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Chesapeake College

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SELF-STUDY DESIGN 2022

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INSTITUTIONAL OVERVIEW

Chesapeake College is a public, two-year regional community college serving the residents of Caroline, Dorchester, Kent, Queen Anne’s, and Talbot counties on Maryland’s Eastern Shore. The College was founded in 1965 and is funded by three sources: the supporting counties, the State of Maryland, and student tuition. Chesapeake College offers a combination of transfer, career, and technical programs aimed at serving dual-enrolled high school students, first-time college students, nontraditional students, transfer students, those seeking job training without college credit, and English language learners. As the primary local higher education institution in the region, Chesapeake College emphasizes access and affordability. The College serves approximately fifty-one percent of local high school graduates enrolled in higher education. There are no academic admission requirements for enrollment, and it is an affordable alternative to other state-funded institutions, with tuition and fees about half of what is required to attend college in the University of Maryland System.

To enhance student learning and to promote teaching excellence, the College is committed to providing a supportive learning environment characterized by dedicated, caring, and highly qualified faculty and staff. The College strives to offer professional development opportunities to foster a community of lifelong learners among faculty, staff, and students. Chesapeake College provides a supportive environment where the campus community can be innovative and creative for the betterment of the students and community.

Chesapeake College, as affirmed in its mission statement, “empowers students from diverse communities to excel in further education, employment, and participation in an interconnected world.”

Embracing the importance of student learning integral to the mission, the College:

- Empowers students as independent learners who are intellectually competent, skilled in the application of learning, technologically proficient, and grounded in the values and common goals of our civic culture
- Challenges students to see beyond themselves to better understand their place in a global society and culturally diverse world, while preserving and enhancing the rich cultural heritage of the region
- Provides a curriculum and activities that meet the needs of an increasingly diverse student population
- Enhances learning opportunities, in partnership with community organizations, that reinforce the value of service to others and strengthen students’ ethical development and civic engagement
- Ensures an environment conducive to learning by providing appropriate facilities, support services, technology, and other resources to enhance student learning

Recognizing the College's role as an engine for regional economic and community development that improves the quality of life for those in the service region, the College:

- Supports workforce development by providing the courses and training needed to build a skilled labor force
- Enhances enjoyment and appreciation of the arts by incorporating cultural activities into the curriculum and bringing fine and performing arts events to the region
- Sponsors a broad range of community and civic activities that reflect the College's role as a community-learning center
- Extends access to baccalaureate and graduate degree programs for Upper Shore residents through inter-institutional partnerships

Chesapeake College's Core Values are:

- **Student-centered** - Empowering and supporting students to achieve their greatest potential
- **Quality** - Creating a dynamic environment for learning and development that establishes lofty standards for individual excellence
- **Sustainability and Responsibility** - Taking responsibility for actions, acting as responsible stewards of resources, and adhering to the highest standards of ethical and civic behavior
- **Community** - Engaging with the community and serving as a catalyst for positive change on campus and in the region through effective communication
- **Teamwork and Shared Governance** - Working through collaboration to develop ideas, knowledge, and creative solutions
- **Innovation** - Creating an environment where campus stakeholders are empowered to exercise collaborative creativity and innovation
- **Diversity and Respect** - Fostering inclusiveness and an appreciation for individual differences
- **Adaptability** - Responding rapidly to local and global change

The 2020-2024 Strategic Plan was built around three key tenets: collaboration, transparency, and inclusiveness. From the beginning, the Strategic Planning Steering Committee aimed to create a document reflective of a shared campus vision of what the College does well and wishes to improve over the next five years.

Strategic Priority 1: STUDENT SUCCESS

Ensure the opportunity for students to succeed through an intentional, holistic student experience

- **Goal 1.1** Develop a culture of empowering student success
- **Goal 1.2** Enhance the student experience
- **Goal 1.3** Ensure appropriate resourcing and staffing to enhance student success
- **Goal 1.4** Conduct intentional fundraising efforts to enhance student success

Strategic Priority 2: PROGRAMMING

Provide meaningful face-to-face and online educational programming and support that anticipates and meets the needs and expectations of the students and region

- **Goal 2.1** Calibrate programming to maximize appropriateness and relevancy
- **Goal 2.2** Appropriately integrate credit and non-credit program administration, advising, and marketing, in accordance with discipline-specific pathways
- **Goal 2.3** Expand partnerships and agreements with service-area high schools and Maryland four-year institutions
- **Goal 2.4** Re-envision workforce programs and develop appropriate on and off-campus program and student support

Strategic Priority 3: CULTURE OF EXCELLENCE

Deepen the culture of excellence and innovation amongst faculty, staff, and administration to empower all stakeholders and ensure accountability throughout the College

- **Goal 3.1** Finalize organizational structure changes
- **Goal 3.2** Provide opportunities for faculty and staff growth, recognition, and leadership, along with opportunities to innovate and exercise creativity
- **Goal 3.3** Promote a positive campus climate through increased communication and collaboration and a focus on customer service and appreciation of diversity
- **Goal 3.4** Ensure future stability of the College

Strategic Priority 4: TECHNOLOGY

Ensure appropriate technology is available for fulfilling the College's mission

- **Goal 4.1** Complete a technology needs assessment on campus—including financial commitment needed to achieve goals—and work across the institution to determine a timeline for achievement of infrastructure needs
- **Goal 4.2** Ensure that appropriate information, security policies, and procedures exist on campus
- **Goal 4.3** Provide tools for faculty, staff, and students (selected collaboratively, where appropriate) to best assist the campus community effectively and efficiently and assure utilization of provided tools
- **Goal 4.4** Develop and offer technology training for faculty, staff, and students to maximize adoption, utilization, and innovation

Strategic Priority 5: REGIONAL AND COMMUNITY DEVELOPMENT

Serve as the conduit and facilitator for regional development and innovation on the Eastern Shore

- **Goal 5.1** Leverage current partnerships and create meaningful new ones that position Chesapeake College as a community connector and economic engine
- **Goal 5.2** Recalibrate internal processes and efforts to meet the needs of the region
- **Goal 5.3** Strengthen existing partnerships within the region
- **Goal 5.4** Use available institutional and regional data to build and support strategic enrollment, marketing, and student success plans

Programming at the College includes a wide selection of credit and noncredit educational offerings designed to help students prepare for transfer to four-year institutions, immediate entry into a career, or work-related skills. Chesapeake College offers Associates Degrees (AA, AAS, AAT, and AS) and Certificates, as well as several non-credit workforce training programs, organized among eight different pathways:

- **Humanities** - Liberal Arts and Sciences A.A., Music Letter of Recognition, Theatre and Performance Studies Certificate, African American Studies Letter of Recognition, Global and International Studies Certificate, A.A. by Discipline: Communication, English, History, Psychology, Sociology, Spanish, Theatre, Transfer Studies
- **Business** - Accounting A.A.S., Accounting Advanced Certificate, Accounting Basic Certificate, Accounting Letter of Recognition, Business Administration A.A., Business Management A.A.S., Business Management Certificate, Business Management Letter of Recognition
- **Law** - Criminal Justice A.A.S., Criminal Justice Certificate, Current Officers Program, Law Enforcement Officers CEUs

- **Education** - Early Childhood Development (A.A.S., Advanced Certificate, Basic Certificate and Letter of Recognition), Early Childhood Education/Special Education A.A.T., Secondary: Chemistry A.A.T., English A.A.T., Math A.A.T., Physics A.A.T., Spanish A.A.T., Elementary Education/Special Education A.A.T., Teacher Aide Certificate
- **Environmental Studies** - Agriculture A.A.S. (Production or Sustainability), Biological Sciences A.S., Environmental Science A.S., Liberal Arts and Sciences A.S. Agriculture Concentration
- **Health Care** - Emergency Medical Services, Exercise Science and Fitness, Human Services (Behavioral Health, Addiction Counseling), Health Professions, CNA, Medical Records, Nursing, Phlebotomy, Physical Therapist Assistant, Surgical Technology, Radiologic Sciences, General College Studies A.A. - Allied Health Emphasis
- **STEM** - Biological Sciences A.S., Computer Science Technology A.A.S. (Concentrations: Digital Administrative Assistant, PC and Network Management, Social Media Specialist, Web Design), Drafting and Design Certificate
- **Skilled Trades** - Commercial Driver's License: Class A and Class B, Electrician, Heating, Ventilation, Air Conditioning (HVAC), Home Inspector Licensure Prep and Exam, Home Improvement (MHIC) Licensure Prep, Professional Boat Captain, Real Estate Licensure Prep, MIG and TIG Welding, Stick and Flux-cored Welding, and Workforce Training Credential

Demographics and Trends

Chesapeake College annually serves approximately 2,500 credit and 5,000 noncredit students. Enrollment trends have fluctuated since an historic high in 2011. An enrollment decrease has occurred due in part to a decline in the number of regional high-school graduates. In addition, more students have sought to attend four-year institutions, and fewer adults, twenty-five and over, have selected Chesapeake College for their higher education. These trends have been further exacerbated by the COVID-19 pandemic. Credit enrollment has decreased eighteen percent over the last two years, and during FY2020 and FY2021, noncredit enrollment has declined sixty-three percent.

The College population is predominately female. Women comprise two-thirds of the population. Most students, about seventy-five percent, attend part-time. White students constitute the largest racial/ethnic demographic, accounting for seventy percent of students. Typically, about twenty percent of the fall class consists of first-time college students. The largest age group reflects the traditional college ages, eighteen to nineteen years old. Students twenty to twenty-four years and twenty-five years and older individually make up about twenty-five percent of the College population. A sizable portion of the fall enrollment, about twenty percent, is comprised of dual-enrolled high school students. Approximately forty percent of students enter the College with some developmental needs in either English, math, or both.

As an institution, Chesapeake College provides opportunity and access to anyone in the region seeking higher education and job skill training. The College emphasizes its commitment to meet students "where they are" academically and prepare them for their lives ahead whether at transfer institutions or on career paths. Chesapeake College continues to be a welcoming

institution for all students, and the College plans to adapt to and thrive in the current climate of higher education. The College will explore educational pathways to move forward and grow to meet the needs of the region and maintain fiscal sustainability. The College's Diversity, Equity, and Inclusion initiative aims to ensure that the environment created is welcoming to all. The College will strive to maintain its mission to offer quality education at an affordable price while faced with limited fiscal resources in the changing higher education landscape. These opportunities and challenges are reflected in the institutional priorities of this self-study. The Institutional Priorities selected reflect the College's ambitions and values. They are student success, focused enrollment management, diversity, equity, and inclusion, and fiscal sustainability.

INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

In February 2022, the College held a campus-wide Middle States self-study kick-off meeting via Zoom. At that meeting the tri-chairs and Steering Committee members emphasized that the self-study was a transparent and inclusive process. The tri-chairs included two breakout sessions to provide opportunities for College employees to share their ideas.

During the first break out session, each group was assigned different Middle State standards to review while considering the following questions:

- Does the College have evidence of the policies, procedures, plans?
- Does the College have evidence of practice and process?
- Do the policies, procedure, and plans work? (Assessment for continuous improvement)
- Add any questions or comments that will help the Steering Committee understand issues

The tri-chairs arranged volunteer facilitators and recorders for each group so each group's rich discussion could be captured and shared with them and the Steering Committee members.

For the second breakout group session, participants were asked to provide input on College priorities to guide the self-study. The groups were provided with the College's current Strategic Plan and mission to help guide their thinking.

Finally, all College employees were invited to complete a survey immediately after the kickoff meeting to provide additional feedback. The tri-chairs and Steering Committee reviewed the notes from each breakout group and the survey results. Key common themes emerged from these notes and survey results, which dovetailed with other considerations such as the Diversity, Equity, and Inclusion Initiative referenced above as well as current concerns, such as a downward trend in enrollment also discussed in the previous section and points raised in the Mid-Point Peer Review (i.e., fiscal sustainability). After having gathered all the data, the tri-chairs drafted a list of priorities and met with President Coppersmith to discuss and receive his input. Additional refinements were made in follow-up meetings with the Steering Committee.

As noted above, while the institution utilizes the five Strategic Plan priorities in its planning and evaluation, much has changed since the advent of the current Strategic Plan. The pandemic has changed conditions significantly for the College, and there is a need to adapt to current circumstances. The Institutional Priorities will serve as a focus for this self-study and help guide the work, commendations, and recommendations:

1. Promote student success by meeting students’ needs and enabling educational growth for all students.
2. Focus enrollment management efforts through strategic recruitment and retention.
3. Appreciate diversity, ensure equity, and facilitate inclusion for students, employees, and community partners.
4. Strategically maintain fiscal sustainability in a shifting economic environment.

Table 1
Priorities Mapped to College Mission and Values

Elements of Mission and Strategic Plan	Priority 1 Student Success	Priority 2 Enrollment Management	Priority 3 DEI	Priority 4 Fiscal Sustainability
Student Success	X	X	X	X
Programming	X	X	X	X
Culture of Excellence	X		X	X
Technology	X	X	X	X
Regional and Community Development			X	X

Table 2
Institutional Priorities Mapped to Middle States Standards of Accreditation

Institutional Priority Addressed in Middle States Standard	Addressed in Middle States Standard of Accreditation
Student Success	I, II, IV, V
Enrollment Management	IV, VI
DEI	I, II, III
Fiscal Sustainability	VI

INTENDED OUTCOMES OF THE SELF-STUDY

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Guide the development of the next Strategic Planning process.
5. Gain a keen sense of practices and policies that may need to be revised.
6. Adapt to the changing landscape of higher education to facilitate growth in the future.

SELF-STUDY APPROACH

- Standards-Based Approach
- Priorities-Based Approach

Chesapeake College has decided to take a standards-based approach as recommended by the tri-chairs and confirmed by the Steering Committee and President's Executive Cabinet. This approach aligns with the College's priorities and allows for the most efficient use of resources within the institution.

The standards-based approach was determined to be the most effective way to review all aspects of the College during this time of unprecedented change. The Institutional Priorities selected for this self-study reflect the adaptation of and change from the current Strategic Plan into the planning process for our new Strategic Plan, which will go into effect in summer of 2024, just after the self-study submission and site visit. A standards-based approach will allow the College to reflect on the changes in operations that have occurred due to the pandemic, shifts in educational modality, enrollment challenges and opportunities, and state funding, amongst other matters. By using the comprehensive institutional review process of this approach, the College will experience opportunities for transformational growth.

A standards-based approach will allow the College to form efficient and intentional Working Groups based around standards with similar focus areas. The make-up of the Working Groups reflects a cross-section of College constituencies while permitting content experts to elaborate on their specific areas.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Steering Committee Membership

Name	Title	Standard
Kamari A. Collins, Tri-Chair	Vice President for Student Success and Enrollment Management	Standards II and IV
Chris Hall, Tri-Chair	Director of Institutional Research	Standards I, VI and VII
Juliet Smith, Tri-Chair	Dean for Liberal Arts and Sciences	Standards III and V
Cathie Mullikin, Administrative Support	Senior Administrative Associate to the Vice President for Student Success and Enrollment Management	Steering Committee Administrative Support
Kristy Floyd	Technical Services Librarian	Evidence Inventory Manager
Christle Foster	Director of TRiO Programs	Standard IV
Chandra Gigliotti	Dean for Teaching and Learning	Standards III and V
Michelle Hall	Director of Constituent Engagement and Event Management	Standards I, VI and VII
David Harper	Vice President for Workforce and Academic Programs	Standards III and V
Marci Leach	Director of Program Development	Standards III and V
Ann Reinecke	Director of Library and Academic Support	Standard II
Lori Riley	Assistant Professor of English	Lead Writer
Lisa Widmaier	Director of Non-Credit Healthcare Program	Standards I, VI and VII

Steering Committee Charges

1. Select or recruit Working Group members
2. Help devise the charges for the Working Groups
3. Oversee Working Groups and their activities
4. Help develop line of inquiry for the Standards
5. Plan, collect, and evaluate evidence in support of the Standards, Requirements of Affiliation, and Verification of Compliance as they relate to the Institutional Priorities
6. Adhere to the self-study design
7. Produce an outline of support for the assigned Standards
8. Plan regular meetings to accomplish charges
9. Assist with planning and hosting the self-study visits

WORKING GROUP OVERVIEW AND TEAM COMPOSITION

Working Group Charges

1. Meet regularly to work on charges
2. Be familiar with the Standards of the group
3. Investigate support for each Standard and criterion
4. Follow the lines of inquiry in the research
5. Review the Standards in the context of the Institutional Priorities
6. Identify evidence to support the Standards
7. Outline the findings according to the templates provided
8. Organize evidence according to the reporting protocols
9. Document any gaps in evidence
10. Identify the areas for improvement related to each Standard
11. Complete the report to show how the evidence supports compliance with the Standards of Accreditation and Requirements of Affiliation
12. After the self-study report is drafted, review the chapters for the Standards and provide feedback to the writer. Please be advised that reports and entries may be edited and revised.

Mission, Planning, and Governance Team

- Standard I: Mission and Goals
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

Name	Title
Chris Hall, Chair	Director of Institutional Research
Michelle Hall, Co-Chair	Director of Constituent Engagement and Event Management
Lisa Widmaier, Co-Chair	Director of Non-credit Healthcare Program
Latellya Stewart, Administrative Support	Development Coordinator
Dottie Carroll, Administrative Support	Senior Administrative Associate for Administrative Services
Leanne Allen	Director of Business Department
Tracy Brinckerhoff	Director of Finance and Budget
Lareese Cathey	Administrative Assistant TRiO Support Services
Miriam Collins	Capital Projects Coordinator
Cliff Coppersmith	President
Jim Davidson	Registrar
Reza Jafari	Trustee
Kate Maxwell	Executive Associate to the President
Karen Smith	Vice President for Administrative Services
Lorelly Solano	Academic and Career Advisor
Andy Taylor	Enterprise Applications Manager
Danielle Thomas	ABE Intake Assessment Specialist
Lois Thomas	Director for Personal Enrichment and Lifelong Learning
Rob Thompson	Associate Professor of Theatre
David Timms	Director of Simulation for Health Professions
TBD	SGA (Student Government Association) Representative

Lines of Inquiry Per Standard

Standard I

1. How is the College mission/strategic plan developed and communicated?
2. How is the mission, goals, and strategic plan publicized and widely known by Chesapeake College's internal stakeholders?
3. How are the College's mission and goals used to guide faculty, administration, staff, and governing structures in decision making related to planning, resource allocation, program and curricular development, and defining outcomes?
4. How are the College's goals for student learning and related outcomes supported by administrative, educational, and student support programs?
5. How are the College's mission and goals periodically assessed and evaluated to ensure they are relevant and achievable?
6. How has the College been required to pivot in changing times and continue to serve its mission?

Standard VI

1. How do the strategic plan, priorities, goals, and strategies inform the annual budget process for planning and resource allocation?
2. How does the strategic plan annual review process include the College constituents and incorporate assessment results?
3. How is the annual institution-wide and division-specific planning process linked to the mission and goals, and how are the assessment results used for planning and resource allocation?
4. Does Chesapeake College possess the physical and technological infrastructure and appropriate fiscal and human resources to ensure quality programming in different modalities to support the College's mission and goals?
5. Does Chesapeake College perform an annual independent audit that examines the College's financial viability and respond to any concerns revealed?
6. What strategies are used to measure and assess the adequacy and efficient utilization of institutional resources?
7. How is the effectiveness of planning, resource allocation, institutional renewal, and availability of resources assessed?

Standard VII

1. Does Chesapeake College's governance structure clearly display the roles, responsibilities, and accountabilities of all stakeholders, including the College's board of trustees, administration, faculty, staff, and students?
2. In what ways does the board of trustees show accountability for various facets of institutional operations such as finances, academic quality, and planning?
3. How does the board of trustees maintain ultimate authority, support the president, avoid conflicts of interest, and refrain from interference in daily operations?
4. How does the board of trustees engage in policy making, particularly financial, and what are the mechanisms for policy development?
5. How does the College ensure that administration is recruited in an equitable manner that promotes diversity, is effectively matched to the evolving needs of the College, and provides adequate time and resources to perform their duties?
6. What procedures are employed to engage students, faculty, staff, and administration as participants of the College's shared governance structure, and how do they advance the College's mission, goals, and objectives?
7. What evidence is there of "systematic procedures for evaluating administrative units and for using assessment data to enhance operations"?
8. What efforts are underway to evaluate the long-term viability of the College's business model? What initiatives have the governing board taken to explore opportunities that would enhance the financial stability of the institution?
9. How does the strategic planning process ensure that each administrative unit is working toward goals in support of the institutional mission, and how is progress evaluated?
10. What mechanisms are in place to regularly assess governance, leadership, and administration?
11. How is the president appointed, and what evidence demonstrates he has sufficient autonomy and support to execute the duties of the office?
12. What is the administrative structure, and how does it support the president in fulfilling his roles?
13. What is the impact of unmet infrastructure (e.g., human, financial, technological) needs on the ability to meet institutional goals and performance of duties?

Ethics Team

Standard II: Standards and Integrity

Name	Title
Kamari A. Collins, Chair	Vice President for Student Success and Enrollment Management
Ann Reinecke, Co-Chair	Director of Library and Academic Support
Lyndy Galan, Administrative Support	Senior Administrative Associate to the President and Vice President of Workforce and Academic Programs
Laura Callaghan	Radiologic Science Faculty
Sharon Dove	Accounts Payable
Sherri Foster	Associate Professor of English
Jacki McArdle	Advising and Career Retention Specialist
Nicole Rioux	Public Services Librarian
Brenda Shorter	Trustee
Allie Silver	Academic Support Services Writing Specialist
Kim Smoloski	Department Co-Chair STEM, Anatomy/Physiology
Tammi Stricker	Admissions Advisor/Recruiter
Princess Williams	Director of Financial Aid
Cindy Zuella	Benefits Coordinator

Lines of Inquiry Per Standard

Standard II

1. Where are the College policies and procedures located? How often are they reviewed and updated?
2. What does the College do to ensure shared information is honest and true?
3. How does the College support intellectual freedom, respect, and diversity?
4. How does the College promote and explain affordability and accessibility to students?
5. How does the College maintain fair and impartial treatment of employees and students?
6. How does the College gather and use data?

Design and Educational Team

- Standard III: Design and Delivery of the Student Learning Experience
- Standard V: Educational Effectiveness Assessment

Name	Title
Juliet Smith, Chair	Dean for Liberal Arts and Sciences
Marci Leach, Co-Chair	Director of Program Development
Dave Harper, Co-Chair	Vice President for Workforce and Academic Programs
Chandra Gigliotti, Co-Chair	Dean for Teaching and Learning
Emily Tipton, Administrative Support	Administrative Associate to the Dean of Teaching and Learning
Mary Beth Bailey	Assistant Professor of Radiologic Sciences
Maureen Conlon	Associate Registrar
Angela DenHerder	Director of Student Recruitment/Outreach
Tom Eleuterio	Senior Research Analyst
Shannon Fleishman	Associate Professor of Sociology
Ron Hansen	Director of Instructional Systems
Brandon Hesson	Director of Cambridge Center

Jon Longest	Director of Health Professions
Susan McGeehan	Laboratory Supervisor
Anne Miller	Academic Support Services Math Specialist
Marci Molloy	Director of Public Information
Marc Steinberg	Professor of English
Carol Wilson-Robbins	Professor of Kinesiology and Wellness

Lines of Inquiry Per Standard

Standard III

1. How can communication with students be improved to ensure they understand degree requirements, programs of study, available opportunities, and expected time of completion?
2. In what ways does the College ensure and promote diverse perspectives and ethics?
3. How does Chesapeake College ensure the curriculum reflects the needs of students and the community?
4. What criteria are used to determine budgetary decisions regarding investments in academic programs?
5. How do current enrollment plans support transfer and workforce programs? How do they support the development of innovative programs/and or modalities/terms?
6. How does the College ensure rigor of courses regardless of modality?
7. How are faculty and staff assessed? How does the College make these expectations clear?

Standard V

1. How are assessment results used to develop strategies to improve retention, graduation, and/or transfer rates?
2. How is academic assessment aligned with broader institutional missions, plans, and goals? How are results used in strategic planning?
3. How have the faculty used assessment results to improve courses? Programs?
4. What evidence shows students are learning applicable outcomes? Is the process meaningful and sustainable?
5. How does the College ensure all courses/programs are reviewed in an equitable manner?
6. How are academic assessment results used in the budgetary process?
7. How are the general education competencies, program outcomes, and course student learning outcomes conveyed to students, staff, and faculty?

Support Team

Standard IV: Support of the Student Experience

Name	Title
Kamari A. Collins, Chair	Vice President for Student Success and Enrollment Management
Christle Foster, Co-Chair	Director of TRiO Programs
Katrina Johnson, Administrative Support	Associate Director, Student Support Services – STEM
Roxine Benckini	Assistant Director of the Cambridge Center
Mark Berry	Director of Student Engagement and Development
Guido DeLuca	Director of Career Planning and Job Development
Kelly Dove	Financial Aid Specialist
Ruby Duval	Student
Linda Earls	Associate Professor of English
Kim Green	Cataloger/Circulation Assistant
Larry Hearn	Associate Professor of Accounting

Brenda Horrocks	Director of Adult Education and Family Literacy
Heather Kraus	Senior Staff Accountant
Gabrilla Moreland	Alumni
Nora Ortega	Math Instructor
Catherine Rust	Associate Professor of Business and Economics
Victoria Stanley-Jackson	Trustee
Marylou Towey	Academic Support Sciences Specialist
Cindy Welzel	Records and Registration Specialist

Lines of Inquiry Per Standard

Standard IV

1. Do the College's support services meet the needs of the students in their pursuit of their academic goals?
2. How does the institution communicate and describe to students the support services, their availability, methods rendered, and access?
3. How does the institution assess and evaluate the quality of its support services?
4. How can Chesapeake College fiscally sustain and improve student support services?
5. Are the support processes and procedures inclusive, equitable, and diverse in meeting the needs of all students regardless of their levels of preparedness?

Guidelines for Reporting

Chesapeake College is following a Standards-Based Approach, and the intended outcomes will include and demonstrate

- A focus on continuous improvement in the attainment of the institution's mission and Institutional Priorities
- How the institution currently meets the Commission's Standards and Requirements of Affiliation

The Steering Committee will provide oversight and support of the Working Groups.

Working Group Procedures and Templates Overview

Preparation

The Working Groups will

1. Review the 2015 Self-Study Report to note
 - Executive Summary report for specific Working Group
 - Each Standard's final report, format, text, and data features
2. Be familiar with the Standard(s) of the group
3. Understand the connections among the Standards of Accreditation, connection to the College mission, Strategic Plan, and Institutional Priorities

Research and Evidence

4. Determine lines of inquiry including a description of which Institutional Priorities will be addressed
5. Follow the lines of inquiry in the approach
6. Determine and describe the process and strategies the Working Group will follow to
 - Meet and stay on task
 - ◊ Include a tentative calendar to the Steering Committee
 - Communicate with the Steering Committee
 - See attached Report 1, Appendix A
7. Plan, collect, and evaluate evidence in support of the Standards, Requirements of Affiliation, College mission, Strategic Plan, and Institutional Priorities
8. Research and include several types of data related to compliance with the Standard.
 - See "MSCHE Evidence Inventory Template", Appendix A
 - Include a brief description of how the data was gathered and reviewed
 - Include a brief analysis and summary of the data as it relates to the work
 - Provide the data with proper labels and citations, document ready
 - Submit documents and information to the Evidence Inventory according to the specific Standard. Check to determine if the document is already in the Common Documents folder and ensure the titles and names align with the report references and citations.
 - See Report #2, Appendix A. This is a working draft updated over time.
9. Perform interviews with key personnel as needed to determine needed evidence, collect support materials, or determine strengths, weaknesses, and/or opportunities for growth with each Standard
10. Document any gaps in evidence, see Report #2, Appendix A
11. Refer to the Glossary of Chesapeake College terminology

Product

- Working Group reports, Table 3, see attached report templates
The templates and due dates are intended as guidelines to assist data collection, analysis, and progress self-monitoring and may be edited to fit the needs of individual groups.

Table 3
Working Group Reports

Report See Appendix A	Date(s): These are flexible guidelines and may be edited based on the needs of individual groups
Report #1 (per Standard) Plan of Action	Early-Mid September 2022
Report #2 Assessment Information: Collection and evaluation of evidence in support of the Standards, Requirements of Affiliation, College mission, Strategic Plan, Institutional Priorities "MSCHE Evidence Inventory Template"	The report is a working draft that will be updated as materials and analysis are completed. Initial Report - September 23, 2022 Follow-up - October 21, 2022
Report #3 Determination of strengths, weaknesses, and/or opportunities for growth for each Standard(s). Identify gaps in evidence.	November 18, 2022
Preliminary Draft of Working Group Including text and data features	January 6, 2023
Final Working Group Report Ongoing collaboration with the Steering Committee to draft and finalize the report	January-Summer 2023

- Editorial Style and Format of All Reports
The following writing guidelines were given to team leaders to assist with drafting their reports and assigned chapters:
 - Refer to Chesapeake College by its full name on first reference and periodically throughout your text. It is acceptable to shorten the name to "Chesapeake" or "the College" after the first reference, but only occasionally.
 - Capitalization conventions will remain consistent throughout the document, such as self-study, tri-chairs, Steering Committee, and Working Groups.
 - Write in third person.
 - While the report may be formatted using a numerical outline, use bullets to list items.

- Use one space after sentence punctuation.
- Write out numbers that can be written in one or two words.
- Singular or Plural: A verb must agree in number (i.e., singular or plural) with its subject and pronouns with antecedents
- Position title standards: Use position titles rather than individual names. Use full title when first mentioning it within a section, then may vary use (i.e., Clifford Coppersmith, President for Chesapeake College; President Coppersmith; Karen Smith Vice President for Administrative Services; Vice President Smith)
- Prefer the active voice (e.g., Administration developed several cost-containment initiatives.) Passive voice is acceptable in expressing an action or condition that occurred at a specific, definite time in the past, as when reporting results.
- Reference the College’s catalog to check references to Academic Programs.
- Check the titles or names of documents referenced or included in the reports and Evidence Inventory to assure they align between the two locations.
- Punctuation: Prefer the oxford comma
- Use abbreviations only after first identifying meaning. Use Latin abbreviations as appropriate (i.e. - that is; e.g. – for example)
- When preparing materials, keep in mind the several audiences the self-study will reach. The self-study should not be simply a response to a Commission requirement for reporting but, instead, should be used for the benefit of the institution itself. The internal audience (and possible external audiences beyond the Commission) should be very much in the minds of those preparing the final report.
- Use 12-point Myriad Pro font
- Use one-inch margins and do not use page numbers
- Use 14-point bold fonts for headings and sub-headings
- Economy of Expression: Do not use excessive words or jargon or be redundant in your statements. Try to keep chapters for each standard limited to five pages
- Any citations must follow the report
- Figures, tables, and graphs labeled and cited, for example, Figure 9.1: Remote Access to Chesapeake College Support Services. Reference the feature in the narrative as appropriate. For example: "...highlighted in Figure 9.1 shows..."
- See the glossary for Chesapeake terminology

Post Submission

14. Review and provide feedback to the writer
15. Understand that work may be altered to fit the larger report
16. In addition to the lead writer, an editor will join the Steering Committee when drafting the final report

ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The tri-chairs and lead writer will be responsible for developing the self-study report. They will do so by combining and refining the output from the four working groups to ensure that the report is cohesive and consistent in tone, tense, and voice while still maintaining the content provided by the working groups. As indicated above, the final self-study report will be organized according to a standards-based approach. Thus, the document will comprise seven chapters (each chapter will be devoted to one standard) along with a table of contents, president's message, executive summary, introduction, conclusion, and appendices. The introduction will contain an institutional overview and explanation of the self-study process. The conclusion will include a plan for implementing recommendations. Please see a detailed outline below:

- I. Table of Contents
- II. President's Message
- III. Executive Summary
 - a. Major findings and recommendations of the Self-Study
- IV. Introduction
 - a. Institutional Overview
 - b. Self-study Process
 - c. Committee and Team Membership
- IV. Compliance with the Standard
 - a. Chapter One: Standard I: Mission and Goals
 - b. Chapter Two: Standard II: Ethics and Integrity
 - c. Chapter Three: Standard III: Design and Delivery of Student Learning Experience
 - d. Chapter Four: Standard IV: Support of the Student Experience
 - e. Chapter Five: Standard V: Educational Effectiveness Assessment
 - f. Chapter Six: Standard VI: Planning, Resources, and Institutional Improvement
 - g. Chapter Seven: Standard VII: Governance, Leadership, and Administration
- V. Conclusion and Plan for Implementing Recommendations
- VI. Appendices

STRATEGY FOR VERIFICATION OF COMPLIANCE WITH APPLICABLE FEDERAL REGULATORY REQUIREMENTS

Chesapeake College will demonstrate verification of compliance with applicable federal regulatory requirements and Requirements of Affiliation by assigning components to Working Groups that align with their standards (see Table 4). To ensure all items are reviewed and verified through this process, the tri-chairs will work with the Steering Committee and Working Groups to compile the relevant evidence. The tri-chairs, Steering Committee, and Working Groups will work together to review and complete the Institutional Federal Compliance Report provided by MSCHE. Once all information has been collected and verified, the documents will be shared with the Working Groups and Steering Committee members for review.

Table 4
Requirements of Affiliation

Requirements of Affiliation	Demonstrate Compliance in:
1. Authorized to operate	Compliance review process
2. Institution is operational	Compliance review process
3. Graduate one class before initial accreditation	Compliance review process
4. Communicate with Commission in English	Compliance review process
5. Complies with government policies, regulations, and requirements	Compliance review process
6. Complies with Commission policies	Compliance review process
7. Has mission and goals	Standard I
8. Systematically evaluates all programs	Standards III, IV, V, VI
9. Student learning programs	Standards III, V
10. Institutional planning	Standards I, III, IV, V, VI
11. Financial resources	Standard VI
12. Governance structure	Standard VII
13. Governing body conflict of interest policy	Standard VII
14. The governing body provides information	Compliance review process
15. Core of faculty	Standard III

SELF-STUDY TIMETABLE

Table 5

Year	Date	Activity/Task
2020	December	Finish preview of Standards criteria
2021	March–April	Begin planning with President
2021	Summer	Selection of self-study Steering Committee
2021	Oct. 5–Nov. 16	Self-Study Institute
2021	October–December	Assemble Steering Committee
2022	January	Remote meeting with Commission staff liaison (2nd and 3rd week)
2022	January	Begin to draft Self-Study Design (SSD)
2022	February	Self-study kick-off event
2022	February	Assemble Working Groups
2022	February–April	Compose SSD
2022	Before April 1	Submit draft SSD by April 1 (2 weeks prior to SSPV)
2022	May	Commission staff liaison self-study prep visit to campus
2022	June–July	Evidence pre-loaded into local evidence inventory
2022	Summer	Faculty off
2022	June–September	Revisions and acceptance of SSD
2022	September 9	Working Groups Report #1 (per Standard) Lines of Inquiry and Plan of Action
2022	September 23	Working Groups Report #2 Preliminary Assessment Information: Collection and evaluation of evidence in support of the Standards, Requirements of Affiliation, College mission, Strategic Plan, Institutional Priorities
2022	October 21	Working Groups Report #2 Update
2022	November 18	Working Groups Report #3 Determination of strengths, weaknesses, and/or opportunities for growth for each Standard(s). Identify gaps in evidence.
2023	January 6	Preliminary draft of Working Group including text and data features.
2023	January–May	Begin draft of self-study report

2023	January–May	Self-study evaluation team chair chosen
2023	January–May	Visit dates chosen
2023	January–May	Accepted SSD sent to chair
2023	January–May	Working Groups review of drafts. Continue to collect and revise Working Groups progress reports and refine evidence inventory.
2023	May	Share draft of self-study with campus community
2023	Summer	Faculty off
2023	Summer	Have work groups review drafts of report
2023	May–August	Finalize draft of self-study report
2023	May–September	Self-study revisions and campus review
2023	September	Self-study report draft sent to team chair (No less than two weeks before visit)
2023	September–October	Team chair’s preliminary visit
2023	October–November	Self-study report finalized based on team chair feedback and shared with campus
2023	December	Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (At least six weeks before team visit)
2024	March–April	Self-study Evaluation Team Visit
2024	February–May	Team report
		Institutional response
2024	June–November	Commission meets to determine action
		Visits conducted after April 15 are acted on by the Commission at the November meeting

COMMUNICATION PLAN

The self-study communication plan is written as a recommended schedule of announcements to the College body and key stakeholders at decisive intervals over the next two years. These announcements will keep constituents apprised of progress, increase their awareness of this college-wide effort, and their solicit input when needed.

Table 6

Date	Communication	Method
February 2022	Kick-off event	All-college email
April 2022	Announcement of Working Groups	All-college email
Early May 2022	Self-Study Preparation Visit with MSCHE Liaison	All-college email
After SSD final	Self-study webpage – Director of College Relations and Marketing	Website
August 2022	State of the College address	Public Address
August 2022	Fall planning – Working Groups begin	All-college email
August 2022	Message to students – Fall	Student email
August 2022	Post message on student portal	MyCampus
Periodic	Regular updates to Cabinet	Tri-Chair
Periodic	Regular updates to College Council	Tri-Chair
Periodic	Regular updates to the Board	Tri-Chair
Oct./Nov. 2022	Updates to Faculty Assembly and Staff Assembly	Tri-Chairs
November 2022	Update from President (and tri-chairs)	All-college email
December 2022	End of Fall 2022 progress report	All-college email
February 2023	Message to students - Spring	Student email
April 2023	Update from President (and tri-chairs)	All-college email
May 2023	End of Spring 2023 Progress Report	All-college email
September 2023	Message to students – Fall	Student email
September 2023	Post message on student portal	MyCampus
September 2023	Fall update	All-college email
December 2023	Update final report	All-college email
January 2024	Announcement of self-study visit	All-college email
February 2024	Message to students - Spring	Student email

EVALUATION TEAM PROFILE

Team Chair

Chesapeake College requests a chair who has a broad range of community college experience including at the leadership level. The chair should also possess the ability to lead a diverse group of evaluation team members who have a thorough understanding of the various aspects of a small comprehensive rural community college.

Team Members

The College seeks evaluation team members with experience in academic affairs, student affairs, assessment, and institutional budgets and finances. In addition to the chair, team members should possess:

- Knowledge of rural open-access community colleges
- Perspectives on the importance of diversity, equity, and inclusion in rural community colleges
- Knowledge of community college teaching and learning
- Understanding of the diversity of the community college student body that may be academically underprepared
- Familiarity with community college budget and financial operations
- Understanding of community college faculty/staff governance structures
- Familiarity with institutions associated with unaffiliated state systems.

The College requests that team members be selected from peer institutions of the Middle State region, excluding those from the state of Maryland.

Top Programs by Enrollment

- Liberal Arts and Sciences
- Nursing
- Business Administration

EVIDENCE INVENTORY STRATEGY

Designated individuals from each Working Group will be responsible for managing the evidence from their groups under the guidance of the Evidence Inventory Manager. These individuals will consist of at least one Steering Committee member and the administrative assistant for each Working Group. Their responsibilities will be to oversee collection of evidence, review and evaluate the evidence for each standard, and refine the inventory throughout the self-study process. The Evidence Inventory Manager will work with these representatives as a subgroup in the summer in advance of the Working Groups' meetings, to develop a base inventory for the self-study. The representatives from each Working Group will meet separately over the summer to pre-load documents to the designated folders for each Standard. Naming conventions will be followed which indicate the Standard, criteria, and document name. As the Working Groups meet in the fall, the Evidence Inventory will be further refined. In the end, all evidence will be evaluated using the Self-Evaluation Rubric as the evidence is gathered. The final inventory will be enumerated to provide ease of reference within the final self-study report.

Evidence collection, organization, and maintenance is managed using a SharePoint site on Chesapeake College's Office365 account. The Steering Committee and the Working Group members will all have access to the site. The Evidence Inventory Manager will maintain the inventory gathered within the site.

The final version of the Evidence Inventory will be uploaded to the MSCHE site.

Table 7
Evidence Identification and Evaluation Schedule

Mid-April 2022	Establish representatives from each group to work on Evidence Inventory.
May 2022	Meet with representatives to discuss our strategy moving forward: storage area, naming conventions, set schedule and agenda for future meetings.
June 1–1st week of August	Meet with representatives each week to focus on our individual Standards, identifying evidence for each criterion. (Use the MSCHE Evidence Inventory Template, create spreadsheet, upload to SharePoint as found)
Fall 2022	Working Groups meet regularly to evaluate the existing Evidence Inventory (see Evidence Inventory Institutional Self-Evaluation Rubric) and new documents as they are being added.
Spring 2023	Review and refine the Evidence Inventory for the final draft of the Self Study Report using the MSCHE Institutional Self-Evaluation Rubric.
Fall 2023	Upload the Evidence Inventory to the MSCHE website.

APPENDIX A

WORKING GROUP TEMPLATES

Middle States Commission on Higher Education Working Group Report 1 Plan of Action

Standard

Please briefly describe the alignment between the lines of inquiry and the selected self-study focus areas on the chart below.

Institutional Priorities:

- Promote student success by meeting students’ needs and enabling educational growth for all students
- Focus enrollment management efforts through strategic recruitment and retention
- Appreciate diversity, ensure equity, and facilitate inclusion for students, employees, and community partners
- Strategically maintain fiscal sustainability in a shifting economic environment

Lines of inquiry	Standards Criteria	Institutional Priorities	College Mission

Tentative Plan of Action

Determine and describe the process and strategies the Working Group will follow to
Communicate with the Steering Committee and Contribute to the Evidence Inventory
Meet goals and collect evidence
Tentative calendar
Initial Outline of Plan of Action

Middle States Commission on Higher Education
Working Group Report 2
Assessment Information: Plan, Collect, and Evaluate Evidence

Standard

Evidence to Support Statements and Claims as Related to the Lines of Inquiry

Please compose brief analytical narratives aligning each Standard criterion to the focus areas, including specific sources and the structures/departments responsible.

Lines of inquiry are used to guide the analysis.

Please address the existing policies, procedures, and structures, illustrated with evidence. Considerations of the analysis

- Is the policy or practice appropriate?
- When was the policy or practice last review?
- Is the policy or practice working? To what extent is the College achieving the priorities related to the Standard?
- To what extent does the College community know about it?
- Suggestions for editing or revising
- Glossary of Chesapeake terminology

This form is an ongoing record and workspace over time. The form may be revised to best fit the Standard. Please format the work and embed or attach any related data and text features as described in the “Working Group Charges and Template Overview.” Please include and clarify the connections to the evidence; be specific and state the referenced artifact or document. Submit documents and information to the Evidence Inventory according to each specific Standard. Check to determine if the document is already in the Common Documents folder and ensure the titles and names align with the report references and citations.

Standard Criteria (Add rows as needed)	Institutional Priorities	Requirements of Affiliation #1-15	College Mission	Strategic Plan	Evidence Gap(s)
Please consider all applicable areas of focus. Some may not apply to specific criteria.					

September Report Only

Brief description about how relevant assessment information will be gathered, reviewed, summarized, and used by the Working Group:

List items/documents/artifacts added to the Evidence Inventory with Title-Source-Page#

Middle States Commission on Higher Education Working Group Report 3

Please see the 2015 Report for ideas. Considerations:

- Clear and institutional context
- Varied audience
- Assessment leads to appropriate conclusions and analysis
- Objective, fair, and honest
- Aligns standards, mission, and priorities
- Highlight areas of strength and opportunities for improvement and innovation related to the evidence-based analysis
- Please format the work and embed or attach any related data and text features as described in the “Working Group Charges and Template Overview.”
- Please include and clarify the connections to the evidence; be specific and state the referenced artifact or document.
- Cross-reference any materials to other parts of the report and submissions to the Evidence Inventory. Some materials may already be posted in the Inventory.

Standard

Narrative Introduction and Description (Include the group’s self-study approach and summary. Please include specific evidence.)

Strengths (w/ evidence)

Commendations (w/ evidence)

Weaknesses (w/ evidence)

Recommendations (w/ evidence)

Gaps in Evidence

Plan for any text and data features for the Preliminary Report, due January 6, 2023.

Does your report need a Glossary?

Middle States Commission on Higher Education Preliminary Report

Please see Report #3 and the 2015 Self-Student Report for ideas. Considerations:

- Clear and institutional context
- Varied audience
- Assessment leads to appropriate conclusions and analysis
- Objective, fair, and honest
- Aligns standards, mission, and priorities
- Highlight areas of strength and opportunities for improvement and innovation related to the evidence-based analysis
- Please format the work and embed or attach any related data and text features as described in the "Working Group Charges and Template Overview."
- Please include and clarify the connections to the evidence; be specific and state the referenced artifact or document.
- Cross-reference any materials to other parts of the report and submissions to the Evidence Inventory.

Standard

Introduction (General overview)

Method, Results, and Analysis and Interpretation of Evidence (Including Text and Data Features)

Summary

Commendations

Suggestions

Recommendations



MSCHE Evidence Inventory Template

Requirements of Affiliation

Requirement of Affiliation	Documents, Processes, and Procedures
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	
<p>6. The institution complies with applicable Commission, interregional, and inter-</p>	

Requirement of Affiliation	Documents, Processes, and Procedures
<p>institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.</p>	
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those</p>	

Requirement of Affiliation	Documents, Processes, and Procedures
<p>interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard I Criteria	Documents, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard II Criteria	Documents, Processes, and Procedures
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	
7. As appropriate to mission, services or programs in place: <ol style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: <ol style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies. 	
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	

STANDARD III: Design and Delivery of the Student Learning Experience

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

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual 	

Standard III Criteria	Documents, Processes, and Procedures
<p>experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</p> <p>In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</p>	
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	

STANDARD V: Educational Effectiveness Assessment

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

Standard V Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p> <p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> assisting students in improving their learning; improving pedagogy and curriculum; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services; informing appropriate constituents about the institution and its programs; improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and, implementing other processes and procedures designed to improve educational programs and services. <p>*required</p>	
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI Criteria	Documents, Processes, and Procedures
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	
5. Clear assignment of responsibility and accountability.	
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII Criteria	Documents, Processes, and Procedures
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p> <p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. <p>3. A Chief Executive Officer who:</p> <ol style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; 	

Standard VII Criteria	Documents, Processes, and Procedures
<ul style="list-style-type: none"> b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness. 	
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. 	
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	