve learning goals

A) There are no institutional qualifications for admission to Vaughn College. Any qualifications that exist are program specific. The Aviation Training Institute is open for enrollment to any student, regardless of prior academic accomplishment. Admission to all certificate and AAS programs requires a United States high school diploma, a general education diploma equivalency, or a proof of completion of a level of education equivalent to a United States high school diploma acquired internationally. Each Bachelor of Science program has a level of qualification requiring a unique combination of high school grades, standardized test scores, and/or GPA from other post-secondary institutions. Each applicant to a bachelor degree program is also evaluated on his/her own merits and life circumstances.

B) Based on the above, there are no Vaughn College undergraduate students who do not meet the institution’s qualifications. In addition, there are no Vaughn College undergraduate students who do not meet program-specific qualifications. Students who do not meet program specific qualifications are denied admission to the program and are referred to a program where their qualifications are appropriate.

C) For undergraduate academic students, “marginally meeting” a program qualification is defined by the need for a student to take at least one developmental course.

D) For the Aviation Training Institute, only students who meet the program requirements are accepted. Students who only “marginally meet” the requirements are not accepted.

E) For undergraduate students who “marginally meet” program requirements, the primary goal/outcome is successful completion of the developmental course each student was required to study. The secondary goal/outcome is the student’s successful completion of the entry level college credit courses in math and English required by the core curriculum.

The Committee examined the College’s programs and services that ensure Vaughn students meet educational outcomes; these are documented in the College’s undergraduate catalog on pages 32 through 36. The Committee determined that programs and services are in place to insure expected learning goals are met.

Appendix 5-6 – Undergraduate catalog pages 32-36

Statements of expected student learning outcomes and information on institution-wide assessment results

The Committee reviewed expected student learning outcomes for all programs offered. Student learning outcomes appear in the undergraduate adjacent to specific program descriptions. Program descriptions begin on page 65 of the undergraduate catalog and run through page 115. The catalog is
A number of institution-wide assessment results are also available to prospective students. Examples of institution-wide assessment results include:

- Career placement information for specific cohorts (broken down by graduation date and program of study) are available by visiting [https://www.vaughn.edu/wp-content/uploads/2016/12/2015-Placement-Outcomes.pdf](https://www.vaughn.edu/wp-content/uploads/2016/12/2015-Placement-Outcomes.pdf). The College is in the process of developing and implementing a more robust career services website with multiple search functions, expanded data retrieval, and a user friendly interface.
- Information about Vaughn College’s student loan cohort default rate is publically available by visiting [https://studentaid.ed.gov/sa/about/data-center/student/default](https://studentaid.ed.gov/sa/about/data-center/student/default)
- Information about Vaughn College’s cohort retention and graduation rates are publically available by visiting [https://nces.ed.gov/ipeds/datacenter/](https://nces.ed.gov/ipeds/datacenter/).

During the 2014-2015 academic year, Vaughn College embarked on a major upgrade of the institutional website. The upgrade was scheduled in phases. While learning outcomes for all programs are listed more will be added for the Program-specific pages that consistently include a greater level of detail including Program-specific assessment.

**Appendix 5-7 – Undergraduate Program Description Catalog Pages 65-115**

**Strategic Enrollment Management Plan (SEMP)**

In response to Vaughn’s commitment to continuous self-improvement and as called for as a key component in the *Strategic Agenda*, a Strategic Enrollment Management Plan (SEMP) was created to examine numerous factors affecting enrollment at the College. Through the use of data metrics and College-wide discussion, the institution analyzed demographic and socioeconomic factors, employment projections in the key sectors served by Vaughn College, and challenges and opportunities within institutional enrollment. The SEMP also contains a comprehensive Strength, Weakness, Opportunity and Threat (SWOT) analysis of Vaughn’s enrollment challenges, along with growth opportunities. SEMP addressed Vaughn’s Agenda by establishing approaches for managing enrollment that ensures a measured approach.

**Appendix 5-8 Strategic Enrollment Management Plan Narrative**

The first goal of the SEMP was to “broaden the College-wide awareness and understanding of principles of strategic enrollment management.” The goal was supported with the objective of creating a campus-wide enrollment management planning committee (EMPC) charged with meeting regularly to oversee implementation of the SEMP. A chair was selected and as appointments were discussed the chair resigned from the College to pursue a career change. Due to a temporary hiring freeze, followed by a comprehensive search process, the senior position was not permanently filled until October 2016. Until permanent leadership was solidified, the Vice President of Enrollment
chose to utilize the self-study committee charged with reviewing the Middle States’ standards on admissions and retention as a temporary proxy for the EMPC. With the work of the self-study committee winding down and permanent enrollment leadership in place, appointments to the EMPC began in December of 2016. The final appointments should be complete by the start of the spring 2017 semester and the first meeting will take place in early February. The committee will be chaired by Vaughn’s Associate Vice President of Enrollment and include members appointed by the Faculty Senate, Student Government, and Vaughn’s Senior Staff.

**Enrollment and the Federal Aviation Administration’s Collegiate Training Initiative**

Vaughn College is one of 13 original partners of the Federal Aviation Administration’s (FAA) Collegiate Training Initiative (CTI). By 2013, due largely to industry demand, the FAA increased the number of partner colleges to 36. The FAA viewed CTI partnerships as their primary source of hiring new controllers and a recommendation for employment by a CTI school was often times the only way for students to qualify for the Air Traffic Control aptitude exam. Vaughn offered Air Traffic Control (ATC) Training for two populations: traditional students who declared interest in their second year of study and students already holding a degree from another institution. Vaughn had enrolled approximately 80 second-degree students each semester. Estimating the number of traditional students planning on declaring ATC in any given year was difficult because these students only “declaration” as by registering for the courses required (which could also be taken by Flight majors). Students from eleven different majors could take the approved-course module.

On December 31, 2013, without prior advisement or warning, the FAA announced that CTI partner colleges would no longer become the primary source of hiring. The situation has been extensively documented through congressional hearings and numerous lawsuits. Vaughn lost the entire enrollment in the second degree program, and experienced significant drops in the programs catering to most traditional ATC students. Replacing this enrollment/revenue streams after the sudden and unexpected loss has been a challenge. In July 2016, as part of the FAA reauthorization bill, the CTI program was reinstated as one of three pools that the will be used for hiring. Vaughn is optimistic about the most recent Congressional action and the potential impact on future enrollment. For example, in Spring 2016 two students enrolled and in Spring 2017 nine enrolled.

**Marketing and Public Affairs**

As a direct result of the SEMP, Vaughn College engaged the EGC Group, a regional advertising agency, to partner on future public affairs initiatives. For detailed information on marketing strategies for 2016 and 2017, please refer to the appendix. Additional marketing efforts, including implementation of a new website and customer relationship management software, are detailed in the self-study sections referencing institutional resources.

**Appendix 5-9 Detailed Marketing Strategies for 2015 and 2016**

**Recommendations:**
Create a new model for awarding institutional aid that allows the College to most effectively leverage institutional resources to attract new students and retain current students. The College has taken the first step in this process by strategically initiating a partnership with Maguire Associates (a leading
provider of strategic and financial aid assistance to higher education).

Design and conduct a study helping Vaughn predict financially-related attrition by investigating financial risk indicators, beginning with an examination of unmet need and its connection to retention and graduation. Vaughn’s financial aid office, in partnership with the office of institutional research, should calculate unmet need for several cohorts of students representing those studying in bachelor degree programs, associate degree programs, and enrolled in the Aviation Training Institute. Based on the distribution of unmet need, Vaughn will create groupings and analyze retention rates when additional factors such as GPA prior to enrolling, standardized test scores, current GPA, program of study, student location, and other factors. This information will be used to create an action plan to utilize additional financial grants, counseling, and other strategically targeted resources to improve retention, and ultimately graduation rates.

Implement a comprehensive system to track and address financial aid inquiries within a predetermined period of time, providing constituents with consistency in customer service when interacting with the office in person, via telephone, or electronically. The admissions office is currently piloting a program called “CallRail” to analyze and improve telephone communications.

Work with the Management Department to explore new opportunities articulate the value proposition within the Airport Management Program. Airport Management was the most popular program with students planning to declare interest in Air Traffic Control and has experienced the most drastic erosion since the change in FAA hiring procedures.

Investigate the use of Vaughn’s student information system and new customer relationship management software to track student participation in co-curricular events (including orientation) to build a propensity to be retained model.
Chapter 6 – Student Support Services

Student Support Services and the Mission of Vaughn College
The mission of Vaughn College calls for “maintaining a culture of excellence that is conducive to learning, which enables students, faculty and staff to achieve their fullest personal, professional and career potential.” It also states that the institution strives for “Welcoming men and women from all racial, cultural, ethnic and religious backgrounds, and sexual orientations to join our students, faculty staff and trustees in support of the vision and mission.” In student support services at Vaughn we fulfill these core values and provide services to students that demonstrate we are in compliance with Standard 9. This chapter is broken up into two parts Academic Support Services and Non-Academic Support services.

Part One - Academic Support Services
The Teaching and Learning Center is comprised of several offices and services: the Academic Resource Center, the Student Success Center, Writing Center, and Language Lab. Members of the Academic Support Service department are qualified personnel who hold master’s degrees in disciplines related to the subject that they support. To improve efficiency and effectiveness of services to our students, beginning in the Fall of 2016 all members of the department were cross trained in financial aid fundamentals, registrar, and bursar office policies and procedures; also the department had training sessions on utilizing Crystal Reports and excel techniques to gather and analyze students’ academic and contact information. The Academic Support Service Division is implementing a proactive approach to early academic intervention that provides students with the tools they need to succeed.

Appendix 6A-1 Academic Support Department and their roles and credentials.

The Academic Resource Center

Tutoring
The Academic Resource Center (ARC) is a quiet open space on the second floor of the library where students can collaborate with peer tutors. These tutors are upper-class students who have successfully passed the courses for which they now offer tutoring assistance and are often recommended by the faculty. Tutoring is available for a majority of subjects on campus: Mathematics, Statistics, Physics, Accounting, Engineering and Aviation Training Institute Program material. Supplemental Instructors (SIs) are upper-class students who provide supplemental support to a specific section of a course and are requested by Faculty member. The SIs serve as a bridge between the class environment and academic support services. Tutoring in the ARC is available Monday and Tuesday from 9am to 7pm, Wednesday and Thursday from 9am to 6pm, and on Friday from 9am to 5pm. Evening students have expressed to the tutors the need for an extension of the tutoring hours. Brainfuse is an online platform where students enrolled in Math, English, Physics and Chemistry courses can utilize interactive tutorials and one-on-one tutoring. Students are notified of all these services available to them via email and posters are also placed around the College. Faculty also make referrals throughout the semester as students encounter difficulties with course material.
Workshops

Workshops are another service provided by Academic Support Services in a variety of disciplines. For example, Aircraft Operations (flight) students are offered workshops to assist with courses associated with the Federal Aviation Administration (FAA) exams. ATI students have an opportunity during the “common hour” (held from 11am to noon Tuesday and Thursday when no courses are scheduled) to participate in workshops in various topics in aviation maintenance at both the TLC and the Astoria campus. Writing workshops are also held throughout the week.

Student Success Center - Advisement

The Student Success Center provides guidance to students about the successful pursuit of a degree program and offer assistance in the selection of courses. A newly instituted process of assigning students a designated advisor allows for a stronger relationship between the advisor and advisee with the goal of achievement of their degree. During advisement sessions, students review their degree audit report to determine and track their academic progress. All student records are securely processed and stored through the use of Vaughn’s registration software, Sonis. Using a secure user id and password, students can access their records such as grades, semester schedule, the book assigned for that course, a statement of account, and degree audit at their convenience. The College has purposely not moved to online registration because of the need to support a mostly first-generation college student with high financial need. In fall of 2016, a pilot was conducted with 50 students to ensure that students could proceed through registration successfully. Going forward, the plan is to implement online registration for academically and financially cleared students (except for first-semester freshman who will still need to meet with an advisor) in spring 2017. Students will also be able to evaluate if they would like to change their degree and set-up an automated interest free payment plan if necessary.

Academic advisors also work in collaboration with the Financial Aid, Registrar and Bursar departments. They are trained by the Financial Aid department and Registrar office to understand the impact of academic decisions in the student financial packaging.

Intrusive Advisement

Intrusive advisement is also implemented for students who are at risk. For example, students who are not in good academic standing or who are unable to earn a grade point average (GPA) of 2.0 have academic plan developed with an advisor in order for the student to improve his or her cumulative GPA. The student academic plan may reduce the per semester credit load in order to increase motivation and confidence. The movement to an assigned advisor for each student should also assist those students who may be having difficulty but have not dropped below a 2.0. Going forward, the College would like to continue to build a model that assists students in their pursuit of a degree.

Advisement of Students Classified with a Disability

Students who are classified under the Americans with Disability Act (ADA) are mandated to meet with an academic advisor biweekly to discuss academic progress and any challenges they may encounter. ADA students who visit the student success center have responded positively about their college experience. The student success center assists ADA students by working
collaboratively with faculty members in order to allow additional time on exams and projects. The number of Vaughn College students with disabilities served in recent years is given below.

| Fall 2012 – 9 | Spring 2013 – 6 | Fall 2013 – 10 | Spring 2014 – 9 |

**Advisement for Veteran Students**
About 14% of our students are Veterans. Veteran benefits are directly related to their academic decisions, and these students are required to obtain approval from their academic advisor and the Veteran-Certified Officer to register for classes or to add/drop classes. The Veteran students are identified in the student information system with a Veteran indicator which alerts the enrollment department before processing any documents.

Vaughn is a Veteran-friendly institution, and was recognized by *US News & World Report* in their 2017 ranking as the top four college for Veterans in the regional North and we are committed to provide an excellent service to our Veterans. Vaughn is a Yellow Ribbon school, and has signed contracts with the US Government such as *Principles of Excellence* and *8 Key to Success* to guaranty our commitment. In January 2017, Vaughn was selected for a random audit by the Veteran Affairs Department. The institution was found to be fully compliant and meeting the Department’s expectations.

**Advisement for International Students**
International students must meet with their international advisor to ensure visa status compliance. These students are identified in the Sonis system with an international indicator which alerts the Enrollment Department before processing any document for these students and prevents errors that may jeopardize their legal status.

**The Writing Center**
In the Writing Center students can seek help with their writing, regardless of program. The Center was recently expanded to include two full-time writing instructors. The two instructors have experience with English as a New Language to assist our population of students. Students in Developmental English courses are mandated to seek tutoring every semester. The writing instructors also teach Developmental English courses and are aware of the material and challenges students’ experience. Students may also be referred to the Writing Center based on assignment performance in a particular course. The Writing Center also conducts weekly workshops ranging from grammar topics, study skills, research writing and reading strategies.

In the Language Lab students may use interactive computer programs to learn a foreign language or Standard English pronunciation, an important requirement for air traffic controllers. An online appointment booking system was established in Spring 2017 for the Writing Center and ARC. Students can view a writing instructor or tutor’s schedule and availability for any given time and reserve a timeslot. While walk-in appointments are accepted, students are encouraged at the time of the appointment to use the booking system as a means of logging their activity. Advisors can also access the booking site, so that while an advisor is working with a student if they see that there is a need for tutoring, they can schedule a session(s) with the student on the spot. Faculty frequently
request feedback as a result of their referrals and an electronic system that allows Faculty to see “real-time” progress of their student would increase communication between academic support staff and faculty.

**The Freshman Year Courses and Student Satisfaction Surveys**
Through the Academic Support Services Department, the College offers two, mandatory freshman courses. Freshman Year Experience (FYE101) is offered to students in the Aviation Training Institute’s Airframe and Powerplant Certification program while the Freshman Year Initiatives (FYI101) course is provided to all first-year academic students. Both courses focus on providing students with essential skills necessary for college and are designed to assist students in making the transition to college. The courses incorporate topics such as academic policies, student support services, effective study skills, information literacy, presentation skills, registration and campus safety. In addition, in FYE101 and FYI101 students are encouraged to participate in events and workshops being conducted on campus.

To determine the effectiveness of the first-year courses, a student satisfaction survey is administered at the beginning and end of the course. The student satisfaction survey provides the institution with an assessment of essential student services, student activities as well as general satisfaction with the College. For example, the survey showed in the spring 2016, 41% of freshman students found it quite easy to register for classes and 25.35% of freshman found it extremely easy. 71.06% of freshmen were quite satisfied with campus events and workshops, 54.62% of freshmen were satisfied with athletics and 68.19% of freshmen were satisfied with student clubs/organizations.

The results and action plans for improvement are discussed both at the Departmental-level and at the senior administration level. The survey was also expanded for the first time in Fall 2016 to include students beyond the first semester. That information was also reviewed and used to address areas of improvement. One example is provided in the following chart.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the use of student satisfaction surveys given to freshman students it was determined:</td>
<td></td>
</tr>
<tr>
<td>Students were frustrated with the availability of parking during peak hours. This has become a significant issue due to the construction at LaGuardia Airport.</td>
<td>The parking area on 23rd Ave, previously open only to faculty and staff was opened exclusively for student use.</td>
</tr>
</tbody>
</table>

**Appendix 6A-2** Course descriptions and assessment for FYE  
**Appendix 6A-3** Results of Fall 2016 pre and post freshman student satisfaction survey

**Part Two-Non-Academic Support**
The Student Affairs Division provides engagement for students beyond the classroom to build the sense of community, leadership and service. Services include athletics, recreation, residential life, counseling and wellness, and activities. Providing education programming for substance abuse, sexual harassment and assault, empowering women, healthy relationships and other topics are also developed by the Staff. This Department is also responsible for the execution of the student handbook and its associated policies including Title IX and the judicial process.

The Department provides services to both the main campus building, the residence hall and the Aviation Training Institute (ATI) in nearby Astoria (1.5 miles away). The ATI building opened in 2014 and over the past six semesters there has been an adjustment in understanding the needs of students and what can be offered in the main building and/or the ATI building. Recently, more recreational options were added to the ATI building, but more must be done to assist these students in enjoying all of the options available to students in the main building.

Finally, with roughly 90 percent of students who are commuters, the challenge is always how to keep students engaged in their educational experience outside of the classroom. A strong Student Government Association coupled with an active group of clubs, greatly supplements the work of the staff in creating what The Agenda call for, "a thriving campus community."

Appendix 6B-1 Student Affairs Department and their roles and credentials.

**Athletics**
Vaughn provides students with an opportunity to compete in intercollegiate athletics while attending classes full-time. The institution has eight varsity sports that consist of men’s baseball, men’s and women’s basketball, men’s and women’s cross country, men’s soccer, and men’s and women’s tennis. These eight teams all compete in both the Hudson Valley Intercollegiate Athletic Conference (HVIAC) and the United States Collegiate Athletic Association (USCAA). Including Vaughn College, the HVIAC has ten members and the USCAA has a total of eighty-two members. Also, in the past two years we have added a men’s junior varsity basketball team that competes against other colleges; however, they do not belong to either one of the conferences. Over the past three to four years participation for the eight sports has been fairly consistent.

**Academic Support for Student Athletes**
In order for student athletes to succeed academically, there is an eligibility requirement that if they fall below the academic standard of a 2.0 grade point average they will not be able to participate in the sport. Since there can be challenges associated with athletic participation, such as decreased academic performance, college tutors work closely with students so that the focus is on the academic growth of the athlete.

**Academic Study Hall for Athletes**
To ensure that our students are getting the proper amount of study time and tutoring, if needed, the College has implemented study halls. If a student athlete has a grade point average of a 3.0 or above and is a second year student, he or she is not mandated to attend study hall. All first-year students and students that fall below the grade point average expectation are required to attend study hall. The
College reviews class, game, and practice schedules to ensure that athletes are able to attend the study hall two to three days a week. One of the athletic staff members take attendance and monitor study hall to make sure work is completed. All cell phones are collected and the room is to be silent unless the students are working on a group project. If a student is struggling in a class, or is not sure how to complete an assignment, they are referred to the Teaching and Learning Center to meet with tutors. The College had at least five students attend at least one session with a tutor during the Fall semester. We did find that it was sometimes difficult for our student athletes to attend study hall because of work or commuting schedules.

Appendix 6B-2 Documentation on Vaughn Athletics

Residential Life
Vaughn College’s Residence Hall strives to provide a living environment that is comfortable and conducive to building a positive community. As in every community, policies and procedures are necessary to protect the rights of individuals and provide for the welfare of the community at large.

The Residence Hall opened in 2007 and is a three-story suite-style building that can accommodate up to 220 students and in the Fall 2015 there were 185 and in Fall 2016 159 students. As the enrollment of the institution, has declined so has the occupancy rate in the Hall and given the income levels of students the cost of the Hall has also been an impediment. As a result, for the first time this past Fall, the fee was frozen.

Each suite has two bedrooms and a private bathroom shared by all students in the suite. The building has a lounge area on the first floor as well as a kitchen facility. Laundry facilities are located on the second and third floors. A Fitness Center is also available to residents on the third floor. Professional staff lives in the Residence Hall as well as student Resident Assistants. A Security Guard is on duty 24 hours. A variety of programs take place weekly that are educational, social, fitness–related, academic and creative to provide students with an opportunity to be engaged members of the community.

Orientation
Orientation is an event designed to provide incoming students with the information necessary to be successful during their time at the institution. All incoming first-year students are required to attend one of the scheduled Orientation sessions. Time is allocated for students to ask questions and get answers from staff members and their peers on topics such as: transition to college life, how to find resources that will assist them in being successful and making a connection to the institution and to their fellow incoming students. For example, to assist students in making a connection to what they value and their college education, the President takes students through an exercise where she gives them a page filled with items that could be important to the students such as: curiosity, physical fitness and community service. They are given an opportunity to choose their values and then encouraged to make sure that their college experience matches those values (e.g. if curiosity is a value work with a faculty member to submit a scholarly paper). If the experience doesn't then that is the time to reach out to the Faculty and staff. This exercise is adapted from Harvard Professor Richard Light and his book, *Making the Most of College.*
Vaughn Fitness Center
Vaughn manages two Fitness Centers, one in the residence hall, the other on the main campus building. The Fitness Center is staffed by part-time trainers and features weight training, free weights, Nautilus equipment, a Stair-master, treadmill, and a stationary bicycle. To encourage fitness, Vaughn has instituted a program called House of Wellness that allows students to work toward exercise and healthy eating as a group.

Food Services
The Aviation Café at Vaughn provides meals and snack choices throughout the day, seven days a week and is managed by an outside vendor. The cafeteria, located in the lower level, is one of the last remaining spaces on campus that has not been significantly renovated and is a source of student complaints. The size of the kitchen hampers the selection of menu items. In response to student needs, Vaughn is planning to move the cafeteria to the main floor in a completely renovated space which was formerly the facilities area (also to be relocated). Students will have an opportunity to meet with the architects and express their wishes for the new space which will also serve as multi-purpose space for student recreation and activities. The financing has been secured and the space is slated to open in 2018. There has also been a discussion about how to add greater food service options to the Astoria building.

A Food Service Committee has been established and includes students, faculty and staff who meet with the Cafeteria Manager. As a result of this interaction, the Aviation Cafe now distributes weekly menus, has increased the choices in the daily specials and “grab and go” section, and added services such as the availability of breakfast all day.

Appendix 6B-3 - Food Service Committee Minutes

Office of Counseling and Wellness (OCW)
The mission of the Office of Counseling and Wellness (OCW) is to support students in their personal, academic and career endeavors by providing counseling services. These services include crisis intervention, short-term individual and couples counseling, support group services and community referrals from a licensed clinician. The Office of Wellness and Counseling provides an environment of inclusion, and this office serves the diverse college community with respect.

At Vaughn, fitness and wellness programs such as Women’s Health Fair, Heart Healthy Workshop, yoga class, meditation class, aromatherapy and art therapy are all offered to contribute to the overall well-being of students. Benefits to these programs include improved quality of life, enhanced self-image and confidence, and disease prevention. Further wellness programs offered at Vaughn are the psycho-educational workshops on time management, stress management, adjusting to college life, alcohol and drug assistance, sleep improvements and personal hygiene.

The Director of these programs has a PhD in Counseling Studies and is an expert in the development of coping skills to overcome stressful circumstances. Each of the offerings at the wellness center reinforces in students a sense of their connection and purpose within the college community. The
mission of the Office of Counseling and Wellness is to support the students of Vaughn College in their personal, academic, and career endeavors by providing developmental, and preventive mental health services. The Office also provides crisis intervention, short-term individual and couples counseling, support group services, and community referrals to students. The Office is dedicated to providing preventative services and to promoting mental health through educational outreach events, as well as through consultation services for faculty, staff, and students. Listed below are the numbers of Vaughn students and the numbers of students with disabilities who have been served by the Office of Counseling and Wellness (OCW).

**Number of students served by OCW in recent years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>33</td>
<td>29</td>
<td>42</td>
</tr>
</tbody>
</table>

**Appendix 6B-4 Contains descriptions of student affairs SLO’s and programming**

**Student Clubs**
In addition to outreach programs, there are many student clubs and activities that represent the College’s diverse academic, career and ethnic interests. These clubs, activities and organizations include the following:

**Clubs and Associations**
- Caribbean Student Association
- Computer-Aided Design and Innovation
- Pilot Club
- Student Government Association
- Vaughn Air Traffic Control Organization
- Vaughn Veterans Organization
- Circle K International – Vaughn Student
- Music Club
- Robotics Club
- Unmanned Aerial Vehicle Club
- Women Who Inspire and Nurture

**Student Chapters of the following:**
- American Association of Airport Executives
- Society of Hispanic Professional Engineers
- Society of Women Engineers
- Women in Aviation International
- Engineers without Borders

**Appendix 6B-5 Provides more detail on student clubs and organizations**

**Career Services Department**
The Career Services Office and the Academic Departments meet periodically with external advisory councils to discuss the College’s current programs. Various employers of the College’s interns and graduates discuss, by survey and interview, the job performance of these hires, and the employers make recommendations for further improvements in the job readiness of these students. Faculty within the academic departments assist in the design of the various programs, based upon the current and future needs, and they also lead the effort in seeking the appropriate accreditations.
Exit surveys are conducted of graduates and include questions regarding student satisfaction with the education and training they have received. Additionally, the Career Services Office surveys students about their satisfaction with the office’s services utilized prior to graduation.

At least once each semester, the College holds an on-site career fair, a “virtual” online career fair and an internship fair through which many potential employers meet with students to discuss opportunities within their companies and public service agencies. In addition to the full-time, part-time and Internship Fairs, Career Services hosts a Graduate School Fair each spring semester for students considering graduate studies. Employers also regularly conduct on-campus interviews and host information booths to recruit interns and employees. The Office also uses Vaughn Career Connect an online registration tool where open internships and employment positions are listed. Students upload their resumes to Vaughn Career Connect for constructive criticism and approval from the Career Services staff. Selected employers also can be approved for access to the database. All students are also required to take CD101 Career Development Seminar early in their college tenure to assist them in resume writing, interview techniques and social media efforts (e.g. LinkedIn) and provide them with the skills to be successful for any in-person or online recruitment effort.

**Appendix 6B-6 Sample listing from the Fall 2015 Career Fair**

**Recommendations:**

While the Teaching and Learning Center has some evening hours, determine the need to expand hours or offer appointments in the evening and possibly Saturday to aid both full- and part-time students.

Strengthen the collaboration between Faculty and Academic Support Services to serve students well as they progress through the semester, and this would include a feedback mechanism as students are provided with services.

In response to student concerns about the food service, include them in the planning process for the newly renovated cafeteria being built in the next 18 months. Also consider options for the Astoria building.

Determine the optimal mix of programs and activities for main campus and ATI students (based in Astoria) so as to encourage a stronger connection between the students served in both buildings. Continue to use the student satisfaction survey with students beyond the first semester. Use a centralized database system to track student complaints on campus.
Chapter 7 – Faculty

The Faculty of Vaughn College is the heart and soul of the institution. It plays a crucial role in all aspects of institutional decision making. As content experts, Faculty members are essential in the monitoring, development and control of our academic and training programs. In this chapter we outline the Faculty’s role in monitoring academic programs as well as its function in the shared governance of the institution. We also outline other essential points such as the Faculty student ratio, the full to part time Faculty ratios, and the policies provided in the new Faculty Handbook. Given all of the above we believe that Vaughn is in compliance with standard 10.

Engineering and Engineering Technology Faculty
The Department of Engineering and Technology has ten full-time, five are tenured and five are tenure-track. All of the Faculty members in this department have a minimum of a master’s degree in Mechanical or Electrical Engineering and possess a wide variety of educational and industrial experience in their respective fields. Six hold doctoral degrees and four hold master’s degrees. In addition to full-time Faculty, adjunct Faculty with master’s degrees and extensive industrial experiences are hired to teach specialized courses. All Faculty members of the Department are involved in professional organizations such as AIAA, IEEE, ASME, ASEE, SEM, LACCEI, AEA, and others. They are strongly encouraged to participate in scholarly activities such as research, grant writing, publication and professional development. Faculty participation in in the Departmental Industry Advisory Committee activities also ensures that Faculty members are continually apprised of new developments within their fields. As part of this participation, the Faculty review the existing programs, and take part in the development of new programs and the definition and implementation of academic standards and policies.

Appendix 7-1 Profiles of Engineering and Engineering Tech Faculty and Professional Engagement

Management Faculty
The Management Department has four full-time Faculty members. Two of the four have tenure and two are on tenure-track. Each holds a doctorate in areas of management and education. Each has at least five years of teaching experience at the undergraduate level. Adjunct Faculty members are required to have at least a master’s degree. If they don’t have that degree but instead have significant industry experience, they are paired with a full-time Faculty member for oversight and guidance. Several of the adjuncts bring significant knowledge and work experience to the College, for example the department employs former NTSB chairman The Honorable John Goglia, the former general manager of Kennedy Airport Al Graser and former FAA attorney Loretta Alkalay.

The Management Department Faculty continuously participates in the review of their current program as well as in the development of new programs and the definition and implementation of academic standards and policies. During the 2014-2015 academic year, the Management Department conducted a program review of its offerings. Similar to the full academic program review, the Management Program Review examined the Department’s offerings from the standpoint of mission,
marketability, quality and finance. Among the outcomes of the Review was a redefinition of the Management core curriculum. In addition, in December 2016 the Department concluded a year of self-study year for IACBE re-accreditation.

The Management Department Faculty also has experience in academic and trade associations such as the International Assembly for Collegiate Business Education, University Aviation Association, Council on Aviation Accreditation, and the American Economic Association. Faculty members are strongly encouraged to participate in scholarly activities (research, grant writing, publication and book writing) and professional development. Program validation and Industry Advisory Council activities are used to maintain the currency of the Faculty members. The Management Department also has its students attend conferences such as NYAMA (New York Aviation Management Association) and AAAED (American Association for Access, Equity, and Diversity.)

Appendix 7-2 CVs of Management Department Faculty
Appendix 7-3 Provides Professional Development Activities of Management Faculty
Appendix 7-4 IACBE 2016 Self-Study Report

Aviation Faculty
The Aviation Department has five full-time Faculty, two are tenured, two are tenure-track and one is not on a tenure track. Three Faculty members hold a doctoral degree. There are also a number of adjunct Faculty hired to teach specialized courses in the Department. All Faculty members are involved in activities with their respective professional organizations and trade associations such as Aviation Technician Education Council, Professional Aviation Maintenance Association, Society of Automotive Engineers, Council on Aviation Accreditation, University Aviation Association, Aircraft Owners and Pilots Association (AOPA), and National Flight Instructors Association (NFIA). Faculty members are strongly encouraged to participate in scholarly activities such as research, grant writing, publications and professional development. External program validation and the College’s Industry Advisory Council activities are also used to maintain the currency of programs and Faculty members. Aviation Department Faculty members participate in the review of existing programs, the development of new programs and the definition and implementation the academic standards and policies. The process for the development of new programs and the modification of existing ones is the same as in the other academic departments.

Appendix 7-5 CVs of Aviation Department Faculty
Appendix 7-6 Provides Professional Development Activities of Aviation Faculty

Arts and Sciences Faculty
The Arts and Sciences Department has thirteen faculty members with eight tenured, four are tenure track and one is not tenure track. Seven hold a doctorate degree. A notable feature of Vaughn College’s Arts and Sciences Department is its desire continually to seek continuous improvement in teaching, especially in light of the English language deficiencies of the Vaughn student. A culture of cooperative learning and team teaching thrives at Vaughn under the influence of AVID (Advancement Via Individual Determination) training seminars on campus and is a key component of the revitalized learning communities to be re-established in spring 2017. Our Arts and Sciences
Faculty are encouraged and supported in attending leading professional conferences, most recently
The Northeastern Modern Language Association’s conference in March 2016 and the Association of
Literary Scholars Critics and Writers in October 2016, and in participation in national training
institutes such as AVID in December 2016. A vital component of the Department’s identity is the
enthusiastic and accomplished cadre of adjuncts whose work experiences outside the College enrich
their teaching. Popular adjunct instructors whose classes are always filled bring a unique and
knowledgeable perspective to the College. For example, Dr. Dwight Wermert in Woodhaven,
Queens has tutored underserved women in computer literacy in preparation for their GED, and
Professor Jason Abdale has many publications on history and the military such as Four Days in
September: The Battle of Teutoburg.

Academic meetings are held within separate disciplines several times each semester. One of the
most popular of these is the norming session in which composition Faculty all grade the same set of
papers according to the same rubric and then compare results. The principle behind these sessions is
to minimize subjectivity in grading. Vigorous discussions always ensue and the feedback from
Faculty is that they depend on these meetings to keep their grading practices similar to those of other
professors who teach the same courses. These sessions also aid in ensuring that grading practices are
tied to an assignment’s clearly articulated objectives.

The Math Faculty members have systematic weekly meetings in which they discuss the effectiveness
of various teaching strategies. For example, individual instructors’ classes are routinely videotaped
and analyzed. On the basis of these discussions, changes in curriculum and pedagogy are often
implemented.

Appendix 7-7 CVs Arts and Sciences Department Faculty
Appendix 7-8 Provides Professional Development Activities of Arts and Sciences Faculty

Faculty Student Ratios
Vaughn’s mission states that Faculty must “provide students with the theoretical knowledge and
practical skills they need to achieve professional success in their chosen careers.” The student-
Faculty ratio at Vaughn is 14 to 1, and students benefit from individual interaction with the Faculty.
As reported in IPEDS (Integrated Postsecondary Education Data), this Faculty student ratio is
representative of peer- and next-tier institutions of Vaughn’s size.

Furthermore, Vaughn Faculty and students jointly attend conferences and competitions focused on
student research. These include conferences given by the American Society of Engineering
Education, American Society of Mechanical Engineers and Latin American Consortium of
Engineering Institutions.

Full-Time to Part-Time Faculty Ratios
Another statistic concerns the ratio of full-time to adjunct Faculty. At Vaughn, including academic
and training Faculty, the count is approximately 1:4. Faculty from the College’s ATI Training
Program are largely drawn from professional practitioners in the aviation maintenance field. In
addition to Training Faculty, Faculty from some of Vaughn’s specialized programs such as Airport
and Airline Management, and Aircraft Operations often draw upon the rich resources of currently employed professionals. In these fields, Vaughn has benefitted from the opportunities to employ national experts in areas such as Aviation Safety and Finance. While having extremely qualified adjuncts is a benefit to students, we are also mindful of the need to monitor the number of full-time Faculty. There are two open positions posted for full-time faculty members to be filled for Fall 2017.

Update of the Faculty Handbook
The previous Faculty Handbook, originally approved in 1990, underwent numerous updates through the issuance of administrative bulletins. In the fall of 2014, the College made the decision to update the Staff, Faculty and Student handbooks. During the spring of 2015, the Faculty Senate initiated the process of completely updating the Faculty Handbook. Since this document had not been fully updated since 1990, Vaughn recognized the large scope of this task would be made more feasible by contracting the services of Stevens Strategy. A committee of Faculty Senate representatives, along with the Vice President of Academic Affairs, carefully reviewed institutional practices and administrative bulletins for consistency and best practices. A new Handbook was developed and received unanimous approval from the Faculty Senate. The Handbook was reviewed by Vaughn’s council and subsequently approved by the President and the Board of Trustees.

Appendix 7-9 Information on the process used to update the faculty handbook
Appendix 7-10 2016 Faculty Handbook

Academic Policy Committee
The Academic Policy Committee of the Board of Trustees meets three times per year to review policies and practices of the College. The Committee, chaired by a member of the Board, receives updates from the Faculty Senate President, Vice Presidents of Academic Affairs and Training as well as the academic chairs.

Appendix 7-11 Academic Policy Power Point Presentations and Meeting Minutes

Academic Affairs Committee
A committee of Departmental chairs meets regularly to review policy and practices and any student questions regarding these policies. In addition, the Vice President of Academic Affairs conducts specialized meetings with academic departments to discuss concerns within specific disciplines. During the fall 2016, for example, numerous meetings were held with the Aviation Department to discuss processes and their improvement such as combining two Aviation Weather Courses into a single course.

Appendix 7-12 Details from Aviation Department Meetings with AVP

Faculty Senate
The Faculty Senate also reviews, as a part of its Bylaws, academic policy and practices and makes recommendations to the College President for changes or adjustments. The Faculty Senate also plays an integral role in the review of Faculty members for promotion, pre-tenure and tenure.
Faculty Search and New Faculty Training

Vaughn’s mission calls for the institution to ensure “academic excellence by recruiting and developing an outstanding Faculty and instructional staff.”

During the past two years, the College has developed a policy on recruitment and hiring. This policy, implemented in the institution’s most recent Faculty searches, is documented in the new Faculty Handbook. When new Faculty are hired, they receive assistance from department chairs and peer Faculty in the design and development of new courses, to with course descriptions and program sequences. Departmental chairs may, from time to time, evaluate new Faculty in the classroom setting to ensure that the College’s accepted practices are being followed and to offer support as needed.

Vaughn ensures academic excellence in Faculty recruitment by carefully reviewing applicants for full-time and adjunct positions. The minimum qualification for a full-time, tenure-track Faculty appointment is an earned doctorate in a field directly related to the position. At times, the College may seek Faculty who do not have an earned doctorate but who have expertise or experience in a specialized field; these Faculty are not eligible for tenure-track appointments. Adjunct Faculty who have an earned doctorate or a master’s degree in an appropriate area and who have teaching experience may supplement, on a semester to semester basis the full-time Faculty, as needed.

Tenure Process

The tenure process for full-time tenure-track Faculty is fully described in the new Faculty Handbook on pages 51-59. In an effort to help tenure-track Faculty members succeed in their eventual bid for tenure, the process includes a pre-tenure consultation generally conducted during the fall of the Faculty member’s third year of full-time teaching. This review fully mirrors the tenure evaluation up to involvement by the Vice President of Academic affairs.

Both the process of applying for tenure and the pre-tenure consultation require detailed steps in which the Faculty member assembles his or her tenure dossier (or pre-tenure portfolio) which is reviewed by the Department Chair, Faculty Senate representatives and the Vice President of Academic Affairs. In addition, classroom observations of the Faculty member’s teaching are performed by the department chair, Faculty Senate representatives and the Vice President of Academic Affairs.

During 2014/2015 academic year one Faculty member applied for and was granted tenure and four Faculty members applied for pre-tenure evaluations. One suggestion for improvement in this process concerned the distribution of tenure materials. Currently all materials are sent to an outside vendor to be copied for the various reviewers. It has been suggested by the Faculty Senate President that all copies be more carefully bookmarked by the vendors to make the review more efficient. It has also
been suggested that electronic copies be made available. The review of one tenure application as well as four pre-tenure applications was a substantial increase in workload for those involved. Recognizing the importance of this work, for this iteration, some flexibility in the scheduling was agreed upon by both the administration and the Faculty Senate. It is believed that as the institution moves forward the addition of newly tenured Faculty members will increase the number of peer-reviewers and thus allow the process to proceed more smoothly.

Appendix – 7-15 Faculty handbook pages 51-59 detail tenure process

All Faculty and staff are also encouraged to continue their education beyond the level at which they were appointed. To support continuing education, Vaughn College makes tuition support and funding available to Faculty and staff for advanced degree programs, conference attendance and membership in professional associations.

All Faculty members are reviewed, at a minimum, by a student assessment survey conducted near the end of each semester. Students are asked to provide anonymously their evaluation of the Faculty member, course content and related materials. These evaluations are reviewed by the Faculty member and Departmental Chair to evaluate the Faculty member’s performance and determine any corrective steps, if any, that need to be taken. In addition, full-time Faculty members have an annual review of their performance, progress and institutional involvement.

Appendix 7-16 Faculty evaluation form

Recommendations
Further capitalize on the industrial expertise of our excellent part-time faculty members by formally including them as part of our various continuous improvement committees. Continue to monitor the ratio of full-time to part-time faculty and enhance the strong connections to their Department goals and objectives.

Strengthen the ties of the Aviation Training Institute faculty with the main campus and academic faculty by:
   a) Conducting professional development events that include both groups.
   b) Relocating more of our meetings attended by both groups to the Astoria facility.

Utilizing the work from our Self-Study, conduct professional development sessions for all full-time Faculty to prepare them for work on the next strategic plan.

Expand on the progress made with the AVID training to faculty from all departments.
Chapter 8: Educational Offerings

Introduction
The mission of Vaughn College is to provide students with a distinctive education that prepares them for successful careers, as well as to foster in each student qualities of personal growth and leadership. In working to fulfill the mission, the College implemented a yearlong program review in 2011 and an update of its strategic plan in 2012. In addition, in 2014 we began a review of all syllabi. Course syllabi are continually monitored and remain up to date. The result has been significant developments in the institution’s academic and training programs, in which the Faculty has taken on a major role in program improvement within a strong academic structure firmly in compliance with Standard 11.

As called for in Vaughn’s mission, these programs provide students with the theoretical, analytical and technical skills needed to achieve professional success. The academic departments are organized around the following areas of specialization:

<table>
<thead>
<tr>
<th>Engineering and Technology</th>
<th>Aviation</th>
<th>Management</th>
<th>Arts and Science</th>
<th>Aviation Training Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeronautical Engineering Technology (AAS)</td>
<td>Aeronautical Science (BS)</td>
<td>Airline Management (Certificate, BS)</td>
<td>No degree programs offered. All General Education courses (Math, English, Science, History, etc.) offered through this department.</td>
<td>Aviation Maintenance (Certificate, AOS)</td>
</tr>
<tr>
<td>Animation and Digital Technologies (AAS)</td>
<td>Aircraft Operations (AAS, BS)</td>
<td>Airport Management (Certificate, AAS, BS, MS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering (BS)</td>
<td>Aviation Maintenance (AAS, BS)</td>
<td>General Management (BS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering Technology- Avionics (AAS, BS)</td>
<td>Aviation Maintenance Management (AAS, BS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering Technology- General (BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering (BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technology- Aeronautical (BS)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technology- Computer-Aided Design (BS)</td>
<td></td>
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<td>Mechatronic Engineering (BS)</td>
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Vaughn College provides an exceptional environment for the instruction, counsel and guidance of students. Our facilities include state-of-the-art laboratories to support programs within all fields studied by students. College labs have received significant upgrades in equipment in the last several
The Vaughn Program Review

During the 2010/2011 academic year, the institution performed a complete review of all academic and training programs both offered and potentially offered. During this program review groups of Faculty, staff and students studied and ranked programs according to marketability, cost, quality and mission-centeredness. At various stages of the review, new developments were presented to the campus community in open campus meetings. After these open meetings the programs were ranked according to the four perspectives. Ranked highest overall in potential were Mechanical and Electrical Engineering. The following year, when Vaughn’s Strategic Agenda was aligned with the program review, Vaughn included a BS in both Electrical and Mechanical Engineering. Directly thereafter the Faculty developed the curricula and determined laboratory requirements that would utilize existing resources in the ABET designed Mechatronics and Electrical Engineering Technology Programs. The Mechanical Engineering program was approved by the New York State Education Department (NYSED) on January 22, 2015 and first offered in fall 2015, shortly after the curriculum for this Program was presented to the engineering and technologies advisory council at Vaughn’s Annual Technology Day Conference in April 23, 2015. There are currently 10 students enrolled in this program.

The Electrical Engineering Program at Vaughn was approved by NYSED on October 5, 2015. Its curriculum committee met on November 12 and December 17, 2015 in order to outline the preliminary steps to begin this Program. The EE program was introduced to the Engineering and Technologies advisory council during our Annual Technology Day Conference on April 28, 2016 and was launched in the fall of 2016. The Program launches Fall of 2016.

Appendix 8-1 Detail on the Academic Program Review
Appendix 8-2 Detail on the Mechanical and Electrical Engineering Programs

The Aviation Training Institute

Ever since our founding as the Casey Jones School of Aeronautics, named after Casey Jones, a pioneer aviator and aviation company executive, our institution has been dedicated to the design, construction and service of aircraft and engines. From the time Mayor Fiorello Henry LaGuardia laid the cornerstone of the building in 1940 the school has evolved from its original inception as an aviation maintenance training institution.

As a part of its 2001 Strategic Agenda, Vaughn has established two distinct centers of learning: one for academic learning, and another for aviation maintenance training, called the Aviation Training Institute (ATI). ATI offers an Associate in Occupational Studies (AOS) and a certificate program in Airframe and Powerplant Technology. Students, who have achieved a high school diploma, or equivalency, are eligible for the AOS degree. This program prepares students for the Federal Aviation Administration’s (FAA) Airframe and Powerplant (A&P) certification tests, which includes written, oral and practical exams. The program consists of 1,920 hours as mandated by the FAA. The FAA appoints a Principal Maintenance Inspector (PMI) and a Principal Avionics Inspector (PAI) who regularly visits the institution and ensures program quality. Vaughn is one of the highest
producers of technicians in the country and has a high pass rate on the FAA written exams based on national data. Students who complete the AOS program are awarded 30 college credits, which can be applied to the AAS in Aviation Maintenance, the BS in Aviation Maintenance or the BS in Aviation Maintenance Management.

Appendix 8-3 Information on the Pass Rates of ATI students
Appendix 8-4 More information on the ATI program

Aviation Department Laboratories
To assure ATI students receive the adequate hands on training, Vaughn offers safe laboratory space to its Faculty and students. All laboratories can typically accommodate class sizes up to 30 students and facilities conform to applicable federal, state, and local safety and environmental codes. Facilities continually are maintained to same standards under which the most recent FAA approval was granted. Laboratory space is properly lighted with the necessary environmental controls for their location and use. Laboratories include the appropriate electrical, compressed air, parts cleaning, work benches, and storage space as applicable for its intended use. Our hangar and aircraft compound area houses many engines and aircraft including a variety of Cessna and Beechcraft aircraft.

The compound area also contains a variety of operational aircraft engine test cells that allow for controlled and safe operations and troubleshooting of these engines. The hangar itself is home to a turbine engine laboratory with relevant equipment. State-of-the-art paint facilities as well as one of a kind welding lab are also provided in the hangar area. The main campus building also contains advanced composite laboratories where students receive hands on training in advanced repair techniques as well as sheet metal laboratories where structural and non-structural repair skills are developed.

In 2014, the Astoria campus was opened in response to growing needs of Vaughn College. This campus houses many maintenance-based laboratories including non-destructive testing, airframe and powerplant electrical labs, as well as a variety of engine accessory laboratories. The hydraulic and landing gear laboratory houses a Boeing 747 landing gear providing students with experiences in the most current line maintenance tasks for brake repair, tire changes and anti-skid system work, skills they will likely need as they begin their careers. The reciprocating engine lab provides students with extensive engine teardown and inspection and repair techniques assuring a complete and well-rounded maintenance program.

Academic Programs
Each of the College’s academic degrees consists of three components: General Education, Core Education in the specific discipline and Specialized Education in the specific discipline. For the General Education component, associate degree programs require at least 30 credits, while the bachelor degree programs require at least 60 credits. General Education courses provide students with basic skills in nine competencies which were developed during the College’s two-phased General Education review conducted during the 2013/2014 and 2014/2015 academic years. In addition to General Education, Associate Degree Program students are required to take a minimum of
30 credits in their major area, and BS Degree Program students are required to take a minimum of 60 credits in their major area. These major area courses provide students with professional skills in their chosen field of study and prepare them to practice those skills in their careers.

**Academic Assessment**
In order to ensure the effectiveness of course offerings in providing students with appropriate skills, academic departments have defined assessment plans to evaluate the attainment of student learning outcomes within each academic program. These plans include Program Educational Objectives (PEOs) consistent with the College’s mission and aligned with program needs, as well as a process for the development, revision and assessment of these objectives. The College maps courses to these Student Learning Objectives (SLOs) which are aligned with the PEOs, and we also employ a systematic process for their assessment. On the course level, the institution employs Faculty assessments, learning outcomes and action plans in a continuous improvement process.

**Engineering and Technology Department**
Mechatronic Engineering Program has the distinction of being one of only four ABET-accredited Programs in the United States. It received its first accreditation in 2013 by the Engineering Accreditation Commission of ABET (EAC-ABET) for the maximum possible accreditation term of six years. In 2013 Vaughn’s Engineering Technology programs were reaccreditation by the Engineering Technology Accreditation Commission of ABET (ETAC-ABET) for the maximum possible six years as well. In addition, Vaughn’s Engineering Technology programs have the distinction of being the longest accredited Engineering Technology programs in the United States. As the Electrical and Mechanical Engineering programs are new, upon graduation by first cohort, the Department will seek accreditation for its new programs.

**Continuous Improvement of the Core Curriculum**
The Engineering and Technology Department strives to maintain the quality of the core curriculum and to prepare students for life after graduation. In order to achieve these objectives the Department developed programs with a well thought out prerequisite structure in which students receive courses with computer applications and hands-on, project-based learning along with a capstone degree project for real-world application, as well as internship programs. Students achieve further preparation for post-graduation through College supported professional conference presentations, publications, professional club activities, robotics and unmanned aerial vehicle competitions and scholarly activities. The Engineering and Technology Department also has a documented process for the successful attainment of student learning outcomes for every program within the Department.

**Appendix 8-5: ABET Self-study, Criterion 5 – Curriculum**
**Appendix 8-6: ABET Self-Study, Criterion 4 – Continuous Improvement**
**Appendix 8-7 Vaughn College Journal of Engineering and Technology**

**Laboratories**
The Engineering and Technology laboratories allow students to practice and employ techniques that they will use in industry. This experience qualifies students for immediate employment in positions requiring specialized knowledge. An important emphasis in the Engineering and Technology

These laboratories are maintained and updated on an ongoing basis by the Department’s Faculty. From time to time, the Department Chairperson and Faculty pursue various grant funding opportunities to enhance and update these laboratories. In addition, the Engineering and Technology department students have access to Vaughn’s computer laboratories and other academic facilities (such as the Library, Physics laboratories, Teaching and Learning Center, Distance Education, Hanger, Test Cells and Composites laboratories).

Most recently, as part of the US Department of Education Title III HSI-STEM grant, the Engineering and Technology Department purchased equipment and has established two new laboratories, a Machine Shop and 3D Prototyping Innovation Center. These laboratories will support its newest Mechanical Engineering Program and further enhance existing programs.

Appendix 8-8: Details of equipment purchased for the Engineering and Technology Programs. Appendix 8-9 – Criterion 7 (facilities) of the ABET Self-study report

Management Department
Programs Offered

All of the Degrees within the Management Department are accredited by the International Assembly on Collegiate Business Education (IACBE). The Management Department prepared a self-study for a comprehensive review by IACBE which took place in the Fall of 2016. In December 2016, the International Assembly of Collegiate Business Education granted the Vaughn College Management Department reaffirmation of accreditation for the Airport Management, Airline Management, and General Management Programs at Vaughn College.

In the Introduction to Management course students learn how to plan, organize and lead a private or public sector organization. They learn how to apply practical knowledge gained through the study of actual business cases in Management. Students in these courses work together on group presentations for which they critique and analyze current management issues. In the Management Capstone course students study the principles of running a company in a simulated web-based environment. They are divided into teams and given a simulated company to manage in competition with other teams. The students thus learn whether they are competent enough to run a company through their participation in Comp-XM (Competency Exam) developed and administered by CAPSIM, the developer and provider of the simulation.

Curricula for all the Management Department programs have been designed to meet the program-
specific IACBE criteria and the criteria provided by the New York State Department of Education. Based on these criteria and the broad student learning outcomes consistent with the mission, the Program-specific learning outcomes have been defined.

Appendix 8-10: The Management Departments IACBE Self-Study and Assessment Plans

Aviation Department
The Program offerings of this Department are of particular significance and relevance to Vaughn’s mission due to their direct linkage with Vaughn’s heritage. The AAS and BS programs in Aircraft Operations prepare students for careers as pilots, flight instructors, ground instructors, flight dispatchers, aviation administrators or air traffic controllers. Additionally, the College is one of only 33 institutions approved by the Federal Aviation Administration (FAA) to participate in its Air Traffic–Collegiate Training Initiative. As a part of this initiative, the Aviation Department offers a sequence of five courses in air traffic control that prepare students for careers as air traffic controllers. Upon graduation and successful completion of the four air traffic control courses and a capstone course, students can be recommended to the FAA for hiring as air traffic controllers. This program was eliminated by the FAA in December of 2013, resulting in a significant loss in students and subsequent revenue. The program was recently reinstated after a law was passed by Congress. Vaughn is awaiting information from the FAA about the process for reinstatement.

Enrollment in the AAS and BS in Flight Operations program has shown steady growth during the past several years and has been a major feeder program into our Management Programs when students experience issues with flight training, mostly around the high cost.

In response to student need for a more economically viable training option, the Department submitted an Aeronautical Sciences BS Degree to New York State’s Department of Education for approval. That degree was first offered in spring 2015 and immediately was appreciated by our student pilots. The Aeronautical Science degree has essentially the same course requirements as Aircraft Operations, but with fewer flight-related courses and no strict timetable for flight certificate completions.

As global economies expand and airlines take delivery of tens of thousands of new commercial jetliners over the next 20 years, there will be unprecedented demand for people to fly and maintain these airplanes. To meet this tremendous growth, the 2016 Boeing Pilot and Technician Outlook forecasts that between now and 2035, the aviation industry will need to supply more than two million new aviation personnel—617,000 commercial airline pilots, 679,000 maintenance technicians, and 814,000 cabin crew.

Based on the broad student learning outcomes defined in the assessment plan, program specific learning outcomes have been defined for each of the aviation programs. For example, students in FLT110 are expected to obtain the knowledge and meet the requirements specified in Federal Aviation Regulation 61.105 to pass the Private Pilot Knowledge Test. Graduates of this program obtain positions requiring expertise in aircraft operations, mission support, traffic control, and system design and maintenance. In FLT241 Aviation Safety, students learn the hazard identification
process, risk and the associated consequences of taking risks, and unacceptable and acceptable risk taking. Assessment of these skills is aided by the Conceptual Casual Models of accident investigations using National Transportation Safety Board final reports of accidents. Additionally, students create a presentation to promote safety procedures for the organization. In FLT470 Certified Flight Instructor students obtain the aeronautical knowledge and requirements set forth by the Federal Aviation Regulations Part 61, Subpart H. Students must attend all classes and pass the FAA Flight Instructor, the FAA Knowledge, and the Advanced Ground Instructor tests.

Specialized Accreditation in Aviation
The Aviation Department decided that accreditation by a recognized organization, the Aviation Accreditation Board International (AABI), should be sought. To begin this process, Vaughn hired a new Department Chair in September 2014, who had extensive experience with AABI accreditation methods, and lengthy careers in both military and civil aviation. The new Chair was also tasked with implementing and documenting the FAA Part 141 training program, beginning in January 2015, and the FAA Restricted Air Transport Pilot program, authorized in July 2015. The AABI application draft is nearly complete and will be submitted in spring 2017. The AABI self-study year will take place in spring and fall 2017, with an accreditation visit planned for spring 2018. The Department sees great value in its partnerships with the FAA and adherence to the strict assessment and continuous improvement regimen required by AABI.

Appendix 8-11 AABI-Accreditation Documents(2)

Laboratories
The laboratory portions of Flight courses include the use of computer-based simulators for students’ training and to meet course requirements. In addition, the Department has acquired a Microsoft Windows based flight simulator program to ensure students have daily access to an easy-to-use simulation.

In 2013, Vaughn purchased air traffic control simulation equipment. We decided to purchase an air traffic control tower simulator and a radar simulator by UFA Inc. UFA Inc. is one of the leading providers of air traffic simulation and voice technologies providing air traffic control tower and radar simulation for civil aviation, military, and universities worldwide. The simulators were installed in November 2013, and we began building laboratory scenario projects to meet level four FAA standards offering high-level classroom and simulator training.

Vaughn’s simulator instructors, who are retired FAA Controllers from all four FAA environments: Tower, TRACON, Enroute, and Automated Flight Service Station. They developed lab scenarios designed to develop routine problem-solving processes to adapt the student to real-life air traffic control situations. For example, at the Vaughn Tower Simulator workstation the student controller must demonstrate a working knowledge of the airport layout and Class D airspace in accordance with FAA Order 7110.65, and must demonstrate utilization of standard phraseology, application of wake turbulence standards, and issuance or traffic advisories on both the Local and Ground Tower positions. Vaughn College works to replicate FAA training that is delivered in Oklahoma City.
In the simulator Vaughn employs ATCoach, which is one of the leading Air Traffic Control Simulation technologies for an Air Traffic Controller Training System. The ATCoach enables multiple Controller Trainees to perform controller functions in simulated exercises that replicate circumstances they will encounter in the real-life performances of their duties. The trainees perform the exercises at workstations similar to actual controller workstations and display mechanisms. These simulations are designed by retired air traffic control specialists to provide specific lessons to the trainees. The simulations are interactive; even the role of aircraft pilots can be enacted by student pseudo pilots who perform navigation activities and respond to the commands of the controller trainees through a separate computer screen interface, all while being observed by Vaughn instructors.

Throughout the period 2010 to 2015, various flight simulation devices were also purchased and installed. These devices are really what make it possible to teach flying to college students in the heart of New York City. The simulators allow instructors to make the translation from the theoretical flight courses to the reality of implementing those theories in an electronically generated and manually flown “airplane.” As a result of having this lab, all of our flight academic classes include a multi-hour laboratory component.

**Recommendations**

Academic departments should conduct annual documented reviews of the status of their programs from the standpoint of mission and qualitative improvement.

Academic departments should continue working toward the improvement of assessment instruments informed by best practices and the requirements of their specialized accreditors (where applicable).

Within the field of Aviation, pilot graduates tend to change airlines and locations as they gain experience. The College thus finds it difficult to maintain a current and active alumni base among our graduates. A committee needs to be formed to investigate possible solutions to this challenge.
Chapter 9 - General Education

Introduction
General Education competencies, which produce well-rounded students with professional and civic values, are infused throughout both professional and academic courses offered at the institution. As a support Department to the specific technological career programs at the College, the Arts and Sciences curriculum is also designed to ensure that students acquire and demonstrate college-level competence in oral and written communication, scientific and quantitative reasoning, critical analysis and technological competency. Based on the analysis of the work that has been done in General Education, the institution is in compliance with Standard 12.

The Arts and Sciences Department provides all General Education Faculty with a copy of Vaughn’s General Education objectives with guidelines for assessment. At an annual meeting, Faculty share their ideas and best practices, and the Department acts as needed to address any difficulties which have come to light concerning how our General Education goals are being fulfilled at the College. It is also the case that Vaughn encourages research and professional activities which extend the practical application of scientific knowledge, specifically in the fields of Engineering, Technology and Aviation, to societal and industrial needs. Providing an opportunity to more regularly discuss General Education best practices, and for faculty to share their ideas, would allow the Department to address any difficulties concerning how the General Education goals are being fulfilled and to promote continuous improvement.

Our institution seeks not only to train our students in their specific technical disciplines, but also to provide them with the fundamentals of a liberal education that further enhances our compliance with Standard 12. We believe it is essential for our students to obtain a broader view of how their technical major fits into the rest of the world. Therefore, when students are exposed to the arts by learning, for example, how to dissect methodically the structure of a short story, this analysis has fruitful application within other fields of endeavor. Exposure to the arts enriches student creativity and enhances their ability to develop new ideas in any discipline. For example, in May 2016, the celebrated American poet Phillis Levin gave an invited reading at Vaughn College, more than one hundred students attended. She stayed longer than her one hour booking in order to answer all of the questions which continued to pour in from science majors who were eager to understand the creative process. Because of the considerable academic and social benefits, as well as personal enrichment, to be derived from exposure to the arts, it is an objective of the College English program to familiarize students with poetry, drama, short stories and the novel in the ENG120 core English course.

New concepts in critical thinking and analysis are further stimulated through events held at the College such as Vaughn adjunct Professor Vladimir Tarnovsky’s February 2015 “Lecture on Black Holes” and Vaughn adjunct Professor Abhinandan Chowdhury’s April 2015 lecture “Geometry Beyond the Plane.” To increase the opportunities for the College to improve student learning, the Department is considering making these lectures mandatory for students, which the Writing program for Developmental students currently requires. Vaughn’s contribution to critical thinking and analysis was enriched when the College was chosen as the site of the April 2016 annual meeting of
the Mathematical Association of America.

A second element of our Mission Statement specifically correlates with the General Education competency of information literacy. The Mission Statement explicitly addresses the need to integrate technology into our academic programs while emphasizing communication and analytical skills. Mission Statement Element Two: Integrating technology into academic programs, while emphasizing communication and analytical skills. (College Catalog 2015-2016, p.2)

Communication, critical thinking, technological literacy and collaboration are of uppermost value to employers as well. At Vaughn’s annual Industry Advisory Council meetings and at career fairs, employers provide feedback on the importance of the student’s possession of these skills. The College thus seeks through its General Education program to produce both academically prepared and employment ready students who also demonstrate teamwork and adaptability.

Due to our increasingly global society and Vaughn’s specific mission to “welcome men and women from all racial, cultural, ethnic and religious backgrounds” our institution is committed, on all levels, to fostering cultural awareness not only within the Liberal Arts curriculum, but also among the administration, Faculty and the entire student body. Furthermore, as a product of our mission to educate our students “about how to become responsible citizens” ethics and values are also embedded within many of the courses offered within the Arts and Sciences Department.

The College began the reform of its General Education policy four years ago. The Periodic Review Report’s main recommendation at that time was:

*Vaughn has established plans and guidelines for fully implementing the requirements of Standard 12 regarding the required components for General Education, but these plans have not been fully implemented across all programs and not all Faculty have been trained to implement the plans. A training program is needed and the various curricula need to be updated to fully meet the requirements.*

**Advancement Via Individual Determination (AVID)**

In regards to the training program recommendation, Vaughn College has attained a Title V grant for the adoption of the program: Advancement Via Individual Determination (AVID), a student success initiative which trains instructors in the practiced institutional strategies most beneficial to students who are traditionally underrepresented in college. The AVID initiative was first introduced at Vaughn in July 2015 when four Faculty members from Math and English, as well as staff from the academic support services division, completed the AVID Summer Training Institute in San Diego, CA. Since that institute, the College has held 12 certified AVID training institutes for Arts and Sciences Faculty on the Vaughn campus. Additionally, in December 2016 three Vaughn instructors attended the 2016 AVID Training Institute in Dallas, TX. Strategies covered in the training sessions all focus on the General Education goals of oral and written communication, focused note-taking, strategies for critical thinking, inquiry and levels of thinking, collaboration and academic reading.

**Appendix 9-1 Supporting documentation on AVID**
General Education Review
Based on the recommendations of Vaughn’s last Self-Study, the College has spent two years restructuring its General Education curriculum. The first phase concentrated on Humanities and Social Sciences, the second phase on Math and Science. Students now take a course distribution which ensures they cover the nine basic competencies: oral communication, written communication, critical thinking, scientific reasoning, technical skills, information literacy, values and ethics, and diverse perspectives. According to the current catalog, each curriculum and program lists a General Education section in the grid of courses and credits required. Fifty percent of the Vaughn degree programs must be General Education courses.

When Vaughn reformed its General Education program it also created more flexibility in the curriculum by adding more course selections and enabling students to transfer credits from other degrees and institutions. An example of this increased flexibility is that transfers who take a laboratory science besides physics can transfer the lab science credits to Vaughn. Statistics has been added as a course choice in the Management Program. This flexibility enables the College to more readily accept transfer credit. A further rationale behind these changes is the College’s decision to move away from course-based competencies and toward competency-based learning allows for students to pursue coursework most appropriate to their field of study. The General Education program is thus more focused now on student learning outcomes in the sequencing of courses.

Since it is essential to determine how well our General Education curriculum helps our students achieve the goals of the College, we have administered a survey to all General Education students asking them about which aspects of the courses best helped them achieve the learning goals. When The National Survey of Student Engagement (NSSE), an institution wide student survey, was administered at the College in 2013, there were observable improvements over previous test results, and most students (83%) indicated their educational experience was either “excellent” or “good.” The Student Instructional Rating Survey (SIRS) which is systematically distributed each semester is yet another measure of student achievement of learning goals. In order to obtain a more definitive picture of the degree to which students obtain the General Education goals it would be helpful to correlate the GE objectives with corresponding standards on the SIRS. This suggestion, which occurred within the Arts and Sciences Department, would likely lead to identification of areas for improvement and recommendations for action. Once these areas are identified, Faculty could discuss ideas for improvement. The SIRS is currently being used to assist Faculty in improving their pedagogical practices, and meetings and classroom observations occur if deemed necessary by the Chair.

Appendix 9-2 Supporting documentation on the General Education review

General Education Assessment – The Three Question Assessment
Means of assessing student learning also became an important focus in restructuring the General Education Program. The three question assessments were adopted, first in Math, English and Physics in 2014 and then more broadly adopted in most courses across the Arts and Sciences curricula in 2015-2016. These questions, which were developed by Department Committees, correlate with each course’s objectives, all of which are based on the standards of General Education. These assessments
represent a significant effort by the College to focus on General Education based student learning outcomes. At a meeting between the Institutional Researcher and members of the Arts and Sciences Department Faculty, the observation was made that instead of choosing a randomized selection of classes for the administration of the three question assessment, a larger sample of classes should be chosen in order for the results to be more meaningful.

Appendix 9-3 Supporting documentation on the three question assessment
Appendix 9-4 General Education SLOs and Curriculum Map

General Education Assessment – Pre-and Post-Exams in Mathematics
As a refinement of the Math program, in order to have it correspond more closely with the goals of General Education, the Math Faculty introduced pre- and post-testing in developmental math. The current plan is to expand pre- and post-testing throughout the entire Mathematics curriculum. The tests for developmental math were created by Faculty teaching the courses, and each question tests the student’s mastery of key mathematical concepts specified in the course syllabus. Weekly meetings occurred among the Math Faculty, over a four-year period, in which student learning outcomes and lesson plans were analyzed and revised. The Japanese concept of the lesson plan was introduced in which the best approach to a particular mathematics concept is formulated and then instructors all use this lesson plan in their classrooms. These lessons are videotaped, and following these classes instructors met to discuss the strengths and weaknesses of the particular lesson in their classrooms, and the lessons are thus continually revised and improved in an ongoing process. This detailed pedagogical approach maximizes the likelihood that students will accomplish course learning outcomes based on critical thinking and quantitative reasoning.

On the basis of these assessments, the learning outcomes in the Arts and Sciences courses are being met insofar as these assessments will form the baseline for longitudinal studies leading to continuous improvement.

Collaborative learning, involving students working in groups of two or more in order to construct solutions is also central to the oral and written communication goals of General Education. Collaborative learning is a principal educational approach of AVID training which was adopted at Vaughn College. Learning communities, a form of collaborative learning, occur at Vaughn in the pairing together of two courses with the same cohort of students and intersections in three basic areas in the curriculum. These communities give students broad exposure to different academic areas. The Global Civilization and Physics course pairing, for example, allows students to see the connection between Science and History. Developmental Math and English were paired in order to refine and improve the assessment and retention of these students. As a result of the formation of this learning community an Accelerated Learning Program in Developmental Math and English was established. One of the benefits of this program is that students are more apt to learn when they no longer feel stigmatized by placement in a class of solely developmental students. The students chosen for this program, who scored on the high-end of the Accuplacer Placement Test, are placed in freshman-level English and Math classes, while at the same time they are given additional tutoring to ensure their successful completion of these classes.
Learning Communities

As a further example of the efficacy of this new emphasis on learning communities, members of the English Faculty met with members of the Aviation Department to examine samples of student writing assignments with the chief goal of targeting student writing needs. As a result of their meetings, instructors in ENG110 now include articles pertinent to the aviation industry in their student writing assignments, so that students will be learning about relevant industry topics at the same time they are learning writing communication.

Additionally, many Faculty expressed concerns about students’ challenges in expressing themselves, particularly English as a Second Language students. As an aspect of the new Title V SOAR Grant (Supporting Outstanding Achievement and Retention for Hispanic and Other High-Need Students), Academic Support Staff and Faculty from all departments established a full-time Writing Center with its own dedicated space in the Teaching and Learning Center to provide support for writing across the curriculum.

Also, as part of our SOAR Grant, plans are currently underway to work with LaGuardia Community College to establish a joint Learning Community Project involving Engineering students at Vaughn. As part of this joint venture, Vaughn will receive training workshops from LaGuardia Faculty on the benefits and pitfalls of integration, comparing syllabi for the various courses, developing assignments, integrating field trips, and fostering team time. Once these communities are up and running, we will continue to meet once a month with LaGuardia Faculty to discuss how they are proceeding and refining assignments. Each team will present their work to each other for feedback and reflection.

Supplemental Instruction

The concept of Supplemental Instructors (SIs), whereby students who have achieved a final grade of “B” or better provide additional time for students to review course material, also reinforces the goals of General Education by promoting collaboration and leadership. Students who are SIs have an opportunity to deepen their own knowledge while assisting students in difficult courses with mastery of the material. The Program has been employed in Math, Science, Engineering and Engineering Technology courses at Vaughn.

The AVID program established at Vaughn includes SIs in these training sessions. AVID trained peer instructors use the Socratic approach in the classroom, which enables students to understand complex ideas through dialogue. These interpersonal and critical analysis skills are integral to General Education’s objectives.

Vaughn Library

In 2014, new $4 million Library was completed, and includes computer and online library resources.
including 28 computers and 200,000 full text books. Students now have access to Ebrary, Proquest, Ebsco, Gale and Lexus Nexus and more than 28,000 titles for journals, periodicals and newspapers. All of these improved resources enable students to increase their technological competence and information literacy, key components in General Education. A further initiative which reinforces these information literacy goals is the new requirement in ENG110 and ENG120 that students receive classes in informational literacy from the Librarian. Since these are core courses, students learn how to fully utilize the Library resources early in their programs, and they are presented with lessons covering the General Education literacy and research skills needed in all of their coursework. For more detail on the Vaughn Library visit https://www.vaughn.edu/library/

Appendix 9-8 More Detail on Vaughn’s Library holdings

Vaughn’s freshman writing program is also involved in developing in its students the General Education skill of critical thinking, with the introduction of AVID critical-thinking templates which have been explained and distributed to all writing instructors, and these critical thinking and writing strategies have been incorporated into composition classes.

The ethical values component of General Education was incorporated into ENG110 in 2016 with the newly added objective students will “identify an ethical issue, and be able to articulate why a specific course of action is ethically defensible.” In ENG110, students learn how to write an argumentative essay in which they must persuade readers in a matter related to either personal or social ethics.

The educational value of diversity, in which students learn about the differences among human cultures in ethnicity and communication, is explored in HUM251, HIS141, ENG120, ENG210 and ENG220. In these courses, it is a stated objective that students obtain a reasoned understanding of cultural ideas different from their own. The writing program and literature instructors are encouraged to draw on an anthology of central texts that help students to consider and to challenge multiple points of view. The AVID program also trains instructors in the adoption of classroom exercises, such as the Socratic seminar, in which students develop listening and dialogue skills and they learn how to search for the strengths in all points of view.

At Vaughn College, the Faculty also strives to prepare undergraduates to make effective oral presentations. From the time that students start their freshman year until graduation, there is an emphasis on developing written and oral communication skills. The freshman year initiative (FYI101), in which students learn teamwork and communication, is an early introduction to developing communication skills. Soon after, Vaughn students are required to take ENG290 Public Speaking. This course gives the student an opportunity to design, organize, and practice several aspects of public speaking, and covers methods for informing, arguing, and persuading while emphasizing self-presentation and the use of illustrative materials. As students progress in their majors, many courses, such as ENG110, require them to make class presentations for successful completion of the course.

Appendix 9-9 Syllabi for General Education Courses

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There are many additional avenues for students to research, write and present papers, such as at Vaughn’s Annual Technology Day, or at technical conferences such as the Latin America Caribbean Consortium of Engineering Institutions, American Society of Engineering Education, New York Association of Airport Managers and others. Student papers that are presented at Technology Day are evaluated by a team of industry evaluators.

**Appendix 9-10 Evaluation form filled out for student presentations by objective industry personnel.**

According to the annual internship survey conducted by the Engineering and Technology Department, 20% of students who participated in an engineering internship program needed to improve their communication skills. As a result of this finding, the English Faculty met with the Engineering and Technology Department to come up with an action plan for improving oral communication skills. It was agreed that oral presentations would be made a requirement for students in the core course of ENG110.

In their senior year, all Vaughn students are required to successfully complete their capstone degree project. This is a major undertaking involving many presentations by the student, from the time a tentative proposal is put forth and eventually approved by the Faculty to when progress reports are submitted, and, finally, when the project is built and defended before an audience of Faculty and peers. Along with the technical evaluation, the student is graded on the quality of the presentation. As shown in the evaluation form, the student is graded on the nine points related to the communication skills displayed in the presentation.

**Appendix 9-11 Evaluation form that Faculty judges fill out after a student presentation of the capstone degree project**

Ultimately, Vaughn College students attend a career fair and submit resumes where their communication skills are put to a test in marketing their newly acquired skills to the industry. It is at this time that the communication skills gained at the College are most important to the graduate. After a student graduates and is employed, the employer is asked to evaluate the work performance of the recent Vaughn College graduate. The eleven-question survey includes questions regarding the new employee’s communication skills as well as his or her respect for diversity and technical performance. If a trend is identified, the institution uses these employer surveys to institute changes to the programs in order to improve the skills presented by future graduates.

Further resources enhance the transmission of General Education objectives, such as the Teaching and Learning Center, which recently added resources to the Writing Center, and also provides a language lab and a tutoring area where students have access to an English as a New Language instructor who assists them in both the understanding and completion of assignments. Smart Boards have also been added to almost all classrooms and study areas at the College to reinforce classroom learning and to enable the capturing of lectures for possible online transmission.
**Recommendations**

In addition to the annual General Education meeting, develop ongoing opportunities to analyze the strengths and weaknesses of our current practices and to plan future improvements. Faculty committees should continue to develop methods of assessment of student skills and abilities pertaining to the General Education objectives.

Utilizing the two staff members who manage the newly expanded Writing Center, develop a process to include Faculty members from all Departments in the use of the Center to support writing across the curriculum.

Develop a model for additional monitoring of General Education goals that incorporates use of the SIRS data (student course evaluations) at the departmental level.
Chapter 10 – Related Educational Offerings

Introduction
Vaughn’s mission states that Vaughn is committed to “serving the industries that employ our graduates by providing an innovative curriculum responsive to changing needs, covering a broad spectrum, from leading-edge certification and training to baccalaureate aviation, management, engineering and engineering technology degree programs”. As part of the fulfillment of its mission Vaughn offers certificate programs in the fields of aviation and aviation management. The mission also states that we are committed to “Providing students with the theoretical knowledge and practical skills they need to achieve professional success in their chosen careers.” In order to assure the accomplishment of this goal, upon admission to the College, all academic students are tested and placed in initial courses most appropriate to their academic level. This is done through both the the Accuplacer exam and SAT scores. In some cases, students are required to take developmental level courses. Vaughn prides itself on the dedication and care that Faculty has given to our developmental courses in Math and English and in the support students receive both in advisement and academic support services.

Finally, as our mission states that we will “integrate technology into our academic programs,” through the Department of Distance Learning and our learning management system, Sakai, we have incorporated both fully online courses and hybrid courses, such that we are in compliance with standard 13. For information on Vaughn’s website on our certificate programs visit the College website at: https://www.vaughn.edu/aviation-certificates-programs/

FAA Certifications
Airframe and Powerplant Program
The ATI programs are offered under the Federal Aviation Administration (FAA) approved training program. The ATI’s curriculum manual outlines the learning outcomes that are expected from each lecture and laboratory course as well as the grading guidelines for determining student competence. In addition, this program has a strict attendance policy. Any time missed in any class must be made-up within a prescribed period and students may not miss more than a total of 15 percent of any course or they will receive a failing grade.

Each Faculty member must maintain a course roster. The contents of the rosters are the required by FAA and include the number of hours fulfilled by each student on a required learning outcome as well as the score for quizzes, tests and projects. These rosters must be continually updated and may be requested by a visiting FAA inspector at any time.

To assure program quality, all ATI Faculty are evaluated annually in lectures and laboratory classes by the Vice President of Training or a designee. This evaluation process ensures the highest level of teaching excellence, and provides for Faculty member's professional growth and development. In addition, in order to ensure that students have achieved the knowledge offered in each course required for the Airframe and Powerplant certificate, each student, after the successful completion of all courses, must enroll in AA02 Airframe and General Review and PP02 Powerplant Review.
Students take a test after each unit in both AA02 and PP02 and must pass a screening test with a 90 percent or better grade in order to successfully pass the course. Once students have completed all course requirements and successfully passed AA02 and PP02, they can sit for the Federal Aviation Administered examinations including a written, oral and practical test. In Appendix 10-1 are the passing rates for Vaughn students on the FAA exam. The attachment includes the January 1, 2016 to March 31, 2016 quarter as well as the two-year cumulative passing rates for the airframe, general and Powerplant tests. For the accumulative report, Vaughn exceeded the national norms for the percentage of all applicants from all Part 147 schools passing the test on the first attempt within 60 days of graduation. The report also provides the department with information about student achievement in subject areas. This data is released to the general public by the FAA and when and if students perform below national norms in specific topic areas, the Vice President of Training, addresses this deviation in Departmental meetings. While the curriculum is very prescribed and there is no flexibility regarding the amount of time that can be spent on a particular topic with only FAA-approved laboratory equipment can be utilized, Faculty work with the Vice President in developing teaching methods that ensure the success of students on the FAA exams.

Finally, the ATI has an annual Industry Advisory Council meeting where industry representatives have an opportunity to review curricula of all aviation maintenance programs including those at the academic level. Council members offer suggestions and assistance in providing students with internships and information about the state of the industry. The minutes from the most recent meeting are included as Appendix 10-2 including suggestions made by advisory council members to enhance all aviation maintenance programs the suggestion which are highlighted.

Appendix 10-1 Student passing rates for FAA exams
Appendix 10-2 ATI Advisory council meeting minutes

Aircraft Operations Certifications
As part of their degree requirements students may receive the following FAA certifications:

The FAA recognizes that Vaughn College flight courses, specifically FLT120 Instrument Flying, and FLT330 Commercial Flying, as being conducted in accordance with Part 141, and therefore are certified by the FAA as a Pilot Ground School. The coursework provided in the BS in Aircraft Operations and the AAS in Aircraft Operations are FAA Part 141 compliant. The College is therefore granted the authority to certify that graduates who have successfully completed specific aviation courses identified in the catalog as (R-ATP credit) for a Restricted privileges Airline Transport Pilot (R-ATP) Certificate. Bachelor’s Degree graduates with 60 or more R-ATP credits will receive a 500-hour reduction in the Airline Transport Pilot (ATP) required hours, down to 1,000 hours; and Associate Degree graduates with 30 or more R-ATP credits will receive a 250-hour reduction to 1,250 hours required for an ATP.

Aircraft Dispatcher Certificate Training Program (FAA)
Vaughn College offers a comprehensive program for Federal Aviation Administration (FAA) Aircraft Dispatcher Certificate Training. The program is offered to Vaughn matriculated students as well as individuals who want to obtain the aircraft dispatcher certificate only. By enrolling in this specialized program, Degree Program students can earn up to twelve credits toward a bachelor’s
degree in General Management, Airport Management, Aircraft Operations, Aeronautical Sciences or Airline Management.

As one of aviation’s most important roles, aircraft dispatchers share with pilots the ultimate responsibility for a flight’s commencement and completion. To prepare individuals to fill these important positions, this specialized course of study provides thorough training that includes preparation for FAA examinations. Initial training consists of a minimum of 217 hours of full-time study over six to eight weeks. After satisfactory completion of the dispatch courses, the student may be able to sit for the FAA flight dispatcher exam.

**Appendix 10-3 Information on Dispatch Certificate Catalog Page 63**

**Air Traffic Control**

Air traffic control professionals use knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System.

While not a certificate, students may take a five-course option of academic and simulation studies and laboratories leading to the award of an FAA CTI recommendation. Vaughn is one of the original members of the FAA’s groundbreaking Collegiate Training Initiative (CTI), which provides a specific multi-course curriculum to deliver all the preparatory learning necessary for potential new air traffic controllers.

At the completion of the Air Traffic Control Certificate program students demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System. They also display knowledge of weather and atmospheric processes and how each affect the air traffic control system as well as an awareness of federal regulations and the US air traffic control system interactions. Students completing this program are knowledgeable about the fundamentals of aircraft separation in radar, non-radar, and terminal environments, as well as the operating techniques of air traffic control facilities in visual and instrument conditions. Finally, students have an awareness of air traffic control industry trends, future developments, global implications, and current management practices and techniques along with a broad knowledge of the aviation industry. For more information on the ATC program visit: [https://www.vaughn.edu/air-traffic-control/](https://www.vaughn.edu/air-traffic-control/)

**Management Program Certificates**

The Management Department offers three certificates. These certificate programs are viewed as an investment in the professional careers of both Vaughn students and individuals currently working in the industry. These certificates have all received New York Department of Education approval

**Safety Management Systems**

The certificate in Safety Management Systems (SMS) consists of four components, safety policy, safety assurance, safety risk management and safety promotion. These courses can be taken either for credit as part of an academic program or to earn a certificate. In addition, Vaughn also offers
customized versions of these courses to organizations that need to enhance their culture of safety.

Appendix 10-4 – Safety Management Systems Certificate Informational Pamphlet
Appendix 10-5 – More Detail on Airport Management Undergraduate Catalog P.62

Airline Management
The certificate in Airline Management consists of four courses. While these courses can be taken as standalone courses for the certificate, they can also be applied towards a Vaughn degree in Airline management. The certificate can be earned by taking the following four courses.
ALM362 – Airline Management
ALM240 – Airline Economics and Finance
FLT241 – Aviation Safety
MGT470 – Industry and Labor Relations

Airport Management
The certificate in Airport Management consists of four courses. While these courses can be taken as standalone courses for the certificate, they can also be applied towards a Vaughn degree in Airline management. The certificate can be earned by taking the following four courses.
APM241 Airport Administration
APM485 Airport Development and Management
ATM452 – Aviation Transport Regulations
ATM320 – Aviation Law

Appendix 10-6 – More detail on Airport Management see Undergraduate Catalog P.61

Developmental Skills Placement
Vaughn College has a fully developed systematic approach to identifying entering students in need of remedial assistance. Applicants scoring below 500 on the critical reading or math section of the SAT (or ACT equivalent) or not submitting results of an SAT or ACT exam are required to take the Accuplacer Assessment Test prior to initial academic advisement and registration. The exam is offered by the Teaching and Learning Center (TLC). Based on the results of the Accuplacer Assessment Test, students are advised to enroll in ENG110, MAT115, MAT120/MAT125, or in basic skills courses serving as pre-requisites to college-level courses. A scoring matrix is used to assist academic advisors in proper placement of applicants. Applicants are informed of their placement status prior to enrollment. Transfer applicants may bypass basic skills courses by demonstrating successful completion of courses completed at regionally accredited post-secondary institutions that are deemed equivalent or advanced, after Faculty review. Certificate and Associate in Occupational Studies Degree Programs offered by the Aviation Training Institute (ATI) focus primarily on technical aptitude and do not require academic placement or diagnostic testing. Applicants completing coursework offered by the ATI who wish to enroll in academic programs must complete the Accuplacer Assessment Test.

Appendix 10-7 Placement Scoring Matrix

Best Practices in Measuring the Effectiveness of Developmental Education
As stated in our mission, Vaughn College embraces a unique responsibility to “men and women from all racial, cultural, and religious backgrounds.” All freshmen with an SAT verbal score below 500 are required to take the English portion of the Accuplacer test. This test is administered to
students prior to the beginning of the semester in order to determine their correct placement in developmental English. An important demographic in our student base is the less well-prepared student who benefits most from responsive and innovative developmental instruction. Developmental Math and English instruction at our College is systematically assessed according to the best academic practices.

The analysis of developmental math data is continually collected, compiled, and analyzed to study the effects of various components of the program. The Accelerated Learning Program (ALP) Program was evaluated using Accuplacer exams, Passing rate and final grade in Pre-Calculus class, Mathematics Association of America exam scores, and surveys.

A pre- and post- assessment test is administered to all developmental English students. These assessments are used as part of an overall appraisal of each student’s writing ability and reading comprehension.

Vaughn established the ALP as a vehicle to mainstream developmental English and Math students in order to raise their success rates and lower their attrition rates. Students qualify for the ENG ALP if their sentence skills score from the Accuplacer exam is at least 39 percent and their Reading score is at least 50 percent. The ENG ALP class has been limited to 10 students who place into developmental writing and 10 students who place into ENG110. The goals and objectives of the college level course guide the work done in the ALP developmental course. In the two semesters in which the ALP was implemented, instructors observed that less advanced writers in these classes performed better work when mentored with the stronger writers in these classes. Bonding between the students who took the two courses together also seemed to increase the interest of these developmental students in the course content. A recommendation going forward, based on discussions with writing Faculty, is to move away from multiple choice questions as an assessment of a student’s writing ability and to move toward essay-based assessments.

The aim of the Math ALP is to boost students who fall into remediation by a slim margin to advance in the core mathematics requirements. As in the ENG ALP the aim is to eliminate exit points and increase student retention by reducing the required time before graduation.

The developmental mathematics committee members participated in peer observation in the fall of 2015 and the spring of 2016 in order to continue to improve teaching practices. The instructors selected partners and observed each other and completed a peer observation form following the observation. Each of the peer-observers was asked to discuss with the instructor strengths and areas of improvement.

The developmental mathematics instructors continue to provide supplemental online materials for students such as Brainfuse and video clips. Students written responses on their attitude toward these materials is analyzed and discussed in connection with future program development.

Appendix 10-8 Developmental Math Information
Distance Education
According to the College’s stated mission to integrate technology into academic programs as well as to provide an innovative curriculum responsive to changing needs, the Distance Learning program is dedicated to providing responsive innovative programming to students and Faculty at Vaughn. Our student population, comprised of a significant number of less well-prepared students, often has economic and geographic reasons for requiring remote access to educational services. Since it is our mission to provide “an environment of excellence in learning” the Distance Learning department aligns its courses with the criteria of the Quality Matters rubric (the industry standard in online learning assessment.)

The Learning Management System the College employs is Sakai, which is one of the leading management systems in higher education. Our Sakai system is hosted and managed by a third party which is available 24/7, 365 days a year to both students and Faculty. The platform is 99.5% reliable and we have monthly meetings with the vendor to work out any technological and administrative issues.

Since the Distance Education Department takes seriously the General Education technological competency requirement, the Department provides systematic ongoing training to students and Faculty in the learning management systems as well as in educational technologies such as the electronic classroom apparatus, powerpoint presentations and instruction in software programs. Recognizing the individual needs of Faculty and students, the Distance Education Department adapts its support structure accordingly by offering one-on-one as well as group sessions tailored to the special needs of a particular group. For example, in the summer of 2016, the English Department arranged with a distance learning instructor to train instructors of ENG110 in the best layout of their assignments on Sakai. This specialized class, organized within the computer center, facilitated bonding among the instructors who shared similar concerns in the presentation of their class materials.

Student progress is tracked through the observation of student activities within online courses. Faculty has the ability, through this Department, to drill down into pertinent student course data in order to determine the involvement and activities of students within the course structures. These insights into online student activity enable instructors to further the Vaughn mission of “maintaining a culture of excellence that is conducive to learning.” The College has also encouraged all Faculty to use Sakai as an additional tool for providing and retaining course materials. Given the tracking ability for student engagement, Sakai could be a tool for all targeted retention strategies.

The drop, failure, and withdrawal rates within online courses each semester are a significant indicator of whether or not the course offerings are effective. For this reason, the Department investigates and analyzes these rates to determine whether a further attention is required in any particular course. For fall 2015, the retention rate for students from spring 2014 who were eligible to return was 70% out of a group of ten students. This was slightly lower than the retention rate of on campus students at 75%. The technological culture of the Distance Learning Department is one which especially values file formatting in the presentation and analysis of student data. A comprehensive Excel spreadsheet demonstrating the data points used to support the College’s progress and continual improvement
process in distance learning is therefore presented in the appendix.

**Appendix 10-9 Data Used to Demonstrate Continuous Improvement in Distance Education**

**Appendix 10-10 Summary Of Standard 13 in Terms Of Fundamental Elements(4)**

**Recommendations**

As we identify the students who have dropped out of our online programs, we need to query them about the reasons for terminating their courses. The feedback we obtain needs to be discussed with Faculty in order to refine and improve the quality of our online course offerings.

Consider using Sakai as a tracking tool for student engagement at the course level. This information could be used in building targeted retention activities.
Conclusion

Vaughn College is an institution that has completely transformed over the last 10 years. As has been demonstrated in this Self-Study, since its last reaccreditation, the institution has effectively used planning to respond to the challenges of our environment such as the tragedy of September 11, and the fluctuations of the industries that we serve. Given our specialized Program offerings, we have both the advantage of being market differentiated and being located in a region rich with cultural diversity and excellent employment opportunities. Because of the nature of the academic skill set of our incoming students and the requirements of our STEM-related Degree Programs, our Faculty and staff has made a strong commitment to providing students with the a wide variety of services and individual support to provide an engaging educational experience. With fluctuations in enrollment and the subsequent impact on our financial position, this community has made sacrifices, and at the same time, provided students with a high-quality education. In spite of the major improvements of the last ten years, we recognize well that to continue on the path of continuous improvement we should always view our institution as a work in progress.

As a small institution, we have the advantage of being highly flexible in our ability to respond and provide for the needs of our students. As demonstrated by the recent study published in The New York Times and our job placement rate, Vaughn provides an education that makes a difference in the lives of the students we serve, We do not just graduate students rather we provide them with the tools to transform their lives. As we have grown and changed from primarily an aviation training institution to one that offers engineering and master’s degrees, the increasing complexity has also added to the need for more formal policies and processes, an ongoing effort across the institution. The commitment by our senior administration to transparency and communication, as evidenced by the process of updating the faculty handbook, has become a hallmark of our community.

In the area of facilities, we are fortunate to have been the beneficiary of a large grant that allowed us to completely renovate the main building. In addition, we also invested the College's resources to provide for substantially upgraded facilities for students and Faculty. These investments will continue over the next 18 months as we add a much needed renovated cafeteria. The result has, and will, provide a greatly enhanced learning experience both inside and outside the classroom.

Teaching at Vaughn is ultimately our most important endeavor and during the last several years we have made continuous improvements from the use of new assessment tools to an ongoing willingness to try new pedagogies and techniques. Vaughn’s Faculty have been, and continue to be, committed to honing their craft and providing students with an education that supports their career endeavors.

This Self-Study has provided an important roadmap to the next phase of planning for the institution. We know that we must stabilize our enrollment, grow other revenue opportunities and continue to use assessment, and new opportunities to capture data, that will allow us to more accurately pinpoint those services and interventions that will help students to be successful as early as possible in their college career. Our primary focus is serving students well, and this Self-Study and the recommendations we have identified will provide the way forward.
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