

Regional Accreditation

Case Example

New England Association
of
Schools and Colleges

Table of Contents

1

*Understanding Accreditation
& the Standards*

2

Preparing for the Visit

3

The Team on Campus

4

*Student Achievement
and Success*

5

Writing the Team Report

6

*Distance Education and
Off-Campus Programs*

7

Notes

8

Tab

1



Accreditation Workshop

Cairo, Egypt

March 14-16, 2010

Tarek M. Sobh, Ph.D., P.E., CMfgE
Vice President for Graduate Studies and Research
Dean of the School of Engineering
Distinguished Professor of Engineering and Computer Science
University of Bridgeport

Types of Accreditation/Review

- Regional
- Governmental
- Disciplinary
- Internal

Regional Accreditation

Goals for today's workshop

- Increase your understanding of accreditation, the Commission's Standards, including heightened emphases and themes, and the initiative on student success
- Discuss how to prepare for the visit and to use your time on campus as productively as possible
- Provide practical advice on writing the report, with particular emphasis on how to address institutional effectiveness
- *Prepare you to win a fabulous prize in the contest at the end of the day!*

Accreditation

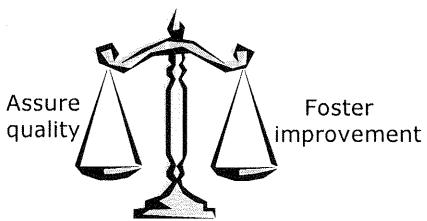
A voluntary system of self-regulation carried out by peer review in which an institution or program is found to meet or exceed a set of standards.

Accreditation certifies that an institution:

- has appropriate purposes
- has the resources needed to accomplish its purposes
- demonstrates that it is accomplishing its purposes
- has the ability continue to accomplish its purposes

5

Dual purposes of accreditation



The Commission as a "reliable authority" on the quality of education

6

Two-minute history of accreditation

1. Constitution, no national university, Dartmouth College case, private universities first
2. NEASC founded in 1885
3. Standards; Periodic review
5. Link to federal government
6. Like American higher education
 - Decentralized
 - Large – 7000 accredited institutions
 - Diverse
 - Serves a mobile society
 - Porous and forgiving

Three-part process

- Self-study or report
- Site visit by peer evaluators
- Commission decision



Types of visits: comprehensive, focused, substantive change implementation

Accreditation = Standards + Mission

What are the Standards?

An articulation by the higher education community of what a college or university must do in order to deserve the public trust

A framework for institutional development and self-evaluation

Standards for Accreditation

- Mission and Purposes
- Planning and Evaluation
- Organization and Governance
- The Academic Program
- Faculty
- Students
- Library and Other Information Resources
- Physical and Technological Resources
- Financial Resources
- Public Disclosure
- Integrity

The revised Standards went into effect in January, 2006

10

Characteristics of the Standards

- Mission-centric – institutional autonomy
- Aspirational standards to be met at least minimally
- Non-prescriptive
- Largely qualitative
- Evaluation for improvement
- Anticipate the future

11

Three-part format for each standard

- Statement of the Standard (in bold-face type)
- Numbered paragraphs (with subheadings)
- Institutional effectiveness



12

Heightened emphases

- Institutional capacity
- Role of the governing board
- Public disclosure
- Educational quality and student success
- Institutional effectiveness and assessment



13

Institutional capacity

1.1 The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors ...

2.3 The institution has a demonstrable record of success in implementing the results of its planning.

4.10 Institutions undertaking ... substantive change demonstrate their capacity to undertake such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies.

9.3 The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students.

14

Role of the Board

The governing board ...

- Demonstrates sufficient independence to ensure it can act in the institution's best interest
- Includes representation of the public interest and reflects areas of competence needed to fulfill its responsibilities
- Has fewer than one-half of its members with any financial interest in the institution
- Approves major new initiatives, assuring that they are compatible with institutional mission and capacity
- Systematically develops and ensures its own effectiveness
- Appoints and periodically reviews the performance of the CEO

15

Public Disclosure

The institution's printed materials and webpages should provide complete, accurate, accessible, and clear information sufficient to allow students and their families, as well as interested others, to make informed decisions about the institution.

Especially For...
Prospective Students
Current Students
Faculty and Staff
Alumni and Donors
Parents and Visitors

16

What to disclose?

What Aunt Miriam wants to know ...

- Mission, character, size, location, president, board
- Student body: Who goes there?
- Programs: What's on offer for study?
- Resources: Faculty, library, labs
- Services: What help is available?
- Opportunities: What else besides class?
- Cost: Tuition and fees, aid, debt
- Results: What do graduates do?

17

Public Disclosure data form

Paragraph	Information	Web address	Print Publication
10.7	Explain one program or service at each campus, other learning locations, and alternative operations at which students can receive postsecondary education, including the nature of programs and services available at each location.		
10.8	Programs, courses, services and personnel not available in any given academic year.		
10.9	Size and characteristics of the student body.		
10.9	Description of the campus setting.		
10.9	Availability of residence and other support services.		
10.9	Range of co-curricular and extracurricular opportunities available to students.		
10.9	Identify the financial resources from which a student can reasonably be expected to benefit.		
10.10	Institutional goals for students' education.		
10.11	Statement of the institution's educational goals including areas of retention and graduation and other measure of student success appropriate to the institution, together with the manner, as appropriate, of assessing them.		
10.11	Total cost of education, including availability of financial aid and typical length of study.		
10.12	Expected amount of student debt upon graduation.		
10.13	Statement about accreditation.		

15

Educational Quality

In light of the institution's mission, evaluators assess the quality of

- Academic programs: curricula, degree objectives (4.3, 4.4, 4.5)
- Student achievement (4.46, 4.50, 6.6)
- Faculty (5.2, 5.10, 5.16, 5.19, 5.20)
- Student support services (6.8, 6.9, 6.13, 6.14)
- Recruiting and admissions procedures (6.1, 6.2, 6.3)
- Library and information resources (7.2, 7.4, 7.7, 7.9)
- Physical facilities and equipment (8.1, 8.2, 8.3)
- Fiscal and administrative services (9.6, 9.7, 9.11)
- Website, catalogs, other institutional "publications" (10.1, 10.3)

Statement on Credits and Degrees may provide helpful context

19

Balancing Inputs, Processes & Outcomes

Inputs

There are sufficient, qualified faculty
There is appropriate access to adequate library resources

Processes

Students receive good academic advising
Students use library resources

Outcomes

- Faculty are demonstrably effective
- Students develop skills of information literacy

20

Mission & Standards

*What and how students are learning

21

Institutional Effectiveness Defined

The Planning and Evaluation standard delineates the processes and outcomes of institutional effectiveness efforts that apply to all areas of the institution.

2.2: The institution undertakes short- and long-term planning... The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.

2.6: The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

References to institutional effectiveness appear:

- as the last numbered paragraph of each Standard
- at many points throughout the Standards

22

Assessment Defined

The 'Assessment of Student Learning' is defined by a section within the *Academic Program* standard which contains numbered paragraphs 4.44 through 4.50.

4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning ...

The assessment of student learning receives specific attention at many other points in the Standards such as:

- Mission and Purposes (1.4)
- Planning and Evaluation (throughout)
- The Academic Program (throughout)
- Faculty (5.3, 5.10, 5.13 and 5.15-5.18)
- Student (6.7, 6.17)
- Library and Other Information Resources (7.8)

23

A clearer articulation of expectations regarding institutional effectiveness and assessment

- Engagement ("It's always on our agenda")
 - campus community
 - external community
- Mission-appropriate approach
- Evidence of what students know and can do
- Broad support from administration, faculty
- Use of assessment results for improvement
- Ongoing commitment, integrated into campus culture

24

Institutional self-study

- Institutional characteristics
- Introduction (describes self-study process)
- Overview (sets institutional context)
- Narrative
 - Description: how do we meet the Standards?
 - Appraisal: how well do we meet the Standards?
 - Projection: what do we commit to do in the future?
- Data Forms (Finance, Enrollment, Student Success)

25

Focused visit report

- Introduction
- Institutional overview
- Areas of focus
- Summary appraisal and plans
- Finance and Enrollment data forms
(if relevant)
- Selected appendices

26

Substantive change implementation

Examples: higher degree, off-campus location, overseas location, change of ownership

Materials provided to evaluators include:

- Original proposal submitted to the Commission
- Implementation update, including attention to areas of focus identified by the Commission in its review of the proposal

27

The evaluation team

Two roles:

- Validate the self-study or focused report
- Be the “eyes and ears” of the Commission

Qualities of an effective evaluator:

- Open-minded
- Works well on a team
- Understands NEASC standards & can apply them
- Relies on evidence
- Can work quickly and stay on schedule
- Can maintain confidentiality

28

Reading the Self-Study/Report

- Read the Standards
- Read the Commission's letters and the institution's history sheet
- Take notes
- Take advantage of the surrounding material
- Form questions, not judgments
- Read the Standards again



29

Preparing for the Visit

- Review the schedule
- Review the list of exhibits/on-line exhibits
- Contact your team chair with any requests
- Respond promptly to requests from the institution and team chair
- Prepare for your interviews
- Start thinking about your section of the team report

10

Agenda for the afternoon

- Sharing Strategies for Success – lunch discussion
- Commission’s initiative on Student Achievement and Success
- Writing the team report
- Distance education and off-campus programs
- *Exciting contest with fabulous prizes!!*

31

Sharing Strategies for Success



As you look at the "Do's and "Don'ts for NEASC team members" on page 61

- What stands out for you?
- What would you add to the list?

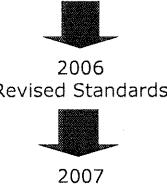
Each of you will be assigned responsibility for one or more standards ... but you can't do it alone!

How will you draw on the expertise of team members who are evaluating other Standards?

32

Commission's initiative on student success

1992 Policy statement on institutional effectiveness



Initiative on student achievement and success, with new data forms to enhance reporting and analysis and to put “data first”

33

Why initiatives on student success and data first?

- Implementation of the Standards
- Better tools available
- External reason: Take initiative – or lose initiative
- Internal reason: “We do portfolios,” or “We use NSSE”
- Disconnect between data forms and self-study narrative

20

What characterizes the initiatives?

- Mission-sensitive
- Diversity of institutions
- Multiple dimensions of success
- Trends and promotion of improvement
- Promote creativity and sharing



15

Assumptions underlying the initiatives

- Greater regularity in reporting will benefit institutions, teams, the Commission, and the general public
- Goal is to stimulate greater coherence in institutional approaches and greater sharing among institutions
- Not every measure is appropriate for every institution
- Some institutions will have multiple instances of a single measure (e.g., licensure pass rates)
- Institutions are encouraged to compare their data with those of peer institutions
- Trends in any measure are important

37

Data First Forms

A series of forms (at least one for each Standard) designed to allow institutions to report key institutional data. Many forms ask for trends over time.

A few examples ...

Std 3: Off-campus locations, distance education

Std 4: Enrollment at all levels & locations

Std 5: Faculty salaries & assignments

Std 6: Admissions, student debt

Std 7: Library collections, personnel, instruction, use

Std 10: Public disclosure

32

Data First – the name says it all!

Institutions are encouraged to:

- Complete the forms early in the self-study process
- Distributed the forms to writing committees for their use as they work on their chapters.
- Analyze the forms by asking: What do we have? What's missing?



"You can see a lot just by looking." Yogi Berra

18

New data forms to report on assessment and student success

The E-Series: Making Assessment More Explicit

Select and declare a basic approach to assessment and summarize the findings

The S-Series: Documenting Student Success

Report data on retention rates, graduation rates, and other measures of success appropriate to the institution's mission



Included in self-studies beginning in Spring 2009

10

The E-Series: Making Assessment More Explicit

Institutions choose one of the following four options:

- E.1. Inventory of educational effectiveness indicators and specialized and program accreditation
- E.2. Voluntary System of Accountability plus program review
- E.3. Institutional claims for student achievement with validating information
- E.4. Measures of student success: Comparison with peers

or design their own, in consultation with the Commission staff

40

The Questions in Common

1. What is the basic framework or approach?
2. How is the approach formalized or made known?
3. When do the processes occur?
4. What evidence is available?
5. Who uses or interprets the evidence?
6. How has the evidence been used for improvement?

41

The S-Series: Documenting Student Success

- S.1. Retention and graduation rates
- S.2. Other measures of student achievement and success
- S.3. Licensure passage and job placement rates
- S.4. Completion and placement rates for short-term vocational programs

Each asks for information about the most recent year, one and two years prior, and goals for the future.

42

Using the data forms in the self-study process

- Start early so the data can be collected, analyzed, and used by those engaged in the self-study process.
- Appraisal provides an opportunity to reflect on the findings – what and how are students learning? Have we developed the capacity to collect, analyze and use important institutional data, especially data about student achievement and success?
- Projection provides an opportunity to state commitments about improvements to institutional efforts to collect, analyze and use data – especially data about student achievement and success – for planning and decision making.

The student success forms in the team report

- Standard Two: Planning and Evaluation
Evidence that the institution evaluates the achievement of its mission and purposes and uses the results for improvement
- Standard Four: The Academic Program
Evidence that the institution's approach to assessment focuses on the course, program, and institutional level; uses a variety of quantitative and qualitative methods; uses the results to improve learning opportunities for students
- Standard Six: Students
Evidence that the institution's retention and graduation goals reflect institutional purposes; that it has other measures of student success appropriate to its mission; that it uses results for improvement

Complete? Reviewed? Discussed? Useful?

The Data First forms in the team report

- Standard Two: Planning and Evaluation
Did the institution find the Data First forms a useful addition to their evaluation processes?
- As a “source” for information included in the report
E.g., “As reported in the Data First forms, the percentage of faculty with terminal degrees increased by from 56% to 73% during the last five years.”
- Anywhere the institution did a good job of using the data
E.g., “The information about off-campus locations reported in the Data First forms, and the institution’s appraisal of their oversight of these locations, provided the team with a comprehensive understanding of the complexity of the institution.”

Understanding and using the E&S Data Forms

In your small groups

Review the excerpts from the E&S Data Forms for Central College and Middle New England University (pp. 109-117)

Questions for your consideration:

- 1) Overall, how would you characterize each institution's approach to the assessment of student learning and student success? What progress has been made? What remains to be done?
- 2) What questions will you want to pursue while you are on campus? With whom will you want to speak?
- 3) Craft two or three sentences for your team report that summarize the commendations and concerns you have about each institution's approach to the assessment of student learning and student success.

10

Writing the report

- Read the Standards ... Write to the Standards
- Take notes
- Know your preferred working style
- Include evidence and analysis as well as description
- Balance inputs, processes, and outcomes
- Follow the team chair's lead and meet deadlines
- Let's wipe out those common problems
- What else???



Read the Standards

47

Including evidence in the team report

- Identify the source
- Avoid the passive voice
- Be specific
- Use numbers
- Base judgments on data, not personal experience or opinion



168

Nadir College

A strong contender for the award for
Worst Team Report Ever Written!

For each excerpt from the report:

- Identify what's wrong
- Suggest improvements



49

Distance education & off-campus locations

- When initially offered, Commission reviews as substantive changes
- Per Commission policy, online programs and off-campus locations are reviewed as part of a comprehensive evaluation
- All students, all modalities, all locations
- Quality, capacity, and oversight



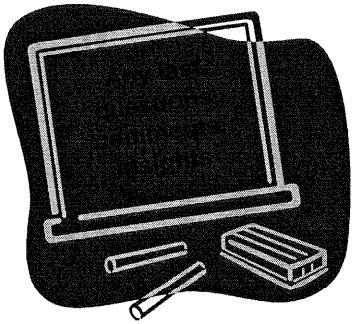
50

Implementation of the HEOA requires ...

- Verification of distance education students
- Verification of transfer policy, including criteria for acceptance of transfer credit (coming soon: a list of institutions with which the college has articulation agreements)
- Review of correspondence education (coming soon)



51



52

Disciplinary Accreditation

Case Example

ABET

<http://assesseng.bridgeport.edu/>

53

Standard 10: Public Disclosure

Information	Web addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?		
Notice of availability of publications and of audited financial statement or fair summary		
Institutional catalog		
Obligations and responsibilities of students and the institution		
Information on admission and attendance		
Institutional mission and objectives		
Expected educational outcomes		
Requirements, procedures and policies re: admissions		
Requirements, procedures and policies re: transfer credit		
Student fees, charges and refund policies		
Rules and regulations for student conduct		
Other information re: attending or withdrawing from the institution		
Academic programs		
Courses currently offered		
Other available educational opportunities		
Other academic policies and procedures		
Requirements for degrees and other forms of academic recognition		
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them		
Names and positions of administrative officers		
Names and principal affiliations of members of the governing board		
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location		
Programs, courses, services, and personnel not available in any given academic year.		
Size and characteristics of the student body		
Description of the campus setting		
Availability of academic and other support services		
Range of co-curricular and non-academic opportunities available to students		
Institutional learning and physical resources from which a student can reasonably be expected to benefit		
Institutional goals for students' education		
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate		
Total cost of education, including availability of financial aid and typical length of study		
Expected amount of student debt upon graduation		
Statement about accreditation		



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://www.neasc.org>

Statement on Credits and Degrees

The purpose of this statement is to provide guidance to institutions and evaluation teams on the Commission's expectations regarding credits and degrees; these expectations are based on common institutional practice in New England and are consistent with practices of regionally accredited institutions elsewhere in the United States. The statement is also intended to be helpful to members of the public and others interested in academic practices in regionally accredited institutions. This statement is a further explication of the Commission's Standard on *The Academic Program*: The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American higher education in terms of both length and content of the programs. (4.29)

The credit system is the basis for degree structures in the United States. It was invented in New England, originally as a way to provide students with the opportunity to elect certain courses as part of their overall degree which had previously consisted of a fully required curriculum. Created to support academic innovation, the academic credit has provided the basis to measure the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and most recently distance learning. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of desirable functions, including the transfer of students from one institution to another, study abroad programs, formalized recognition of certain forms and quality of non-collegiate study, inter-institutional cooperation on academic programs, and the orderly consideration of students applying to study at the higher degree.

While the definitions below provide the basis for the Commission's consideration of academic credit and degrees, other considerations are important. For example, some institutions may require more academic time than the norms defined below. Also, the Commission's Standards and practices do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education. As stated in the Preamble to the *Standards for Accreditation*, "Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are appropriate to higher education, consistent with institutional mission and purposes, and effective in meeting the intent of the Commission's Standards."

Ph.D.: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. requires a bachelors degree or higher for admission and usually requires three years or more of postgraduate work including an original research dissertation.

Terms of Study

Quarter: A calendar of ten weeks of instructional time or its equivalent.

Semester: A calendar 15 weeks of instructional time or its equivalent in effort.

Joint, Dual or Concurrent Degrees: While the nomenclature for various arrangements in which students study simultaneously from or for two degree programs is not entirely consistent among institutions, the definitions below will be used by the Commission for purposes of consistency:

Joint degree: A single degree awarded by two institutions.

Dual or concurrent degrees: Two degrees, awarded by one or two institutions to students who have been admitted to each degree program, based on the normal qualifications. At the undergraduate level, students must typically take the equivalent of a full year of study beyond the first baccalaureate degree to earn the second degree. At the graduate level, enrollment in a dual or concurrent degree program typically results in a reduction in time, for example, a reduction in total time of a semester for two degrees which if taken separately would require four years of full-time study.

Note: Institutions considering joint, dual, or concurrent degrees should consult the Commission's Policy on Substantive Change.

Definitions

Credit, Unit of: A quantification of student academic learning based on the amount of time a typical student spends engaged in academic study. One semester unit represents how much time a typical student is expected to devote to learning in one week of full time undergraduate study (at least 40-45 hours including, for example, class time and preparation or time engaged in asynchronous on-line learning). Thus a six-week summer session might, if fulltime, equate to six units. An alternative norm is one unit for three hours of student work per week (e.g., one hour of lecture and two of study or three of laboratory) for ten weeks per quarter or 15 weeks per semester. Some institutions require more student time per credit for certain forms of experiential learning. A full-time undergraduate student program should normally be 14 to 16 units, and, if fulltime, no less than 12 units. More time is expected to be devoted to study at the graduate level, typically more than three hours of study for every hour in class. A full-time graduate program is normally nine units or less. Considerable excess allowed on grounds of student ability or innovative means of instruction is subject to special analysis and approval.

Degrees:

Undergraduate degrees:

A.A., A.S., etc.: An undergraduate degree normally representing the equivalent of two academic years of full-time study (60 semester credits) or its equivalent in depth and quality of experience. The

B.A., B.S., etc.: An undergraduate degree normally representing about four academic years (120 semester or 180 quarter units) of college study. The B.S. usually implies more applied orientation and the B.A. more liberal education orientation, although these distinctions are not always clear.

Graduate Degrees: Graduate degrees are taught degrees; they include a significant component of coursework in addition to any supervised research or practice.

M.A., M.S.: A first graduate degree, representing at least one year of post-baccalaureate study (30 semester or 45 quarter units). The distinctions between M.A. and M.S. are similar to those between B.A. and B.S. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research that may lead to doctoral work.

M.B.A., M.P.A., M.S.W., etc.: Professional degrees normally requiring two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

Pharm.D., D.P.T., Au.D. Entry level clinical practice degrees normally requiring three years more full-time study than a baccalaureate.

Ed. D., Psy.D., D.B.A., etc: Degrees with emphasis on professional knowledge. These degrees normally require a baccalaureate for entry and three or more years of prescribed postgraduate work.

M.D., J.D., D.D.S., First professional degrees, generally requiring a baccalaureate degree for admission and three or more years of prescribed postgraduate work.

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT IN THE 2006 STANDARDS FOR ACCREDITATION

The 2006 *Standards* embed institutional effectiveness and assessment of student learning at many points throughout the standards. The citation of standards below attempts to help institutions, evaluation teams and Commissioners focus on where the standards provide the most guidance in this arena.

Clearer definitions of institutional effectiveness and assessment of student learning

“Institutional effectiveness” is defined within the *Planning and Evaluation* standard and is operationalized throughout the standards particularly by the last numbered paragraph of each standards, and at many points throughout the standards.

- 2.2: The institution undertakes short- and long-term planning... The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.
- 2.6: The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

“Assessment of Student Learning” is defined within the *Academic Program* standard particularly through numbered paragraphs 4.44 through 4.50.

- 4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning ...

Clearer articulation of the Commission’s expectations regarding institutional effectiveness and assessment.

Engagement of the campus community

- 2.4: The institution regularly and systematically evaluates the achievement of its mission and purposes ...
- 3.3: ... The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.
- 4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning ...
- 5.7: Faculty workloads ... are equitably determined to allow faculty adequate time to ... contribute to program and institutional assessment and improvement ...
- 6.18: Through a program of regular and systematic evaluation, the institution assesses ... the effectiveness of its student services ...

Engagement of the external community

- 1.3: ... Consistent with its mission, the institution endeavors to enhance the communities it serves.
- 2.4: The institution has a system of periodic review ... that includes the use of external perspectives.
- 4.50: Inquiry may focus on ... being able to describe student experiences and learning outcomes in normative terms, and gaining feedback from alumni, employers, and others...
- 9.14: The institution has in place appropriate internal and external mechanisms to evaluate its fiscal condition...
- 10.10: The institution publishes statements of its goals for students' education and the success of students in achieving those goals [including] rates of retention and graduation and other measures of student success appropriate to institutional mission...
- 11.9: In its relationships with the Commission on Institutions of Higher Education, the institution demonstrates honesty and integrity....

A mission-appropriate approach

- 4.46: Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community ...
- 5.10: The institution employs effective procedures for the regular evaluation of faculty that ... reflect the mission and purposes of the institution ...
- 6.6: The institution's goals for retention and graduation reflect institutional purposes ...
- 9.5: The institution and governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission ...

Evidence on what students know and can do

- 2.2: The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.
- 2.4: The institution ... evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, [and is] effective for addressing its unique circumstances.
- 4.50: The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students.
- 6.6: The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission.
- 10.12: The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes ...

Support from administration, faculty

- 2.1: The institution allocates sufficient resources for its planning and evaluation efforts.
- 3.3: The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.
- 3.9: Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.
- 4.47: The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty.
- 5.3: Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility
- 5.15: Scholarly and creative achievement by students is encouraged and appropriately assessed.
- 6.7: The institution systematically identifies the characteristics and learning needs of its student population ... and provides the basis on which services to students can be evaluated.
- 6.17: Institutions with stated goals for students' co-curricular learning systematically assess their achievement.

Use of assessment results for improvement

- 2.6: The results of evaluation are used systematically for improvement and to inform institutional planning ...
- 4.45: Data and other evidence ... [are] a demonstrable factor in improving the learning opportunities and results for students.
- 7.12: The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.
- 8.6: The institution's ongoing evaluation of its physical and technological resources ... is a basis of realistic planning and budget allocation.

Use of program review as an instrument for supporting institutional effectiveness and the assessment of student learning:

- 2.5: The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.
- 4.8: The institution develops, approves, administers, and on a regular cycle reviews its degree programs ...
- 4.9: The evaluation of existing programs includes an external perspective and assessment of their effectiveness.
- 4.49: The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.

POLICY STATEMENT ON INSTITUTIONAL EFFECTIVENESS

In the current *Standards for Accreditation*, the Commission on Institutions of Higher Education has reaffirmed the importance of each institution measuring its effectiveness. An institution's efforts and ability to assess its effectiveness and use the obtained information for its improvement are important indicators of institutional quality. The Commission, through its evaluative processes, will appraise these quality indicators. Just as assessment is now a pervasive theme throughout the standards, so too should it be a theme in all comprehensive self-studies.

The Commission views such assessment as a means of enhancing institutional effectiveness. The assessment process requires the gathering and analysis of evidence of congruence between an institution's stated mission, purposes, and objectives and the actual outcomes of its programs and activities. In order to inform its planning, decision-making, and resource allocation, an institution needs to determine how well and in what ways it is accomplishing its mission and purposes. Moreover, the institution needs documentary evidence to support assertions of quality made in its self-study and in its communications with its constituencies.

The Commission expects each institution, as part of its dedication to institutional improvement, to monitor its effectiveness in achieving its mission and purposes. Accordingly, the institution collects and analyzes relevant data and uses this information in the institutional planning process as a basis for sustaining quality and self-improvement. Thus, assessment functions as a tool for the encouragement of such improvement as well as a basis for quality assurance.

There is no one best way to assess institutional effectiveness, and the Commission prescribes no formula that an institution must use for measuring or demonstrating its effectiveness. Assessment efforts will vary among different types of institutions as well as among institutions of the same type. Successful assessment efforts are compatible with the institution's mission and its available resources.

Assessment is not a one-time activity; rather, it is evolutionary, ongoing, and incremental. The Commission realizes that an institution initially engaging in assessment will be likely to do so on a limited basis. However, it expects that in due time its assessment efforts will be more comprehensive, systematic, integrative, and organic. Regardless of their scope, these efforts will be both qualitative and quantitative. Assessment does not require standardized or even professionally developed instruments or complicated methods of statistical analysis.

While assessment is an overall institutional concern, as reflected in the various standards for accreditation, its primary focus is the teaching-learning experience. To the greatest extent possible, therefore, the institution should describe explicit achievements expected of its students and adopt reliable procedures for assessing those achievements.

Ultimately, assessment and accreditation share the common goal of enabling the institution to reach its fullest academic potential by providing the highest quality education possible. In pursuing that goal, institutional autonomy should be preserved, innovation encouraged, and the distinct character of each institution recognized and honored.

January 22, 1992

EVIDENCE OF INSTITUTIONAL EFFECTIVENESS

Since the function of the team is both to validate the self-study and to determine whether an institution fulfills the Commission's standards, and since the standards emphasize the effectiveness of each part of the institution in meeting its own goals, a careful consideration of these items should help the team determine where an institution is strong and where the team still has concerns. Both in its report and in its confidential recommendation to the Commission, a team should be mindful of its obligation to assess the effectiveness with which an institution is meeting its overall purposes and objectives and is using the data gathered from that assessment to enhance the ways in which it fulfills its mission and purposes.

Institutions which measure their effectiveness find that there are three domains which have to be considered:

- Cognitive learning (the acquisition of knowledge)
- Behavioral learning (the acquisition of such skills as group presentation, leadership)
- Affective learning (the acquisition of areas measured by surveys of student satisfaction)

Direct measures of institutional effectiveness may include the following:

- Capstone experiences (structure/content linked with institutional purposes)
- Portfolio assessment (evaluation protocols indicate how often and by whom one is reviewed)
- Standardized tests (generic, best if used with other measures)
- Performance on national licensure exams (breakdown into effective parts important)
- Locally developed tests
- Essays blind-scored across departments
- Internal/external jury reviewed projects
- Externally reviewed internships/externships

Indirect measures of institutional effectiveness may include the following:

- Alumni, employer, and student surveys
- Exit interviews of graduates and focus groups
- Graduate follow-up studies
- Retention/transfer studies
- Length of time to obtain degree
- Graduation/transfer rates
- Job placement statistics

Measures which *DO NOT INDICATE* student learning include the following:

- Faculty publications/recognition
- Courses elected by students
- Faculty/student ratios
- Percentage of students who study abroad
- Enrollment trends
- Diversity of student body

Tab

2

READING THE SELF-STUDY AND APPLYING THE STANDARDS

Before You Read the Self-Study

1. Read the prior Commission letters and the institution's history sheet. These will let you know any particular areas of emphasis that the Commission has identified for special attention in the report.

Read the Standards for Accreditation

2. In the self-study, the institution is asked to describe how it meets the Standards, appraise how well it meets the Standards, and (in the projection section) articulate its commitments for improvement related to the Standards. You should approach the self-study with the Standards foremost in your mind.

Prepare to Take Notes

3. One task of the team is to validate the self-study: As you read the self-study, identify questions to be answered on campus and how you will find answers. Who will you want to talk with and what will you want to ask them? And what documents will you want to read?
4. Take notes on the major findings that you discern from the self-study. Part of your work on-site will be to validate those impressions.

Take Advantage of the Surrounding Material

5. The Institutional Characteristics form at the beginning will give you an overall idea of the size and shape of the institution. It will also identify branch campuses, other instructional locations, programs offered at a distance, and contractual arrangements. Because the evaluation covers all programs, all formats, all locations for the institution, it is helpful to keep this information in your thinking. In the Institutional Characteristics you will also find the names and titles of key institutional officers – helping you figure out who you will want to meet.
6. The introduction will provide an overview of the process, giving you a sense for how participatory the work was and perhaps also identifying some key individuals and groups with whom you will want to meet.
7. The overview will help you understand the history and character of the institution, as well as provide the key findings from the self-study.
8. The Data First forms, at the end of each chapter, also have much useful information about the institution. Some evaluators start here, then read the text of the chapter.
9. The Student Success Data Forms (the "E and S" forms) provide information on the institution's approach to assessment and data about student learning outcomes and measures of student success.

Read the Self-Study

10. Some evaluators read the self-study three times: a first time to get an overall view of the institution; a second time focusing on their particular assignments, and a third time to see how their section fits into the overall institutional picture.
11. Eleven Chapters: Description, Appraisal, Projection. Can you tell how well the institution meets the Standard? What strengths and concerns emerge? How does the institution demonstrate institutional effectiveness – that it has examined this aspect of its functioning and used the results for improvement? What evidence does the institution use to support its claims? What commitments is the institution making for improvement?
12. Re-read the Standards. Has the institution addressed all of the key elements? Do you have concerns beyond those identified by the institution about how well the Standards are met?

EVALUATOR'S OBSERVATION SHEET

STANDARD OR AREA _____

Observations

SELF-STUDY

EVIDENCE OF EFFECTIVENESS

OTHER

SAMPLE SCHEDULE FOR A MARCH 7-10, 2010 EVALUATION

Spring 2008 2 years before visit	Commission sends letter to institution as reminder of visit, requests selection of dates for visit, invites representatives to attend self-study orientation.
Fall 2008 12-18 months before visit	Commission staff member meets with college president and/or self-study directors to discuss self-study process and institution's concerns about the visit.
Spring 2009 1 year before visit	Staff appoints team chair (after president's review); chair materials sent from CIHE office.
Fall 2009 Semester prior to visit	Institution invites chair for a preliminary visit to: <ol style="list-style-type: none">1. assess self-study progress2. discuss areas for evaluation3. work out arrangements for visit (accommodations, schedules, etc.)
	After visit, chair communicates with Commission staff about progress of self-study and team composition.
Fall 2009 Semester prior to visit	Commission staff select and invite prospective team. Replacements made, if necessary. Final team list sent to president and team members. Evaluator materials mailed to team members from CIHE office.
Fall 2009 Semester prior to visit	Institution submits draft of self-study for Commission staff review.
January 2010 6 weeks prior to visit	Chair corresponds with team: schedule, accommodations, tentative areas of responsibility.
January 2010 6 weeks prior to visit	Institution mails self-study to team and CIHE office.
March 7-10, 2010	Team on campus; interviews; team develops rough draft of report, list of strengths and weaknesses, and confidential recommendation to Commission; chair gives oral exit report.
April 7, 2010 4th week after visit	Chair sends completed first draft of report to team members and Commission office; team members and Commission staff suggest changes and corrections; team members submit confidential evaluation of chair to CIHE office.
April 21, 2010 6th week after visit	Chair sends first draft to the president for review of <u>factual</u> accuracy.
April 28, 2010 7th week after visit	Chairperson receives president's comments on factual accuracy of report.
May 12, 2010 9th week after visit	Chair sends final report to the institution for duplication; thirty-five (35) copies of the confidential recommendation along with

	the chair's confidential evaluation of team members should be sent to the Commission office.
May 19, 2010 10 week after visit	Institution sends one (1) copy of the report to each member of the evaluation team and thirty-five (35) copies (unbound and three-hole punched) to the Commission office.
June 2, 2010 12th week after visit	CIHE office sends letter to president for official institutional response; when received, institutional response goes to chair as well as Commission.
September or November 2010 Semester following visit	Chair and president meet with Commission at one of its fall meetings; CIHE notifies institution and team of its action on accreditation.

Comprehensive Visit Team Kit

1. Standards for Accreditation Handbook
2. Evaluation Manual
3. Expense voucher
4. Team members' Confidential Evaluation Form
5. Previous notification letters back to last comprehensive visit
6. Letter to president listing final team
7. Evaluation Summary Sheet
8. Guidelines for the Review of Off-Campus and Distance Education Programming During a Comprehensive Evaluation (if applicable)
9. History sheet
10. Periodic Review of Member Institutions

Focused Visit Team Kit

1. Standards for Accreditation Handbook
2. Evaluation Manual
3. Expense voucher
4. Team members' Confidential Evaluation Form
5. Previous notification letters back to last comprehensive visit
6. Previous evaluation report
7. President's response
8. Letter to president listing final team
9. Evaluation Summary Sheet
10. History sheet
11. Periodic Review of Member Institutions

SAMPLE LETTER FROM TEAM CHAIR ARRANGING PRELIMINARY VISIT

October 12, 2009

President I.M. Curtius
Notreal College
Mount Hope, New England

Dear President Curtius:

I have made the following arrangements for the NEASC preliminary visit, and unless you advise otherwise, I will hope to see you or your representative at the Mount Hope airport on November 12 at 8:40 p.m.

November 12 (Thursday)

7:10 p.m. Depart Boston on Ransom Airlines, Flight #1712
8:40 p.m. Arrive Mount Hope

November 13 (Friday)

3:55 p.m. Depart Mount Hope on Ransom Airlines, Flight #41

It is my understanding that the purpose of the preliminary visit is two-fold: (1) to help Notreal College understand how the team will operate; and (2) to help me understand the institution so that I may plan how best to deploy members of the team. Within this context, I expect our time will be well spent if I accomplish the following objectives during the preliminary visit:

1. gain a clear impression of Notreal College to learn how it is organized and to sense its atmosphere and style;
2. talk with a number of administrators, faculty and student leaders to determine how they are involved in the self-study and what they expect to achieve as a result of the study and evaluation process;
3. determine from you the names and titles of key people on the campus with whom team members should meet (other than those in line and staff positions);
4. make arrangements for a meeting with appropriate members of the Notreal College staff and with Board of Trustee members during the evaluation visit;
5. check up on the practical arrangements for the team visit; and
6. discuss plans for the team's first evening of the evaluation visit.

It would be helpful, President Curtius, if you would send some reading materials to me that would fulfill, in part, the first objective, since the preliminary visit will only be eight hours or so in length.

Additionally, if it is convenient, I think I should stay in the facility the team will be using. In this way, I will be able to become familiar with the accommodations and give appropriate advice to the members of the team.

President I.M. Curtius
Page Two

I look forward to meeting you and your colleagues next month. If I can clarify the contents of this letter or be of any assistance, please feel free, President Curtius, to call me at my office or home.

Sincerely,

Donald T. Frett
President

DTF/slo

cc: Barbara E. Brittingham, NEASC

**SAMPLE LETTER TO INSTITUTION AFTER PRELIMINARY VISIT
ON ARRANGEMENTS FOR A COMPREHENSIVE EVALUATION**

November 16, 2009

Ms. Alma Halper
Assistant to the President
Notreal College
Mount Hope, New England

Dear Alma:

I was delighted to have the opportunity to meet you, and I am pleased that you will be the contact person for the NEASC visit in March. I will try to keep you informed of all details related to the visit so that you will have ample opportunity to make the necessary plans and to anticipate our needs.

Let me outline a number of items that will need attention and indicate ways that I think they should be handled. You may contact me for further clarification on any of these.

1. Travel arrangements. Members of the team will be coming from states other than Massachusetts. I would anticipate that most people would drive but there is a chance that someone would choose to fly. If a team member decides to fly, I would like to know if someone at Notreal College would be able to pick him or her up at the airport and transport to the hotel.
2. Lodging, meals, conference rooms at hotel.
 - a. Each team member should have a single room reserved for him or her for Sunday, Monday and Tuesday nights.
 - b. A conference room should be reserved for the team at the hotel from Sunday noon until Wednesday noon. We will need a room that can be locked when we are not using it.
 - c. We will need at least one PC and a printer available in the room from Sunday morning until Wednesday noon. The PC should have standard word processing software (Microsoft Word, if possible). As some members of the team will bring laptops, the room should accommodate their use as well.
 - d. We would like to have all bills for rooms and meals put on a master slip to be billed to the College. We would like individual team members to be able to sign for their meals and rooms.
3. Team workroom on campus. Beginning on Monday morning, the team will need a conference room on campus to use as a team meeting place and workroom. The exhibits compiled for the team can be made available in that room, as well as electronically. We will need to have a room that can be locked and secured during our visit. As I discussed with the President during my preliminary visit, we would like to have a computer and printer available in the room. May we please also have a telephone in that room and a campus directory.

Ms. Alma Halper
Assistant to the President
Page 2

4. Timetable. Enclosed is a draft timetable for the visit. Please note the sections checked which need to be arranged by you or some other appropriate individual on campus. The major items to be scheduled are the following:

- a. *Sunday*—Social hour and dinner with selected staff.
- b. *Monday*—Lunch with (two groups): student leaders and faculty.

Also, three open meetings for members of the college community from 4:00 p.m. until 5:00 p.m. (one for faculty, one for students, one for staff). Please select rooms conducive to informal discussion. In addition, we would like to have coffee, tea, soft drinks, and cookies or some sort of pastry available. These events should be widely publicized on campus in the weeks before the team visit. It would be our expectation that the president, deans, and division chairs would not attend these meetings, since they have ample other opportunity to talk to the members of the team on other occasions.

Two members of the team will visit two off-campus locations, per our discussion. The scheduling of these visits should ensure that the team members get to meet the location director, a sample of faculty who teach in the program, and some students. I understand the larger location has library and student services regular staff there; it will be useful to meet them as well.

- c. *Monday*—Morning meeting with Trustees. This can be scheduled either on- or off-campus in a location that is most convenient for the Trustees.
- d. *Wednesday*—Scheduling of a room in which to conduct the exit report and the invitations to those who will attend this meeting. The room needs to be large enough to accommodate the members of the team and whichever members of the college community are invited.

I believe this covers the essential details of the visit. Many of these will not need to be dealt with until the beginning of school in the fall, but I wanted you to be aware of the range of logistical details.

Please feel free to call or write me with any questions you may have. I'm looking forward to seeing you again in March.

Cordially,

Donald T. Frett
President

DTF/akl

cc: Barbara E. Brittingham

**SAMPLE LETTER FROM CHAIR TO TEAM MEMBERS
FOR A COMPREHENSIVE EVALUATION**

January 25, 2010

Ms. Julia Command
Vice President of Student Affairs
Ivyless University
Pawtucket, RI

Mr. Philo Fax
Head Librarian
Secular College
Northeast, NH

Dr. Freudian Quippe
Chair, Psychology Department
Old State College
Rural, MA

Dr. Sarah Ratched
Dean of Nursing
Comprehensive College
Lawford, NH

Dr. Ima Expert
Vice President for Academic Affairs
Very Private College
Boston, MA

Mr. Dow Moody
Vice President of Finance
Awesome University
Groton, CT

Dr. Reala T. Pho-Kyss
Director of Planning and Assessment
Marley College
Ville, VT

Dear Colleagues:

I would like to take this opportunity to welcome all of you to the committee that will visit Notreal College from March 7-10, 2010. Although the visit is still a month away, there are a few details that I would like to get out of the way early so that our time on campus will be used as efficiently as possible.

On the attached Evaluation Preference Form I have listed tentative areas of responsibility. You will note that each person has either a primary and/or a primary and secondary area. I have tried to match your expertise with an appropriate area of the evaluation, but I don't claim a perfect match. If you feel you would be more comfortable and productive with a different responsibility, please let me know. The individual assigned with primary responsibility is expected to write that section of our report.

Listed on another attachment is a tentative schedule for our four days in Mount Hope. Please let me know if you have any suggestions for improving it, or if there are any details that I have overlooked. We will finalize this at our first meeting on Sunday afternoon.

During our visit we will be staying at the Sheraton-Superba Inn; a brochure describing the hotel is enclosed. In addition, I have included a copy of a letter from Dean Hussel, which outlines travel information. All room and meal expenses will be billed to the college so you will not need cash for this purpose.

Accreditation Committee
Page 2

Notreal College will make computers and printers available to us both on campus and at the hotel. They will provide PCs equipped with MS Word. Please let me know if you plan to bring your own laptop and, if so, if you use a different word processor program. It will be easier if we can all use MS Word but we can certainly accommodate individual preferences.

The self-study has been mailed. Call me if you do not receive it within a week or so.

Please let me know soon if you will be unable to arrive for the initial meeting of the committee at 3:00 p.m. on Sunday or if you will have to leave before 12 noon on Wednesday. I would like the committee to remain together throughout the entire visit if at all possible. The demands on everyone's time after we return to our own campuses makes it imperative for us to complete a preliminary draft of our report before we leave Mount Hope.

Please call or write me if you have any suggestions or questions. I am looking forward to meeting you.

Cordially,

Donald T. Frett
President

DTF/slo

Enclosures

cc: Dean L. Hussel
Barbara Brittingham

EVALUATION PREFERENCE FORM

	PRIMARY	SECONDARY
Mission and Purposes	Frett	All
Planning and Evaluation	Pho-Kyss	All
Organization and Governance	Expert	Frett
The Academic Program	Ratched	Quippe
Faculty	Quippe	Ratched
Students	Command	Pho-Kyss
Library and Other Information Resources	Fax	Moody
Physical and Technological Resources	Moody	Fax
Financial Resources	Moody	Expert
Public Disclosure	Fax	Pho-Kyss
Integrity	Command	Quippe

**SAMPLE LETTER FROM CHAIR TO TEAM MEMBERS
FOR A FOCUSED EVALUATION**

January 25, 2010

Dr. Brendan Behan
Professor of English
Department of English
Urban Community College
Center City, CT 06022

Mr. Stephen Hawkins
Director of Operations
Galactica College
Oceanside, MA 02555

Dear Colleagues:

I would like to take this opportunity to welcome you to the Committee that will visit Acropolis Community College, March 7-9, 2010. Since the visit is about a month away, there are a few details I would like to get out of the way so that our time on campus will be used as efficiently as possible.

As you know, this is a focused evaluation visit and, therefore, we will only be reviewing those areas that are included in the evaluation report. To assist us in identifying the appropriate individuals at the College with whom we should visit, I have asked Dr. Sarah Keuze, Director of Management and Planning, to send a list to each of us with the names of the key people in each area of evaluation. You should receive that at about the same time as this letter. Once we have that list in hand, I will place a conference call so that the three of us will be able to discuss the arrangements and timetable for the actual visit.

At this point, I am planning for us to get together at approximately 6:30 p.m. on Sunday evening. I have asked Sarah to schedule a social hour from 7:00 p.m. to 8:00 p.m. so that we can meet key people. We will not have a formal dinner with the College staff. After the social hour, we will plan to have dinner together at the hotel. I have enclosed a map telling you how to get to the Sheraton-Athena where we will be staying.

I will plan to place the conference call at 9:30 a.m. on Tuesday, February 24. Please let me know if that time will not be good for you.

Cordially,

Paul Mead
Dean of the Undergraduate School

Enclosure

cc: Sarah Keuze
Barbara E. Brittingham

EXHIBITS FOR SELF-STUDY AND TEAM ROOM

Note: The list below is meant to be illustrative. While no single institution will have all of the listed documents and reports, each institution will also have additional and in some cases unique types of documents, exhibits, and data which will help in the development of the self-study and provide useful information for the visiting team.

Standard/Supporting Documents	May also be useful for Standards
Standard 1: Mission and Purposes	
Current institutional mission statement	2, 4, 5, 6, 9
Mission statements of colleges, departments, divisions	2, 4
Charter	3
Trustee approval of mission statement	3
Vision statement	2, 4
Reports of trustee, faculty committees reviewing mission	2
Report of a periodic review of the mission statement	2
Standard 2: Planning and Evaluation	
Planning	
Strategic plan	3, 4, 5, 6, 7, 8, 9
Internal or external review of the plan	1, 4, 8, 9
Related plans: e.g., financial, academic, development, technology, facilities, student services	4, 5, 6, 7, 8, 9
Plans of individual departments and units	4
Minutes of planning councils, board planning committees	3
Reports reviewing implementation/effectiveness of prior plans	9
Evaluation	
Institutional factbook	3, 4, 5, 6, 7, 8, 9, 10, 11
Program reviews of academic and non-academic units	4, 5, 6, 7, 8, 9, 10, 11
Specialized accreditation self studies, team reports, decisions	4, 5, 6, 7, 8, 9, 10
Student course and teaching evaluation forms and reports	4, 5
IPEDS common data	4, 6
HEDS or other consortium peer institution data	4, 5, 6, 7, 9
NSSE or other student survey	1, 4, 5, 6, 7, 10
Internal audit	9, 11
Department or program cost/productivity studies	4, 5, 9
Cooperative Institutional Research Program data	4, 5, 6
Placement studies of graduates	4, 6
Evaluation of recent institutional initiatives	1-11
Special institutional studies (e.g., prelaw advising, alumni accomplishments, student IT proficiency, AHANA programs)	1-11
Impact study (e.g., of endowment, community service, financial aid)	4, 5, 6, 7, 8, 9

Standard 3: Organization and Governance

Trustee by-laws	1
Board membership and affiliation	11
Trustee minutes	1,2,4,8,9
Trustee committees (e.g., academic, budget) and minutes	2,4,8,9, 11
Documentation of board development activities	2
Board self-study	2
Board goals	1,2, 9
College or University Manual	10,11
Faculty handbook	4,5,11
Employee handbook	11
Institutional policy and procedures manual	2,4, 9, 10, 11
Policy on board evaluation of the CEO	
Policy on faculty role in programs offered at other campuses, internationally, or through distance learning	4,5
Membership and roles of advisory committees, institutional standing and ad hoc committees	1,10,11
Senate or council charter, membership, minutes	2,4,5
Job description: principal administrators	2

Standard 4: The Academic Program**General**

Catalogues: undergraduate, graduate, summer, continuing education, overseas, branch campus, online programs	6,10,11
Schedule of program review and specialized accreditations	2
List of new programs since last review	2
List of program deletions since last review	2
List of major program revisions since last review	2
Format for new program proposals	3
Contracts from contractual relationships involving degree and certificate programs	5
List of conferences, institutes and workshops sponsored	1
Studies of student learning outcomes for various sites and means of program delivery	2

Undergraduate Education

Statement of institutional definition of an educated person	1
Core curriculum or general education program	
Studies of student learning outcomes in general education	
Feedback studies from students on their undergraduate experience	2,6,7
Data on special opportunities for students (e.g., study abroad, internships, research awards, honors): requirements, participation rates, satisfaction, learning outcomes	2,10,11
Studies of program impact in special areas (e.g., diversity, service)	2,6,7,10
Program reviews of undergraduate programs	2

Graduate Education	
Reports of graduate students' qualifications at admissions	6
Graduate student manual	6
Graduate faculty manual	5
List of thesis and dissertation completions	
List of field and clinical placement sites	
Scholarships, fellowships, and research support awards	
Studies of retention and graduation rates	2
Placement studies of graduates	10
Program reviews of graduate programs	2
Integrity in the Award of Academic Credit	
Policy on evaluation of transfer credit	10
Policy on student grading	10, 11
Graduation degree audit procedures	11
Contractual relationships involving academic credit	11, 5
Policies related to course credits	11
Charter, composition, minutes of committees overseeing credit courses	11
Policies on award of credit for prior experience and non-collegiate work	11, 5
Policies on satisfactory academic progress	11, 5
Policies and practices regarding academic integrity	11
Organizational charts demonstrating academic oversight of all work for credit	11
Reports of academic and support services available to students not at the institution's main campus (including distance learning)	10, 5
Assessment of Student Learning	
Studies of student learning in general education	1, 2
Reports of student learning outcomes, by program	2
Reports of student learning in areas such as service learning, information literacy, study abroad, leadership	1, 2
Studies of how students are learning at the institution	2, 5, 6
Documentation of support for assessment (e.g., Teaching/Learning Center, faculty development, small grant support)	2, 5
Standard 5: Faculty	
Faculty cv's by department (full-time and continuing part-time)	
Faculty employment contract	11
Promotion and tenure criteria and process	1
Faculty hiring plans, overall and by academic unit	2
Statement of diversity goals	11
Procedures for appointment of new faculty	11
Office of faculty development: annual reports	2
List of faculty development funds and awards	

List of teaching support workshops for part-time and adjunct faculty	4
Policy on faculty workload and assignment	1,4
Teaching and Advising	
Policies on academic advising	6, 10, 11
Studies of the effectiveness of advising	6, 10, 11
Manual for teaching assistants	4
Documentation of centers, programs to support teaching	
Documentation of faculty/student role in academic integrity	4, 11
Scholarship and Research	
Institutional policies on scholarship and role of research for faculty	1, 4
Policies on academic freedom	4, 11
Annual report on research productivity and external funding	1, 4, 9, 10
Standard 6: Students	
Admissions	
Admissions forms (all levels, all locations)	10
Admissions policy statements	10,11
Admissions goals and recruitment plans and budgets	1
Admissions annual reports	6
Policy on academic sanctions	10,11
Retention	
Retention and graduation studies for special categories of students (e.g., transfer students, AHANA students, students studying at a distance, athletes)	4,10,11
Graduation rate studies	2
Student Services	
Student Services Annual reports, past 5 years	2
Reports on how students are served at branch campuses, other instructional locations, campuses abroad, and online	4
Financial aid policy	10,11
Studies of the impact of financial aid on the composition of the student body, admissions, retention, and other salient variables.	2,10,11
Training manual for residence hall assistance	10
Resources for commuter students	11
Resources for students studying at a distance	4
Studies of student satisfaction with campus resources	2,4,7
Orientation programs for: freshman and transfer students, students on other campuses and locations, students on campuses abroad, students studying at a distance, graduate students	4,7
Studies of student participation in out-of-class activities, including athletics, recreation, arts, cultural activities, etc.	1,2,4,10
Policy on student records	10,11
Standard 7: Library and Other Information Resources	
Library budget, past 5 years	9

Collection development plan	2,4
List of databases and electronically available resources	4
Copies of agreements with consortia or other libraries	4
Library annual report	2,4
Usage statistics	2,4
Schedules and guides for faculty and student training on library	4, 5, 6
Statement of information literacy as student learning outcome	4
Comparison of collections, access, and use with peer institutions	2,4
Consultant reports on library collections, access, and services	2,4
Student surveys of library collection, access, and services	2,4
Faculty surveys of library collection, access, and services	2,4,5
Studies of student information literacy	2,4
List of departmental liaisons to the library; reports of involvement	5
Report of the faculty library committee	5
Reports of library services for students studying at a distance	4
Technology plan (institutional and/or by unit)	2,4
Policy on support for faculty, students, classes, management	4,5
Programs of training for faculty, students, staff on technology	4, 5, 6
Budget requests and funded budgets for technology by year	2,9
Technology committee reports	2, 4, 6, 8
Reports or statements on how technology supports learning	4
Statistics on usage of technology by unit, in classes, elsewhere	2,4
Reports on technology to support management information	6,9
Surveys of student, faculty, and staff satisfaction	2,4,5
TLT Roundtable Minutes and reports	4
Evaluations of management information systems	2,4,6,9
Comparisons with peer institutions	2

Standard 8: Physical and Technological Resources

Inventory of space (by campus location)	4
Master plan for space	4,6
Rental agreements for instructional space (all locations)	4,6
Capital budget plan	2,4,6
Report of classroom/technology space	4
Policies for system reliability, integrity and security of data	4, 9, 11
Policies on individual privacy	11
Space allocation policy	4,6
Studies of matching academic programs with space allocation	2,4
Inspections of campus safety of instructional, residential, administrative, and research space	10,11
Insurance policies	9,11
Prioritized list of unmet space needs	2,4,6
Deferred maintenance list	2,4,6
Plan for addressing deferred maintenance	2,9

Security plan for academic, administrative, residential space	11
Reports from committees on space and facilities	2
Standard 9: Financial Resources	
Budget development policy and procedures	2
Budget requests, by unit	4,6,7
Budget allocation, by unit	2,6,7
Capital budget plan	2,4,6
Minutes of board financial committee	3
Reviews of new initiatives with financial implications	1, 2, 3, 4, 11
Crosswalk between budget and other plans (strategic, academic. . .)	2,4,6
Policy on risk management	3, 11
Endowment spending policy	3
Investment policy	3
Cost/revenue studies by location, program, mission element	2,4
Audits, institutional foundation	11
Plans for debt retirement	2
Standard 10: Public Disclosure	
Documentation of availability of each element listed in Standard 10	11
Editorial policy for publications, websites, electronic information	11
Catalogues: undergraduate, graduate, summer, continuing	4,6,11
Reviews of website information	1, 4, 6, 11
Recruitment publications	4,6,11
Electronic publications: videos, CD's websites	4,6,11
Policy on public access to institutional information	11
Recruitment material (publications, letters, phone protocols)	11
Notice of availability of institutional information, including audited financial statement	11
Documentation for information in publications regarding student placement rates, program excellence, faculty and student achievement, learning outcomes	4,11
Standard 11: Integrity	
Policies and procedures with information on their dissemination	
Academic honesty	4,6
Privacy rights	
Academic freedom	4,5
Non-discrimination and affirmative action	5
Faculty grievances	5
Employee grievances	
Student grievances	6
(Research policies found in Standard 4)	
Rights and responsibilities of students living in university	6
Information on use and effectiveness of the above policies	2

Tab

3

APPLYING THE STANDARDS

1. The Academic Program

Standard: *The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs.* (4.9)

Self-study: Remote College: Description, Appraisal, Projection: “The College offers a wide variety of academic majors to its undergraduates. Although many currently enrolled students select majors in business administration or computer science, the College also offers programs in such fields as classics, German, creative writing, and physics. Though the size of the student body has declined recently, the range of academic offerings remains considerable. There has been some discussion in venues such as the Curriculum Committee and the President’s Council of undertaking a review of the programs, but the College is proud of its ability to provide such a large array of academic programs to its students. Still, it is anticipated that the financial pressures created by decreasing enrollments will lead to the development and implementation of a program review process in the near future.”

Questions for consideration:

As there are questions about how (and whether) the College fulfills this portion of the standard on *The Academic Program*, what approach will you take to the issue?

What sort of facts will you be looking for before and during your campus visit?

2. Faculty

Standard: *“The institution provides the faculty with substantial and equitable opportunities for continued professional development throughout their careers.”* (5.12)

Self-study: Island College: Description, Appraisal, Projection: “A budget has been set aside for faculty development. It has been used at various times for attendance at conferences and for the ordering of books for faculty members’ personal libraries. Although funds for faculty development have been allocated for some years, in past years they have not been used as widely as they should be. Faculty should receive frequent reminders of the existence of these funds and be encouraged more often to take advantage of this opportunity.”

Questions for consideration:

What do you need to know that is not included in the above portion of the self-study?

With whom will you want to meet when on campus?

3. Planning and Evaluation

Standard: “*Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution.*” (2.1) “*The institution undertakes both short- and long-term planning...[and] systematically collects and uses data necessary to support its planning efforts...*” (2.2) *Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom.*” (2.6)

Self-study: Northern College: Description, Appraisal, Projection: “To meet the need to develop a broad-based and representative institutional planning process, the College has formed a Planning Committee. The members of the Committee are [lists them as well as reasons they were chosen]. The Committee’s first order of business was to develop a three-year budget, based upon projected enrollments for the next three years (Document A). Other items being discussed by the Planning Committee are library modernization (Document B), monitoring financial aid (Document C), future staff increases, and the construction of new dormitories (Document D). The Committee is in the process of developing a five-year plan that will include future enrollment, staff needs, and facilities. A spirit of cooperation and generosity characterizes the meetings of the Planning Committee.”

Questions for consideration:

In what ways does or does not the College’s self-study demonstrate that it fulfills the elements of the standard on *Planning and Evaluation* cited above?

What information do you wish to see besides the documents referred to in the text?

With whom do you think you will want to meet when on campus?

4. The Academic Program

How would you go about validating this portion of *The Academic Program* standard?

Graduates successfully completing an undergraduate program demonstrate competence in oral and written communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. (4.18)

5. Organization and Governance

What would you need to learn in order to feel confident that the institution is fulfilling these portions of the standard on *Organization and Governance*?

The institution’s academic leadership is directly responsible to the chief executive officer and in concert with the faculty is responsible for the quality of the academic program. (3.8)

Faculty exercise an important role in assuring the academic integrity of the institution’s educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise. (3.10)

TIMETABLE FOR VISIT - Sample

SUNDAY

3:00-5:00 p.m.	Initial meeting of the visiting committee (conference room, hotel) Introductions; General discussions of purpose and procedures; Discuss timetable; Agree on individual committee member responsibilities; Prepare schedule of meetings of individuals visiting committee members on Monday.
6:00-9:00 p.m.	Social hour and dinner with president and selected staff
9:15 p.m.-	Meeting of visiting committee (hotel) General observations; Identification of strengths, weaknesses, and special problems to investigate on Monday.

MONDAY

8:00-11:00 a.m.	Scheduled meetings with members of the college community
11:00 a.m.-noon	Meeting with trustees
12:00-1:00 p.m.	Lunch (2 groups) a. with student leaders b. with faculty leaders
1:00-4:00 p.m.	Scheduled meetings with members of the college community; visits to off-campus sites
4:00-5:00 p.m.	Open meeting for members of college community with members of committee
6:30 p.m.-	Dinner and meeting of visiting committee. Discussion of observations, strengths, weaknesses, findings (hotel)

TUESDAY

9:00 a.m.-noon	Scheduled meetings with members of the college community
12:00-1:00 p.m.	Lunch
1:00-5:00 p.m.	<u>To be arranged by committee</u>
6:30 p.m.-	Dinner and team meeting of committee—Summarize institutional strengths and weaknesses; reach consensus on the confidential recommendation; begin drafting report.

WEDNESDAY

11:00 a.m.	Exit report
------------	-------------

**VISITING TEAM APPOINTMENT CALENDAR
AND VISITATION SCHEDULE - Sample**

The schedule below indicates team meetings. It also includes selected availability of key institutional officers, open meetings, and other opportunities to meet with campus groups. Individual team members should construct their schedules, including time to examine exhibits, based on the framework below.

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY
7:30 a.m.		Breakfast at Inn	Breakfast at Inn	Breakfast at Inn
8:30 a.m.		Meeting with President	TBD	TBD
9:00 a.m. 9:30 a.m.		Meeting with Vice Presidents (see #1 below)	CFO, CIO available	TBD
10:00 a.m. 10:30 a.m.		Meeting with V.P. and Deans	Graduate Dean, Librarian available	President and Team Chair (Private)
11:00 a.m. 11:30 a.m.		Meeting with Trustees	Student Affairs V.P. Dean of Students	Exit report
12:00 Noon 12:30 p.m.		Lunch (see #2 below)	Lunch (see #2 below)	Box Lunches Available
1:00 p.m. 1:30 p.m.		TBD; 2 team members to visit instructional site in neighboring city	TBD	Depart
2:00 p.m. 2:30 p.m.		Academic Vice President available	Department Chairs available	
3:00 p.m. 3:30 p.m.	Team Meeting at Inn	Open Forum for Faculty and Staff	V.P. Development	
4:00 p.m. 4:30 p.m.		Open Forum for Students	TBD (Campus tour can be arranged)	
5:00 p.m. 5:30 p.m.	Reception at Inn	TBD	TBD	
6:00 p.m. 6:30 p.m.	Dinner at Inn	Dinner at Inn (Team)	Dinner at Inn (Team)	
7:00 p.m. 7:30 p.m.		FREE	FREE	
8:00 p.m. 8:30 p.m.	Team Meeting at Inn Conference Room	Team Meeting at Inn Conference Room	Team Meeting at Inn Conference Room	

1. The four vice presidents will be available at this time for any member of the team.
2. On both Monday and Tuesday, there will be three simultaneous luncheons on campus as follows: (a) some team members with faculty leadership (governance and union); (b) some team members with administrative leadership; (c) some team members with students (leadership and others).

CHAIR'S AGENDA FOR INITIAL MEETING WITH TEAM - Sample

1. Introductions: Ask each person to give her/his name, a brief description of her/his job, and to indicate whether or not she/he has had accreditation experience.
2. Review individual committee member assignments and responsibilities.
3. Finalize the timetable. Have each individual go over the timetable that was distributed along with my introductory letter.
4. Hand out the blank appointment schedule form. Ask each individual to begin inserting the names of the people that he/she plans to meet with on Monday. Ask people to pair up or go in three's on Monday morning to visit with the senior administrators, if at all possible.
5. Review a few of the housekeeping items:
 - a. The team will eat together each evening at the Carlton House beginning at 6 p.m.;
 - b. All liquor will be purchased by each individual and will not be put on the hotel tab;
 - c. All personal expenses, such as phone calls, are to be paid for by each individual;
 - d. In fairness to the institution we are visiting, please keep communication with your home campus (phone, email, BlackBerry) to a minimum.
 - e. We will meet on Monday morning at 7:45 in the parking lot to car pool to the campus;
 - f. Our meetings will not go beyond 10:30 on either evening.
6. Hand out my instructions on how I would like the report chapters prepared and also a copy of the Evaluator's Observation Sheet. Go over each of these handouts so people will have a better idea of what I expect.
7. Indicate that at the Monday evening meeting I would like each person to have a list of initial observations, including any particular strengths and concerns, about each of the areas for which he/she has responsibility. I want them to think carefully about the information that they will present to the other members of the team. In addition, when they prepare their chapter(s) of the team report, they should arrange to print multiple copies.
8. Indicate to everyone that there is no need for classroom visitations, and that it serves no useful purpose.
9. Discuss the structured interview approach and review the Protocol for On-Campus Interviews. Indicate that they should prepare a list of questions that they will ask of everyone – this is easier to make comparisons.

10. Discuss the format for the dinner and how we ought to act as team members. Indicate that I will ask the President to give us some general observations about the state of the College. I will introduce each of the team members at the dinner.
11. Remind team members that I will need an electronic and print copy of their report chapter(s) no later than 9:00 a.m. on Wednesday.
12. Ask members of the team for their initial impressions of the institution based on their reading of the self-study. Are there questions or areas of concern they wish to bring to the attention of other team members? If some team members have previously visited branch campuses or off-campus instructional locations, ask them to talk about what they learned and if there are any issues for follow-up.

PROTOCOL FOR ON-CAMPUS INTERVIEWS BY TEAM MEMBERS

When interviewing faculty and staff during the campus visit:

1. Introduce yourself and indicate that you are a member of the NEASC team and that everything the person says will be held in the strictest confidence.
2. Indicate that you are going to take notes; then you should do so in order not to forget who told you what.
3. Write down the name of the person to whom you are talking and his or her title.
4. Interview without a supervisor present or in the vicinity.
5. Avoid dealing with any union issues.
6. Avoid dealing with personalities or discussing the names of individuals.
7. Always avoid saying, "We do it this way on my campus."
8. Thank people for their time and courtesy.

SOME INTERESTING SITUATIONS ...

The purpose of this session is to enable evaluators to:

- understand the nature and limits of your role during the visit;
- anticipate problems in gathering information for your report;
- appreciate the conduct expected of team members on campus.

Consider each of the situations below. How would you respond?

- a. After interviewing a few part-time students you have doubts about whether all the services described in the self-study and by the Dean of Continuing Education are actually offered. Your next step is...
- b. Having heard from some faculty that the library situation is not as satisfactory as indicated in the self-study, you meet with the Librarian. She informs you that since the submission of the self-study she has received a mandate to make major cuts in her budget. She asks you to look over the list of periodicals that she has decided to discontinue so that her actions will not threaten accreditation. You...
- c. In response to your question about how the institution determines if the Academic Advising Program is effective, the Dean of Students says, "Actually, we're looking for ways to improve that area; how do you handle it at your place?" You reply ...
- d. Your review of the institution's enrollment projections indicates that the college has, for the third consecutive year, budgeted for three hundred freshmen. It has not met this goal for the previous two years. When you meet with the CFO, you ask what plans have been made in the event that the college does not meet its projections again. He replies, "Well, we're hopeful that we'll continue to hold our own." You ...
- e. During your interview with the academic dean, you ask how the institution ensures the quality of the master's program in the absence of traditional course work and full-time faculty. She replies, "Our mission is to meet the needs of nontraditional students, and they have regularly expressed satisfaction with the education they receive here." You respond ...
- f. During your interview with the Vice President for Academic Affairs, she asks: "I've heard the Commission has new expectations about student success. What do you really expect?" Your answer?

STRATEGIES FOR SUCCESS

“DO’S AND DON’TS” FOR NEASC TEAM MEMBERS

Do:

- Read the Standards ... read the Standards ... read the Standards
- Read the whole self-study, including the surrounding material
- Identify people/offices you will need to speak with on campus
- Prepare questions to ask
- Contact your team chair with any requests for additional documents
- Make known any dietary or other needs you have
- Take notes; include who you talked to
- Spend time reading the exhibits (in the workroom or electronically)
- Focus on educational quality
- Determine how you will most effectively write your part of the team report (an outline ahead of time, a draft ahead of time, text created for the first time while you are on campus)
- Refer to the standards often while you are writing your part of the team report
- Include evidence in your part of the team report
- Refer to relevant Commission policies
- Meet deadlines established by your team chair
- Draw on the experience and expertise of other team members
- Resist the temptation to call your office, check your email, listen to voicemail, etc.
- Maintain confidentiality about the institution and the visit
- _____
- _____
- _____

Don’t:

- Wait until the day before the visit to open the envelope with the self-study
- Edit or “grade” the self-study
- Try to solve the institution’s problems
- Say “we do it this way on our campus”
- Get entangled in “campus politics”
- Pay too much attention to what’s happening on campus the week you are there
- Get distracted by interesting problems that are unrelated to the purpose of the visit
- Talk more than you listen
- Fill every minute of the visit with appointments
- Forget about off-campus locations and distance education
- Hesitate to ask for assistance/advice from your team chair, other team members or a member of the Commission staff
- Leave campus until you have given a draft of your section of the team report to the team chair
- Take it personally when the team chair edits your section of the team report and deletes your favorite sentences
- _____
- _____
- _____

Tab

4



New England Association of Schools and Colleges
Commission on Institutions of Higher Education
209 Burlington Road, Suite 201 • Bedford, MA 01730
phone: (781) 271-0022 • fax: (781) 271-0950
<http://cihe.neasc.org>

"DATA FIRST" FORMS
Revised October 2009

General instructions:

Data First forms supplement the institution's comprehensive self-study or fifth-year report. Each of the 25 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements, yearly IPEDS surveys, and other institutional reports and publications.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

Data First forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. If you wish to add rows or adjust column widths, you may unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required password is "ark" (lower case, no quotation marks.)

Instructions and definitions are embedded in each form. This version of the Data First forms has been formatted to print only the forms. If you wish to print the forms with the embedded instructions, you can find a specially formatted version of Data First forms on the Commission website: <http://cihe.neasc.org>.

If you have questions about completing the Data First forms, please call Julie Alig (781-541-5408) or any other member of the Commission staff for assistance.

"DATA FIRST" FORMS
GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:

Most Recent Year

1 Year Prior

2 Years Prior

Annual Audit	
Certified:	Qualified
Yes/No	Unqualified

Budget / Plans

Current Year

Next Year

Contact Person:

Title:

Telephone No:

E-mail address

?

Revised October 2009

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document
Institutional Mission Statement

URL

Date approved by the
governing board

Mission Statement published

URL

Print publication

?	1	?
2		
3		
4		

?	

?	

Related statements

URL

Print Publications

?	1	?
2		
3		

?	

?	

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution

Name of the related entity

URL of documentation of relationship

Governing board

By-laws

Board members' names and affiliations

URL

Board committees

?	a.
	b.
	c.
	d.

(Insert additional rows as appropriate.)

URL or document name for meeting minutes

Major institutional committees or governance groups*

a.
b.
c.
d.

(Insert additional rows as appropriate.)

URL or document name for meeting minutes

*Include faculty, staff, and student groups

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)

(Insert additional rows as appropriate.)

?	City	State or Country	Date Initiated
?	Main campus		
?	Other principal campuses		
?	Branch campuses		
?	Other instructional locations		

Distance Learning, e-learning	Date Initiated
First on-line course	
First program 50% or more on-line	
First program 100% on-line	

Distance Learning, other
Modality

Correspondence Education Date Initiated

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Corres- pondence FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded, last year
Associates										
Bachelors										
Masters										
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)										
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)										
M.D., J.D., DDS										
Ph.D.										
Total Degree- Seeking	0	0	0	0	0	0	0	0	0	0
Non-matriculated students										n.a.
Visiting Students										n.a.

Title IV-Eligible
Certificates

Certificates
awarded,
last year

Students seeking certificates										
----------------------------------	--	--	--	--	--	--	--	--	--	--

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Note: Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date

Certificate

?	1	2	3	4	5

Total

Associate

Total

Baccalaureate

Total

Total Undergraduate

Standard 4: The Academic Program (Headcount by GRADUATE Major)

?

For Fall Term, as of Census Date

3 Years	2 Years	1 Year	Current	Goal for next
<u>Prior</u>	<u>Prior</u>	<u>Prior</u>	<u>Year</u>	<u>Year</u>
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Master's

Total

Doctorate

Total

First Professional

?					

Total

Other

Total

Total Graduate

Standard 4: The Academic Program (Credit Hours Generated By Department or Comparable Academic Unit)

23

2

Total

Total

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

		3 Years		2 Years		1 Year		Current Year		Next Year	
		Prior		Prior		Prior		(FY 2)		(FY 2)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male										
	Female										
Associate	Male										
	Female										
Assistant	Male										
	Female										
Instructor	Male										
	Female										
Other	Male										
	Female										
Total	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

Total Faculty

Professor	-	-	-	-	-	-	-	-	-	-	-
Associate	-	-	-	-	-	-	-	-	-	-	-
Assistant	-	-	-	-	-	-	-	-	-	-	-
Instructor	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-

Salary for Academic Year

		FT		PT		FT		PT		FT		PT	
		Minimum		Mean		Minimum		Mean		Minimum		Mean	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum												
	Mean												
Associate	Minimum												
	Mean												
Assistant	Minimum												
	Mean												
Instructor	Minimum												
	Mean												
Other	Minimum												
	Mean												

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years <u>Prior</u> (FY 2)		2 Years <u>Prior</u> (FY 2)		1 Year <u>Prior</u> (FY 2)		Current Year (FY 2)		Next Year (FY 2)		
	?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total											
Highest Degree Earned: Master's											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total											
Highest Degree Earned: Bachelor's											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total											
Highest Degree Earned: Professional License											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total											
Fall Teaching Load, in credit hours											
Professor	Maximum										
	Median										
Associate	Maximum										
	Median										
Assistant	Maximum										
	Median										
Instructor	Maximum										
	Median										
Other	Maximum										
	Median										

Explanation of teaching load (if not measured in credit hours):

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year	
	(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed 										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total										
# of Faculty in Tenured Positions 										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total										
# of Faculty Departing 										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total										
# of Faculty Retiring 										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total										

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years	2 Years	1 Year		Next
Prior	Prior	Prior	Current Year	Year
(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)
T	PT	FT	PT	FT

Number of Faculty by Department (or comparable academic unit)

Total

**Standard 6: Students
(Admissions, Fall Term)**

?

Credit Seeking Students Only - Including Continuing Education

?

2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)	2 Years Forward (FY 2)
-----------------------------	----------------------------	----------------------------	---------------------------------	-------------------------------

Freshmen - Undergraduate

Completed Applications

Applications Accepted

Applicants Enrolled

% Accepted of Applied

% Enrolled of Accepted

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

Percent Change Year over Year

Completed Applications

Applications Accepted

Applicants Enrolled

- - - - -

**Average of Statistical Indicator of Aptitude of
Enrollees: (Define Below)**

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

Transfers - Undergraduate

Completed Applications

Applications Accepted

Applicants Enrolled

% Accepted of Applied

% Enrolled of Accepted

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

Master's Degree

Completed Applications

Applications Accepted

Applicants Enrolled

% Accepted of Applied

% Enrolled of Accepted

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

First Professional Degree - All Programs

Completed Applications

Applications Accepted

Applicants Enrolled

% Accepted of Applied

% Enrolled of Accepted

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

Doctoral Degree

Completed Applications

Applications Accepted

Applicants Enrolled

% Accepted of Applied

% Enrolled of Accepted

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

? ?

		2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)	2 Years Forward (FY 2)
UNDERGRADUATE						
First Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
% Change FTE Undergraduate		na	-	-	-	-
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		-	-	-	-	-
Grand Total FTE		-	-	-	-	-
% Change Grand Total FTE		na	-	-	-	-

Standard 7: Library and Other Information Resources (Library)

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)

Expenditures/FTE student

- Materials
- Salaries & Wages
- Other operating

Materials				
Salaries & Wages				
Other operating				

Collections

- Total print volumes
- Electronic books
- Print/microform serial subscriptions
- Full text electronic journals
- Microforms
- Total media materials

Total print volumes				
Electronic books				
Print/microform serial subscriptions				
Full text electronic journals				
Microforms				
Total media materials				

Personnel (FTE)

- Librarians -- main campus
- Librarians -- branch campuses
- Other library personnel -- main campus
- Other library personnel -- branch campus

Librarians -- main campus				
Librarians -- branch campuses				
Other library personnel -- main campus				
Other library personnel -- branch campus				

Library Instruction

- Total sessions -- main campus
- Total attendance - main campus
- Total sessions -- branch campuses
- Total attendance -- branch campuses

Total sessions -- main campus				
Total attendance - main campus				
Total sessions -- branch campuses				
Total attendance -- branch campuses				

Reference and Reserves

- In-person reference questions
- Virtual reference questions
- Traditional Reserves:
 - courses supported
 - items on reserve
- E-Reserves:
 - courses supported
 - items on e-reserve

In-person reference questions				
Virtual reference questions				
Traditional Reserves:				
courses supported				
items on reserve				
E-Reserves:				
courses supported				
items on e-reserve				

Circulation (do not include reserves)

- Total/FTE student
- Total full-text article requests
- Number of hits to library website
- Student borrowing through consortia or contracts

Total/FTE student				
Total full-text article requests				
Number of hits to library website				
Student borrowing through consortia or contracts				

Availability/attendance

- Hours of operation/ week main campus
- Hours of operation/ week branch campuses
- Gate counts/ year -- main campus
- Gate counts/ year -- average branch campuses

Hours of operation/ week main campus				
Hours of operation/ week branch campuses				
Gate counts/ year -- main campus				
Gate counts/ year -- average branch campuses				

URL of most recent library annual report:

URL of Information Literacy Reports:

Standard 7: Library and Other Information Resources (Information Technology)

	3 years prior	2 years prior	Last year	Current year (goal or projection)	Next year goal
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)
Number (percent) of students with own computers					
Course management system					
Number of classes using the system					
Classes on the main campus					
Classes offered off-campus					
Distance education courses					
Bandwidth					
On-campus network					
Off-campus access					
commodity internet (Mbps)					
high-performance networks (Mbps)					
Wireless protocol(s)					
Network					
Percent of residence halls connected to network					
wired					
wireless					
Percent of classrooms connected to network					
wired					
wireless					
Public wireless ports					
Multimedia classrooms (percent)					
Main campus					
Branches and locations					
IT Personnel (FTE)					
Main campus					
Branch campuses					
Dedicated to distance learning					
Software systems and versions					
Students					
Finances					
Human Resources					
Advancement					
Library					
website management					
portfolio management					
interactive video conferencing					
digital object management					

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)				
		2 years prior	1 year prior	Current Year	Next Year Goal	Goal in 2 years
		(FY 2)	(FY 2)	(FY 2)	(FY 2)	
Revenue (\$000)						
Capital appropriations (public institutions)						
Operating budget						
Gifts and grants						
Debt						
TOTAL		\$0	\$0	\$0	\$0	
Expenditures (\$000)						
New Construction						
Renovations, maintenance and equipment						
Technology						
TOTAL		\$0	\$0	\$0	\$0	
Assignable square feet (000)						
classroom	Main campus	Off-campus	Total			
laboratory						
office						
study						
special						
general						
support						
residential						
other						
Major new buildings, past 10 years						
Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year		
New buildings, planned for next 5 years						
Building name	Purposes	Assignable Square Feet	Cost (000)	Year		
Major Renovations, past 10 years	The list below includes renovations costing \$ _____ or more					
Building name	Purposes	Assignable Square Feet	Cost (000)	Year		
Renovations planned for next 5 years	The list below includes renovations costing \$ _____ or more					
Building name	Purposes	Assignable Square Feet	Cost (000)	Year		

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

		2 YEARS PRIOR (FY 2)	1 YEAR PRIOR (FY 2)	MOST RECENT YEAR	Percent Change yrs-1 yr prior	2 1 yr-most recent
FISCAL YEAR ENDS month &day: (/)						
ASSETS						
?	CASH AND SHORT TERM INVESTMENTS				-	-
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET				-	-
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES				-	-
?	LONG-TERM INVESTMENTS				-	-
?	LOANS TO STUDENTS				-	-
?	FUNDS HELD UNDER BOND AGREEMENT				-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET				-	-
?	OTHER ASSETS				-	-
	TOTAL ASSETS	\$0	\$0	\$0	-	-
LIABILITIES						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES				-	-
?	DEFERRED REVENUE & REFUNDABLE ADVANCES				-	-
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT				-	-
?	REFUNDABLE GOVERNMENT ADVANCES				-	-
?	OTHER LONG-TERM LIABILITIES				-	-
	TOTAL LIABILITIES	\$0	\$0	\$0	-	-
NET ASSETS						
UNRESTRICTED NET ASSETS						
INSTITUTIONAL					-	-
?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
TEMPORARILY RESTRICTED NET ASSETS						
INSTITUTIONAL					-	-
?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
PERMANENTLY RESTRICTED NET ASSETS						
INSTITUTIONAL					-	-
?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
TOTAL NET ASSETS		\$0	\$0	\$0	-	-
TOTAL LIABILITIES AND NET ASSETS		\$0	\$0	\$0	-	-

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (/)		2 YEARS PRIOR (FY 2)	MOST RECENTLY COMPLETED YEAR (FY2)	CURRENT BUDGET (FY 2)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
	OPERATING REVENUES					
?	TUITION & FEES					
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID					
	NET STUDENT FEES	\$0	\$0	\$0	\$0	\$0
?	GOVERNMENT GRANTS & CONTRACTS					
?	PRIVATE GIFTS, GRANTS & CONTRACTS					
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):					
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$0	\$0	\$0	\$0	\$0
	OPERATING EXPENSES					
?	INSTRUCTION					
?	RESEARCH					
?	PUBLIC SERVICE					
?	ACADEMIC SUPPORT					
?	STUDENT SERVICES					
?	INSTITUTIONAL SUPPORT					
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)					
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)					
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$0	\$0	\$0	\$0	\$0
	CHANGE IN NET ASSETS FROM OPERATIONS	\$0	\$0	\$0	\$0	\$0
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)					
?	INVESTMENT RETURN					
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
?	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$0	\$0	\$0	\$0	\$0
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$0	\$0	\$0	\$0	\$0
?	CAPITAL APPROPRIATIONS (public institutions)					
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$0	\$0	\$0	\$0	\$0

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)		2 YEARS PRIOR (FY 2)	MOST RECENTLY COMPLETED YEAR (FY2)	CURRENT BUDGET (FY 2)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
	DEBT					
	BEGINNING BALANCE					
	ADDITIONS					
?	REDUCTIONS					
	ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR					
	CURRENT PORTION					
	BOND RATING					
DEBT COVENANTS (PLEASE DESCRIBE):						

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)		2 YEARS PRIOR (FY 2)	MOST RECENTLY COMPLETED YEAR (FY2)	CURRENT BUDGET (FY 2)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
	NET ASSETS					
	NET ASSETS BEGINNING OF YEAR					
	TOTAL INCREASE/DECREASE IN NET ASSETS					
	NET ASSETS END OF YEAR	\$0	\$0	\$0	\$0	\$0
	FINANCIAL AID					
	SOURCE OF FUNDS					
	UNRESTRICTED INSTITUTIONAL					
	FEDERAL, STATE & PRIVATE GRANTS					
	RESTRICTED FUNDS					
	TOTAL	\$0	\$0	\$0	\$0	\$0
	% DISCOUNT OF TUITION & FEES					
?	% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

Standard 10: Public Disclosure

Information	Web addresses	?	Print Publications	?
How can inquiries be made about the institution? Where can questions be addressed?				
Notice of availability of publications and of audited financial statement or fair summary				
Institutional catalog				
Obligations and responsibilities of students and the institution				
Information on admission and attendance				
Institutional mission and objectives				
Expected educational outcomes				
Requirements, procedures and policies re: admissions				
Requirements, procedures and policies re: transfer credit				
Student fees, charges and refund policies				
Rules and regulations for student conduct				
Other information re: attending or withdrawing from the institution				
Academic programs				
Courses currently offered				
Other available educational opportunities				
Other academic policies and procedures				
Requirements for degrees and other forms of academic recognition				
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them				
Names and positions of administrative officers				
Names and principal affiliations of members of the governing board				
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location				
Programs, courses, services, and personnel not available in any given academic year.				
Size and characteristics of the student body				
Description of the campus setting				
Availability of academic and other support services				
Range of co-curricular and non-academic opportunities available to students				
Institutional learning and physical resources from which a student can reasonably be expected to benefit				
Institutional goals for students' education				
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate				
Total cost of education, including availability of financial aid and typical length of study				
Expected amount of student debt upon graduation				
Statement about accreditation				

Standard 11: Integrity

Policies	Last Updated	URL where policy is posted	Responsible office or committee
Academy honesty			
Intellectual property rights			
Conflict of interest			
Privacy rights			
Fairness for students			
Fairness for faculty			
Fairness for staff			
Academic freedom			
Other _____			
Other _____			
 Non-discrimination policies			
Recruitment and admissions			
Employment			
Evaluation			
Disciplinary action			
Advancement			
Other _____			
 Resolution of grievances			
Students			
Faculty			
Staff			
Other _____			
 Other	Last Updated	Relevant URL or Publication	Responsible office or committee
1 _____			
2 _____			
3 _____			
4 _____			
5 _____			

PART I: MAKING ASSESSMENT MORE EXPLICIT (THE E SERIES)

Here institutions are asked to declare their basic approach to having a “systematic and broad-based approach to the assessment of student learning” (4.44), and summarize how the information is used for improvement. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. In all cases, the Commission expects that the alternative selected will provide the institution with the ability to present its assessment at the program and institutional level. The four alternatives are:

- **E1: Inventory:** In this alternative, the institution completes: Part A, an inventory of how programs assess student learning and use the results, and, as appropriate, Part B, an inventory of specialized accreditation. This alternative is based on a system used by the Western Association of Schools and Colleges (WASC).
- **E2: VSA:** Here, the institution commits to the Voluntary System of Accountability (VSA) plus program review. This alternative builds on the system developed by NASULGC and AASCU; because the VSA uses institutional level data, it is augmented for Commission purposes by information on program review. While the system was developed by and for public institutions, for the Commission’s purposes, it may be selected by any institution.
- **E3: Institutional Claims:** Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim. This audit approach provides the institution great flexibility in stating the claims it makes to the public about student learning and student achievement, and developing credible evidence to support the claims.
- **E4: Peer Comparison:** Many institutions already have complex systems to compare themselves with peer institutions, most often on matters of resources and processes; this alternative provides the opportunity to extend those comparisons to outcomes for student learning and success. Here the institution identifies key measures of student success (e.g., transfer or acceptance to graduate school) and compares its level of performance with that of its peers.

Selecting the method: In the periodic reviews, institutions are asked to declare which of the above four methods it wishes to use. Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report preparation process. The Commission staff will review the proposal and confer with the institution.

Using the information in the forms and integrating information into the self-study: Institutions are encouraged to select their approach and complete the forms early in the report preparation process so that they can use the information. The Appraisal section of the report provides a useful opportunity for the institution to reflect both on the success and achievement of its students and on its own progress in understanding what and how students are learning. Similarly, the Projection section affords the institution an opportunity to state its commitment for improvement in the area of assessment.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review for general education and each degree program
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
1.						
2.						
3.						
4.						
5.						
6.						

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E2. VOLUNTARY SYSTEM OF ACCOUNTABILITY PLUS PROGRAM REVIEW

- I. Institutions selecting this option should include copies of the most recent institutional template under VSA and up to two prior templates. The templates will be available from NASULGC and AASCU. If the institution has not completed the template, include information or plans on: a) measures of the student experience on campus; b) measures of student learning outcomes; c) detailed student success tables; and d) "undergraduate success and progress" table.
- II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program:					
1.					
2.					
3.					
4.					
5.					
6.					
7.					

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program:					
1.					
2.					
3.					
4.					
5.					
6.					
7.					

OPTION E4. MEASURES OF STUDENT SUCCESS: COMPARISON WITH PEERS

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes have been made as a result of the comparison?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program:					
1.					
2.					
3.					
4.					
5.					
6.					
7.					

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*, 6.6, 10.10) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. As always, the Commission expects that the institution's mission will provide useful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of students studying at a distance or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By using these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for the institution to reflect both on the findings recorded in the forms and the extent to which the institution has developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords the institution an opportunity to state its commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data					
Associate degree students					
Bachelors degree students					
IPEDS Graduation Data					
Associate degree students					
Bachelors degree students					
Other Undergraduate Retention Rates (1)					
a					
b					
c					
Other Undergraduate Graduation Rates (2)					
a					
b					
c					
Graduate programs *					
Retention rates first-to-second year (3)					
Graduation rates @ 150% time (4)					
Distance Education					
Course completion rates (5)					
Retention rates (6)					
Graduation rates (7)					
Branch Campus and Instructional Locations					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					
Definition and Methodology Explanations					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
* An institution offering graduate degrees must complete this portion.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree				
1				
2				
3				
4				
5				
Definition and methodology explanations				
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)				
1				
2				
3				
4				
Definition and methodology explanations				
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared				
1				
2				
3				
4				
Definition and methodology explanations				
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)				
1				
2				
3				
Definition and methodology explanations				
Other (Specify Below)				
1				
2				
Definition and methodology explanations				

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *					
1					
2					
3					
4					
5					
National Licensure Passage Rates *					
1					
2					
3					
4					
5					
Job Placement Rates **					
1					
2					
3					
4					
5					
6					
7					
8					
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>					
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>					
Institutional Notes of Explanation					
a					
b					
c					
d					
e					
f					

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
Completion Rates *					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
Placement Rates **					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

REVIEWING STUDENT ACHIEVEMENT AND SUCCESS: E AND S FORMS

E Forms: Making Assessment Explicit

Expectation:

- All institutions select one (or more) approaches offered through the E form – or have worked with Commission staff to adopt a modified or new approach
- All programs – at all degree levels and offered through all modalities – are included

Dimension	Questions
Complete?	<ol style="list-style-type: none"> 1. Are all programs included? 2. Is general education included? 3. Are institution-wide learning goals included? 4. Reading left-to-right, are all columns completed? (i.e., does the institution have learning goals, collect data, review the data, make changes based on the data?)
Reviewed?	<ol style="list-style-type: none"> 5. As part of the self-study, was the material in the E forms reviewed by faculty and academic administration?
Discussed?	<ol style="list-style-type: none"> 6. Is the material in the E forms discussed in the self-study? (Standard 2 or 4) 7. Does the 'Description' section explain the institution's approach to assessment and give an overview of what is in the E forms? 8. Does the 'Appraisal' section indicate the institution's own evaluation of what it sees when it looks at the completed E forms? 9. Does the 'Projection' section indicate commitments of the institution – to make its assessment more systematic or to make specific changes based on assessment findings?
Useful?	<ol style="list-style-type: none"> 10. Has the institution developed an assessment system that is useful for improvement? Has it made specific plans to improve the system?

S Forms: Student Success

Expectation:

- All institutions complete S1, with retention and graduation rates that pertain to students in all of its programs, all locations, all modalities. (If measures do not currently exist for some groups --- such as cohort groups at remote locations – the institution presents plans to develop such measures).
- All institutions include information on S2, indicating measures of student success relevant to its mission.
- Institutions with a mission of preparing students for employment or which include programs with licensure exams use S3 for that information.
- S4, which asks about short-term vocational programs, will be used by relatively few institutions.

Dimension	Questions
Complete?	<ol style="list-style-type: none"> 1. Has the institution completed all of the forms that are relevant to its mission and student body?
Reviewed?	<ol style="list-style-type: none"> 2. As part of the self-study, was the material in the S forms reviewed by faculty and appropriate administrators?
Discussed?	<ol style="list-style-type: none"> 3. Is the material in the S forms discussed in the self-study? (Standard 2, 4, or 6) 4. Does the 'Description' section explain the measures used? 5. Does the 'Appraisal' section indicate the institution's own evaluation of what it sees when it looks at the completed S forms? 6. Does the 'Projection' section indicate commitments of the institution – to make its measures of student success more systematic or make specific changes based on findings?
Useful?	<ol style="list-style-type: none"> 7. Are the measures included useful to the institution for improvement?

UNDERSTANDING AND USING THE E AND S DATA FORMS

On the next several pages, you will find excerpts from the E and S Forms for two institutions:

Central College, an independent institution that offers associate and baccalaureate degree programs, most of which are in career-related fields. The college enrolls about 700 students, about a third of whom study part-time. The College draws most of its students from urban areas and takes pride in the fact that many of its students are the first in their family to attend college. Two years ago, the College began to offer its Early Childhood Education degree in an off-campus, cohort model.

Middle New England University, a public comprehensive university of 6,700 students that offers baccalaureate degrees in 38 fields and master's degrees in 19 fields. The University will start a Doctor of Physical Therapy program in the fall. The University is organized into five schools at the undergraduate level; graduate programs are offered through the Division of Graduate and Professional Education. Three undergraduate and five graduate programs are offered online.

As a group, take some time to review the forms and discuss the following questions:

1. Overall, how would you characterize each institution's approach to the assessment of student learning and student success? What progress has been made? What remains to be done?
2. What questions will you want to pursue while you are on campus? With whom will you want to speak?
3. Craft two or three sentences for your team report that summarize the commendations and concerns you have about each institution's approach to the assessment of student learning and student success.

CENTRAL COLLEGE – *EXCERPTS FROM*
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed? Include URLs where appropriate.	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	Catalog, other collateral materials	Capstone, portfolio, student & faculty	Faculty	Ind. Departments for recruitment, program review	NA
For general education if an undergraduate institution:	Yes	Gen ed materials; Educated Person statement	See above	Departments, based on gen ed requirements	Successful completion of degree	2004
List each degree program: 1. B.S. Business	Yes	Collective materials, all syllabi, catalog	Classes, internship, performance based in-class or work-related activities	Faculty, internship advisors.	Class reviews, progress review, job placement	2005 – program modification
2. B.S. Early Childhood Education	Yes. Based on state requirements	Collective materials, all syllabi, catalog	Student teaching, capstones	Faculty, state review, portfolio review	Determine if students can continue in program	Fall 2007
3. B.S. Psychology	Yes	Collective materials, all syllabi, catalog	Classes, internship, capstone	Formal presentation, faculty panel	Requirement for graduation	2004
4. B.S. Sports Management	Yes	Collective materials, all syllabi, catalog	Extensive internship process	Faculty & internship supervisors	Graduation	On going
5. A.S. Liberal Studies	Yes	Collective materials, all syllabi, catalog	Capstone in some, evaluation, portfolios, individual classes	Faculty panel, etc.	Completion of degree in individual classes	Begin 2009

CENTRAL COLLEGE

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data					
Associate degree students					
Bachelors degree students					
First-year, full-time cohort, fall to fall	50%	63%	63%	72%	85%
IPEDS Graduation Data (A)					
Associate degree students	96	61	65	80	85
Bachelors degree students	42	63	112	118	125
Other Undergraduate Retention Rates					
a					
b					
c					
Other Undergraduate Graduation Rates					
a					
b					
c					
Graduate programs *					
Retention rates first-to-second year (3)	NA	NA	NA	NA	NA
Graduation rates @ 150% time (4)	NA	NA	NA	NA	NA
Distance Education					
Course completion rates (5)	NA	NA	NA	NA	NA
Retention rates (6)	NA	NA	NA	NA	NA
Graduation rates (7)	NA	NA	NA	NA	NA
Branch Campus and Instructional Locations (B)					
Course completion rate (8)	NA	NA	100%	100%	100%
Retention rates (9)	NA	NA	100%	100%	100%
Graduation rates (10)	NA	NA	NA	NA	NA
Definition and Methodology Explanations					
A	Number of students at each level				
B	Combined for two new early childhood education programs offered off-site				
3					
4					
5					
6					
7					
8					
9					
10					

* An institution offering graduate degrees must complete this portion.

CENTRAL COLLEGE

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS					
Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree					
1	B.S. Business	0%	3%	1%	30%
2	B.S. Early Childhood Education	2%	2%	2%	30%
3	B.S. Psychology	2%	5%	3%	30%
4	B.S. Sports Management	0%	0%	2%	30%
5	A.S. Liberal Studies	4%	8%	7%	30%
Definition and methodology explanations		Reported as part of senior exit survey, administered at graduation			
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1					
2					
3					
4					
Definition and methodology explanations					
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1					
2					
3					
4					
Definition and methodology explanations					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1					
2					
3					
Definition and methodology explanations					
Other (Specify Below)					
1					
2					
Definition and methodology explanations					

CENTRAL COLLEGE

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward	
State Licensure Passage Rates *						
1	Early Childhood Education	100%	100%	100%	100%	100%
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates ** (a)						
1	B.S. Business	14%	12%	15%	50%	70%
2	B.S. Early Childhood Education	22%	20%	18%	50%	75%
3	B.S. Psychology	NA	2%	2%	50%	50%
4	B.S. Sports Management	4%	17%	3%	50%	75%
5	A.S. Liberal Studies	NA	NA	NA	50%	75%
6						
7						
8						
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>						
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	Based on responses to follow-up survey to graduates nine months after graduation. Response rates are generally 20-25%					
b						
c						
d						
e						
f						

MIDDLE NEW ENGLAND UNIVERSITY – EXCERPTS FROM
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed? Include URLs where appropriate.	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	www.mneu.edu/acadaff/outcomes p. 41 & 42 of catalog	MNEU survey of recent graduates; NSSE	Assessment Cmte coordinates dissemination of findings & recommendations	Annual discussion of findings by senior administrators	NA
For general education if an undergraduate institution:	Yes	www.mneu.edu/acadaff/gened p. 42 of catalog	Beginning in Spring 2009, the MAPP test will be administered	General Ed committee reports to the Provost and University Senate	TBD after first administration	2006
List each degree program: 1. Biology BA/BS	Yes	www.mneu.edu/acadaff/biology p. 67 of catalog	Senior research project; exit exam	Research projects are presented on Research Day; all faculty evaluate	New rubric for judging projects will be in place for 2009. Exit exam is new; insufficient data to draw conclusions	2004
2. MA Biological & Environmental Science	Yes	www.mneu.edu/acadaff/grad/bes p. 57 of grad catalog	Comprehensive exam or thesis and defense	Graduate faculty committee	Revision of comprehensive exam	Fall 2007
3. B.A. Economics	Yes	www.mneu.edu/acadaff/econ p. 83 of catalog	Electronic portfolios that include reflective essays. Senior thesis.	Faculty assessment committee	Findings suggested need for more emphasis on quantitative research methods; this has been incorporated into curriculum	2006

4. BA English	Yes	p. 87 of the catalog	Pre- and post-test instruments and other forms of assessment for core courses	Faculty hold assessment sessions at the end of each semester. Evidence is interpreted by the chair of the dept assessment cmte	The department just began the assessment process. Evidence, however, indicates that student learning outcomes have been very well met. Therefore, no changes are suggested at this time.	2001
5. MA English	Yes	MNEU report to NEASC, Oct. 2006	Thesis or comprehensive exam	Graduate faculty committee	Faculty to create a plan for portfolio review	2001
6. BA History	Yes	www.mnenu.edu/acadaff/history/p.102 of the catalog	Senior seminar research paper in HIS 490	Dept. assessment cmte reads HIS 490 section papers	Findings from HIS 490 have led the department to explore revisions of the undergrad curriculum	2008
7. MA History	Yes	MNEU report to NEASC, Oct. 2006	Thesis or comprehensive exam	Graduate faculty committee	Revised standards and procedures for comprehensive exam	2008
8. Honors interdisciplinary BA	Yes	From the director of the honors program	This is an interdisciplinary program and assessment of student work is conducted in tandem with departmental assessment	Assessment is coordinated by the program director.	This is an interdisciplinary program; changes are made at the program and participating department level.	NA

MIDDLE NEW ENGLAND UNIVERSITY

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	73%	68%	74%	75%	75%
IPEDS Graduation Data					
Associate degree students					
Bachelors degree students	36%	38%	40%	40%	42%
Other Undergraduate Retention Rates (1)					
a AHANA students	50%	52%	47%	50%	55%
b Students in honors program	93%	92%	95%	95%	95%
c					
Other Undergraduate Graduation Rates (2)					
a AHANA students	22%	23%	18%	25%	28%
b Students in honors program	87%	88%	91%	90%	90%
c					
Graduate programs*					
Retention rates first-to-second year (3)	NA	NA	87%	90%	90%
Graduation rates @ 150% time (4)	Available beginning 2012				
Distance Education					
Course completion rates (5)	Available beginning 2010				
Retention rates (6)	Available beginning 2010				
Graduation rates (7)	Available beginning 2012				
Branch Campus and Instructional Locations (2)					
Course completion rate (8)	NA – no branch campuses or instructional locations				
Retention rates (9)					
Graduation rates (10)					
Definition and Methodology Explanations					
1					
2					
3					
4	We have just begun to track retention and graduation of graduate students.				
5	The University has formed a Distance Education Task Force charged with determining how to measure these rates for our students who study online.				
6					
7					
8					
9					
10					
* An institution offering graduate degrees must complete this portion.					

MIDDLE NEW ENGLAND UNIVERSITY

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS					
Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree					
1	Bachelor's students	NA	NA	28%	35%
2	Master's students	NA	NA	10%	12%
3					
4					
5					
Definition and methodology explanations					
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1					
2					
3					
4					
Definition and methodology explanations					
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1	Employed one year after graduation	90%	88%	89%	94%
2					
3					
4					
Definition and methodology explanations					
Annual mail survey of graduates. Response rates generally 25-30%.					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1					
2					
3					
Definition and methodology explanations					
Other (Specify Below)					
1					
2					
Definition and methodology explanations					

MIDDLE NEW ENGLAND UNIVERSITY

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *					
1	Teacher education (%/n)	100%/80	100%/63	100%/87	100%
2					
3					
4					
5					
National Licensure Passage Rates *					
1	Nursing (%/n)	100%/28	100%/39	98%/46	100%
2					
3					
4					
5					
Job Placement Rates **					
1	Not available				
2					
3					
4					
5					
6					
7					
8					
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>					
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>					
Institutional Notes of Explanation					
a					
b					
c					
d					
e					
f					

FOCUSING ON OUTCOMES
Some Examples

Standard	Input	Process	Outcome
1.Mission and Purposes	Mission and purposes are stated clearly. (1.1, 1.2)	Community understands mission. (1.4)	Mission is used to inform decisions, make choices. (1.5)
2.Planning and Evaluation	Planning is broad-based and inclusive. (2.1)	Plans are implemented. (2.3)	Evaluation provides feedback, informs future planning. (2.6)
3.Organization and Governance	Appropriate structures are in place. (3.1)	Communication is effective; appropriate individuals and groups are involved. (3.5, 3.8, 3.10)	Decisions get made in effective and efficient way. (3.7)
4.The Academic Program	The academic program is coherent, appropriate to mission. (4.1, 4.3, 4.4, 4.5) Expectations for student learning reflect the mission of the institution, and expectations of the larger academic community. (4.46)	Students have systematic opportunities to learn important skills and understandings and engage problems. (4.49) Students get regular and constructive feedback. (4.49)	Students achieve the learning objectives. (4.7, 4.18, 4.19, 4.28) The institution understands what and how students are learning. (4.44) Information from assessment improves learning opportunities and results for students. (4.45)
5. Faculty	There are sufficient, qualified faculty to fulfill specified roles. (5.2, 5.3)	Teaching is effective. (5.16) Students receive good academic advising. (5.17) Academic integrity is supported. (5.18)	Faculty are demonstrably effective in carrying out their assigned responsibilities. (5.10)
6.Students	The student body reflects the mission. (6.1)	Students are supported in their education. (6.8) Retention rates are appropriate. (6.6)	Graduation rates are appropriate. (6.6) Students achieve out-of-class learning goals. (6.17)
7.Library and Other Information Resources	Library resources are available. (7.2, 7.7, 7.9) Appropriate and qualified staff for library and IT and IS (7.4)	Students use library resources. (7.8) The IT system supports administration and planning. (7.11)	Students develop skills of information literacy. (7.8)
8.Physical and Technological Resources	Physical and technological resources are adequate to the mission. (8.1)	Classrooms and other teaching spaces support teaching methods. (8.2)	Technology systems are reliable; data are secure. (8.5)
9.Financial Resources	Financial resources are sufficient to support mission. (9.1)	Financial planning is realistic and reflects mission. (9.3, 9.5, 9.6, 9.9)	The institution is financially stable. (9.2) Resource allocation reflects mission. (9.8)
10.Public Disclosure	The website and publications provide the specified information. (10.1)	The institution periodically reviews its electronic and print publications. (10.14)	Information is complete, current, accurate, and available. (10.14)
11.Integrity	Policies and procedures are in place. (11.2, 11.4, 11.5, 11.8)	Issues of integrity are openly considered. (11.1)	Members of the community understand and assume their responsibilities in pursuit of integrity. (11.1)

FOCUSING ON STUDENT SUCCESS AND THE QUALITY OF THE ACADEMIC PROGRAM

While there are many dimensions to looking at student success and the quality of the academic program, the questions below can serve as a general guide.

Planning and Evaluation

- Does the institution regularly and systematically evaluate its mission and purposes? (2.4)
- Does the institution use both quantitative and qualitative assessment methods? (2.4)
- How does the institution use assessment results to inform planning and improve teaching and learning? (2.6)

Organization and Governance

- How do the organization and governance structures of the institution assure the integrity and quality of the academic programs? (3.8)
- How do faculty participate in decisions regarding educational quality? (3.10)

The Academic Program:

- Does the institution know what its students are learning? (4.44)
- Is useful assessment occurring in all programs, including general education – or just in selected fields? (4.18, 4.44, 4.45)
- Does the institution use the data it gathers? Are the people who can make changes systematically engaged in understanding the data? (4.47)
- Is there evidence that information gained through assessment is being used for improvement? (4.44, 4.45, 4.50)
- Is the institution calibrating the quality of its academic program through an “external perspective,” (through assessment and program review), e.g., through external advisory committees, employer and alumni/ae feedback, licensure exams, placement rates, rates of continuing to the higher degree, acceptance rates for graduate and professional schools, specialized accreditation, external program review, benchmarking with peers or aspirant peers, external examiners? (4.46, 4.48, 2.5, 4.8, 4.50)
- How does the institution assure “reasonable consistency” in quality across its programs? (4.3)
- Does the institution consider students’ learning at all locations and through distance education in assessment and program review? (4.45)
- If the institution offers programs in non-traditional formats (e.g., accelerated learning, weekend programs, low-residency, distance education), are they making a serious effort to see whether students learn as much as do students in more traditional formats? (4.37)
- If the institution has “signature programs,” (e.g., study abroad, experiential learning, undergraduate research), is it studying what students learn through these opportunities? (4.45)
- Has the institution developed clearly stated criteria for student learning appropriate to the degree offered? (4.32)

Faculty

- Does the institution have enough attention of enough faculty to ensure the quality of the academic program? (5.3)
- Are the faculty actively and successfully engaged in overseeing the quality of the academic program wherever and however it is being offered? (5.7, 5.10, 5.11)
- How does the institution enhance the quality of teaching and learning? (5.16)

Students

- Does the institution provide developmental or remedial support for students who need it? (6.3)
- Does the institution study retention and graduation rates to help inform recruitment and admissions as well as programs and services? (6.6)
- Beyond retention and graduation rates, what measures of student success has the institution developed? (6.6)
- If there are goals for learning beyond the classroom, is that learning assessed? (6.17)

Library and Other Information Resources

- Are students using information resources as part of their coursework? (4.6, 7.8)
- Does the institution systematically help students gain skills in information literacy? (7.5, 7.8)

Financial Resources

- Does the institution's allocation of resources provide adequate support for assessment and improvement of the academic program? (9.1, 9.8, 9.9)



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

209 Burlington Road, Suite 201, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

**Policy Statement on
Student Achievement and Success**

In carrying out its accreditation responsibilities, the Commission on Institutions of Higher Education seeks to ensure that its decisions take into account the degree to which an affiliated institution assesses student achievement and student success and uses the results of its assessment to improve its offerings, matters explicitly addressed in the *Standards for Accreditation*. Part of the Commission's responsibility as a recognized reliable authority on the quality of education is to provide institutions with a report that addresses how well it meets the Standards for Accreditation, noting those areas where improvement is needed; a second function of the reports is to address "The institution's or program's performance with respect to student achievement." To this end, team chairs should ensure that the evaluation reports they prepare specifically address the extent to which an institution being evaluated fulfills the following criteria from the standards on *Planning and Evaluation, The Academic Program, Students, and Public Disclosure*.

Planning and Evaluation

2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.5 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

2.6 Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

The Academic Program

4.3 Each educational program demonstrates coherence through its goals, structure, and content; policies and procedures for admission and retention; instructional

methods and procedures; and the nature, quality, and extent of student learning and achievement. The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency of quality among them. The institution provides sufficient resources to sustain and improve its academic program.

4.32 The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied.

4.34 Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level with appropriate oversight by faculty and academic administration. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.44 The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities.

4.45 The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.

4.46 Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate.

4.48 The institution's system of periodic review of academic programs includes a focus on understanding what and how students are learning as a result of the program.

4.49 The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in

important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.

Students

6.4 The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Rates of retention and graduation are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students

6.16 Institutions with stated goals for students' co-curricular learning systematically assess their achievement.

Public Disclosure

10.10 The institution publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission. As appropriate, recent information on passage rates for licensure examinations is also published

10.12 The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Teams should also rely on the retention and graduation rates and other measures of student success that are included in the CIHE data forms at the end of the self-study.

In preparing evaluation reports and recommendations to the Commission, consequently, teams should not only evaluate the institution's current status but address the institution's need to expand or follow-up its assessment activities and its attainment with respect to student achievement and student success.

*November, 1998
April, 2007*

Tab

5

ADVICE ON PREPARING YOUR SECTION OF THE TEAM'S REPORT

Before the Visit

1. Before the visit, the team chair will make his/her expectations clear to the team: who will be writing what, in what format, and when.
2. You may find it useful to begin a draft of your sections of the report after reading the self-study, knowing there will be major revisions. This early draft can be a way of figuring out what you (think you) know and what you need to find out. (If you don't do this, make extensive notes so you don't have to start from scratch while you're on campus.)

Gathering Information during the Visit

3. Keep extensive notes on interviews and other sources of information. Note the source and what you learned. The team chair as well as other members of the team will also rely on your notes.
4. Re-read the *Standards* for which you are responsible to make sure you are gathering the information you need to write your sections of the report.

Writing the Draft Report

5. Write to the *Standards*. The team report should describe how and how well the institution meets the *Standards* in light of its mission.
6. Use the subheadings that you find in the *Standards*. For example, Chapter Two should have a section on Planning and a section on Evaluation.
7. Remember that the report needs to stand on its own. It should have enough description – and enough evidence – that a reader unfamiliar with the self-study and the campus can understand how the institution meets the *Standard* in light of its mission.
8. Be sure to touch on each of the three aspects of educational quality: inputs, processes and outcomes.
9. Reference the content of the Data First forms and the Student Success data forms as appropriate.
10. Do not include a list of strengths and concerns in each chapter – but write the chapter with enough evaluation that it is clear what you believe the strengths and concerns are in this area. (We ask team chairs to include overall institutional strengths and concerns at the end of the team report. This list serves as the framework for both the chair's oral report to the institution and the team's confidential recommendation to the Commission).
11. In a comprehensive evaluation, give attention to any special topics that the institution selected for emphasis or that the Commission cited after the previous evaluation (found in letter of notification).
12. In a focused evaluation, avoid getting into areas that are not pertinent to the visit. The report should focus on the areas the team was asked to examine. If the team runs across big problems that are outside those areas, we ask the chair to refer to them in a separate section of the report. The Commission will determine how to follow up on these concerns.
13. Re-read the *Standards* to see if you missed anything significant.

What Happens After the Visit?

14. The chair must use a firm editorial hand to ensure coherence, consistency, and adherence to the purposes of an evaluation report. He/she may have to cut the material you submit, perhaps even your favorite phrases.
15. The chair should send the first draft of the report to you within four weeks of the visit. Please return your corrections promptly. The later the report is completed, the greater the likelihood that something (or someone) will go awry.

SOME COMMON PROBLEMS WITH TEAM REPORTS

1. *Vague or unsubstantiated statements*

"The College has an adequate number of faculty with appropriate qualifications."
(How many are there? What percent are full-time? What are the qualifications?)

"The library collection needs improvement."
(In all areas? in some? in the area examined by one team member?)

"Efforts at program evaluation are uneven."
(Which ones are successful? What is the institution doing to improve in this area? Are their plans and activities and timelines realistic?)

2. *Prescriptions for curing the College's ills*

"The College should hire an Assistant Dean of Students."

"A divisional structure would be more effective than departments."

"Given the rapid increase in technological advances, the College should appoint a CIO."

3. *Abrasive or patronizing tone*

"The condition of the facilities is appalling."

4. *Excessive subtlety*

"The College might want to consider the condition of the facilities."

5. *Application of Standards of other organizations*

"The library collection does not meet the ALA standard for a college of this size."

6. *Comments on persons*

"Dean Sayveor is doing an excellent job."

7. *Insufficient detail*

No information about the size and composition of the governing board, faculty, student body; no overview of the academic programs offered by the institution; no description of the campus; no numbers in the section on Financial Resources; no information about what the institution discloses on its website.

8. *No mention of off-campus locations and online students, when relevant*

9. *No reference to the Data Forms and the institution's use of the Data Forms*

10. *In a focused evaluation, judgments on matters outside the areas of focus*

11. *Lists of strengths and concerns at the end of each chapter and/or an extensive "laundry list" of strengths and concerns at the end of the report*

12. *Over-emphasis on inputs and processes and insufficient attention to outcomes, academic quality and student success*

WRITING EVIDENCE-BASED TEAM REPORTS

1. Identify the source

Based on interviews with part-time faculty, the team concludes ...

After reviewing course syllabi, the team is persuaded ...

At the open meeting with students, the team was made aware ...

Review of the audited financial statements and management letter indicated ...

2. Avoid the passive voice

Concern was expressed about advising...

Dissatisfaction was voiced with the hours the library is open ...

Admissions criteria are reviewed regularly ...

Competencies are established ...

Examination results are used ...

3. Be specific

While students at off-campus locations have electronic access to library and information resources and registration, they must travel to the main campus for academic advising and financial aid services.

- *Not* -

The College's provision of services to students who study at off-campus locations is uneven.

4. Use numbers

The total endowment value has dropped considerably from \$13.7 million at the close of FY07 to \$9.5 million at the close of FY08. In addition, the institution was informed by the provider of its \$5 million line of credit that the line will not be renewed.

- *Not* -

Endowment values have dropped considerably and access to available credit has been significantly reduced.

5. Base judgments on data, not on personal experience or opinion

Retention and graduation rates for students of color are typically 10-15 percentage points lower than those for majority students. In addition, the results of a campus climate survey indicated that students of color often feel isolated.

- *Not* -

In the opinion of the team, students of color are not well served by the institution.

EXCERPTS FROM THE TEAM REPORT FOR NADIR COLLEGE

(a strong contender for the award for Worst Team Report Ever Written!)

As the subheading above suggests, the team report for Nadir College is riddled with many of the “common problems” with team reports. For each excerpt, identify what’s wrong and indicate how this part of the report could be improved.

Mission

Nadir College was founded in 1929. It nearly closed after the collapse of the stock market in that year but its founders managed to scrape together enough money to keep going. That resiliency has served Nadir well during its proud history. It has enjoyed impressive growth in its student body, and its physical campus has expanded from a single all-purpose building to a multi-acre location. The College is preparing a grand celebration to mark its 80th anniversary this year.

What's wrong? _____

Suggestions for improvement: _____

Planning and Evaluation

Nadir College began a comprehensive strategic planning process three years ago. In September of that year, the president emailed the campus community to announce the planning process. In October, his cabinet met to discuss who would be on the planning committee. In November, the cabinet sent a proposed strategic planning committee to the trustees for their approval. In January, potential committee member were invited; by March, the committee membership had been finalized. In April, the committee met for the first time and, in May, for the second time ...

What's wrong? _____

Suggestions for improvement: _____

Organization and Governance

During the visit, a serious situation was brought to the attention of the team by one member of the faculty. He pointed out that, unlike at his previous institution, meetings of the Board of Trustees of Nadir College are not held in a “town-meeting” format where any member of the campus community can speak about any issue. This faculty member believes strongly that this impedes the ability of the Nadir faculty to participate responsibly in college governance. The president should bring this matter to the attention of the Chair of the Board and consider changing the format of the trustee meetings ...

What's wrong? _____

Suggestions for improvement: _____

The Academic Program

The Certificate of Advanced Basketweaving program is designed to provide licensed basket-weavers with the credential they need to advance in their careers. It is offered to working adults in a highly popular “3 for 3” format, where students earn 3 graduate credits for attending 3 one-hour classes on successive Saturday mornings. Faculty are all adjunct. Although none has an advanced degree, all are practicing basketweavers. A review of syllabi suggests that students read, on average, two books for each course; multiple choice tests are the preferred format to assess student work. The program has never undergone a

review, but student satisfaction surveys are done at the end of each course, and students routinely express gratitude to the College for offering this program in a format that fits their busy lifestyles. Other programs offered by the College include ...

What's wrong? _____

Suggestions for improvement: _____

Faculty

Nadir College does not meet the Standard on Faculty. There don't seem to be enough full time faculty, and there are departments that only have part-time faculty. Faculty credentials vary widely, and there are faculty teaching in the graduate program that don't seem to have appropriate qualifications. Standards for promotion and tenure are not in keeping with AAUP guidelines, and the College's commitment to scholarship and research is unimpressive.

What's wrong? _____

Suggestions for improvement: _____

Students

Five years ago, Nadir College formed a Retention Committee to focus on improving student success. This has resulted in an increase in the freshman-sophomore retention rate from 76% to 84% and, in the six-year graduation rate, from the low 50s to the mid-60's. Although the College is pleased with this progress and plans to continue the Committee, the team urges Nadir to hire a full-time enrollment manager, as this is what most institutions are doing these days ...

What's wrong? _____

Suggestions for improvement: _____

Library and Other Information Resources

Nadir College meets this standard. The library is a spacious, bright, attractive building with adequate shelving for the print collection, which is more than adequate. Students have access to a number of electronic databases and journals. There are many work spaces for individuals and groups, as well as both large and small conference rooms. There is a well-developed collections policy, and the library budget has been increased by 3% a year for each of the last 4 years ...

What's wrong? _____

Suggestions for improvement: _____

Physical and Technological Resources

Strengths:

- Physical campus that includes 3 classroom buildings and 2 residence halls
- The College has adopted a four-year replacement cycle for all computers

Concerns:

- The College has not developed a plan to deal with deferred maintenance.

Recommendations:

- The College should develop a plan to deal with deferred maintenance.

What's wrong? _____

Suggestions for improvement: _____

Financial Resources

Nadir College preserves and enhances available financial resources sufficient to support its academic and other activities. (9.1) It is financially stable (9.2) and its multi-year financial planning is realistic (9.3). The College has a good-sized endowment and devotes a high percentage of its revenue to its educational programs (9.4). The tuition discount rate is moderate, and the Board reviews the financial aid policies, which seem appropriate (9.5). The College has not experienced an operating deficit recently, so there is no need to develop a plan to deal with one (9.8). It is audited annually (9.11), and it has reasonable fiscal policies (9.13).

What's wrong? _____

Suggestions for improvement: _____

Public Disclosure

The Nadir College website is, unfortunately, one of the worst the team has ever seen. The colors are dull and the fonts, old-fashioned. There is no animation and just about no graphics. It is impossible to find links to any blogs. The College must take immediate action if its website is to function effectively as a tool for marketing and promotion.

What's wrong? _____

Suggestions for improvement: _____

Integrity

Under the visionary leadership of Dr. Angela Honor, the Director of Integrity, Nadir College definitely exemplifies the values it articulates in its mission and related statements. She has taken bold, decisive steps to ensure that members of the campus community, including the board, administration, faculty, staff, and students, will act responsibly and with integrity. She is to be commended for her exceptional work in assuring that truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies and for her dogged insistence that the institution's educational policies and procedures are applicable and equitably applied to all its students. The team is unanimous in its belief that Dr. Honor's position should be upgraded to Assistant Vice President.

What's wrong? _____

Suggestions for improvement: _____

Report to the
Faculty, Administration, Trustees, Students

of

NOTREAL COLLEGE
Mount Hope, New England

by

An Evaluation Team representing the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

Prepared after study of the institution's
self-evaluation report and a visit to
March 7-10, 2010

The members of the team:

Chairperson: Dr. Donald T. Frett, President, Melville College, Bedford, ME

Ms. Julia Command, Vice President of Student Affairs, Ivyless University, Pawtucket, RI

Dr. Ima Expert, Vice President for Academic Affairs, Very Private College, Boston, MA

Mr. Philo Fax, Head Librarian, Secular College, Northeast, NH

Mr. Dow Moody, Vice President of Finance, Awesome University, Groton, CT

Dr. Freudian Quippe, Chair, Psychology Department, Old State College, Rural, MA

Dr. Reala T. Pho-Kyss, Director of Planning and Assessment, Marley College, Ville, VT

Dr. Sarah Ratched, Dean of Nursing, Comprehensive College, Lawford, NH

Observer: Mr. Wedo Lysenses, Massachusetts Board of Higher Education, Boston, MA

This report represents the views of the evaluation committee as interpreted by the chairperson. Its content is based on the committee's evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
New England Association of Schools and College
Preface Page

Date form completed: March 7-10, 2010

Name of Institution Notreal College

1. **History** Year chartered or authorized 1842 Year first degrees awarded 1925

2. **Type of control:** State City Other; specify: _____
 Private, not-for-profit Religious Group; specify: _____
 Proprietary Other; specify: _____

3. **Degree level:**
 Associate Baccalaureate Masters Professional Doctorate

4. **Enrollment in Degree Programs** (Use figures from fall semester of most recent year):

	Full-time	Part-time	FTE	Retention ^a	Graduation ^b	# Degrees ^c
Associate						
Baccalaureate	729	54	747	74%	54%	159
Graduate						

(a) full-time 1st to 2nd year (b) 3 or 6 year graduation rate (c) no. of degrees awarded most recent year

5. **Number of current faculty:** Full time 47 Part-time 31 FTE: 58

6. **Current fund data for most recently completed fiscal year:** (Specify year: 2006)
 (Double click in any cell to enter spreadsheet. Enter dollars in millions; e.g., \$1,456,200 = \$1.456)

Revenues

Tuition	\$18.418
Gov't Appropriations	\$2.538
Gifts/Grants/Endowment	\$1.301
Auxiliary Enterprises	\$2.008
Other	\$0.979
Total	\$25.243

Expenditures

Instruction	\$7.626
Research	\$0.41
General	\$14.865
Auxiliary Enterprises	\$1.791
Other	\$0.165
Total	\$24.852

7. **Number of off-campus locations:**

In-state 1 Other U.S. _____ International _____ Total 1

8. **Number of degrees and certificates offered electronically:**

Programs offered entirely on-line 0 Programs offered 50-99% on-line 0

9. **Is instruction offered through a contractual relationship?**

No Yes; specify program(s): _____

10. **Accreditation history:**

Candidacy: May, 1965 Initial accreditation: Dec., 1969 Last comprehensive evaluation: Spring, 2000
 Last Commission action: 5th year report accepted; comprehensive evaluation confirmed for Spring 2010
 Date: March 15, 2005

11. **Other characteristics:**

Introduction

Throughout the Evaluation Team's visit all members of the Notreal College community were candid in their comments and offered full assistance to the team. All of the individuals with whom the team met were well aware of the Self-Study Report and the purpose of the team's visit. Extensive meetings were conducted on a one-on-one basis and with small groups with representatives and leaders from all areas of Notreal College including faculty, students, trustees, staff, and alumni. A meeting was held for trustees only, with six trustees in attendance including the Chair of the Board and the Chairs of important trustee committees. The Vice Chair of the Board attended the opening dinner meeting on Sunday. The team members met with approximately 25 members of the administrative staff including the President and all senior administrators, 20 members of the faculty including all department chairs and the faculty moderator, 25 students including the Co-Chairs of the Student Government and several residence hall RAs, and key members of the Self-Study Steering Committee, the Technology Task Force, and the editors/authors of the Strategic Plan, the Resource Allocation Plan, and the Campus Master Plan. Also, in open meetings, the team met with 15 faculty members, 30 students, and 12 members of the staff. Two team members visited the College's off-campus instructional location at Suburban Health Center during the visit.

The Evaluation Team found the Self-Study Report and the other materials provided, such as the Strategic Plan, Resource Allocation Plan, Catalog, View Book, various handbooks, the Campus Master Plan, and Audited Financial Reports to be sufficiently comprehensive and an accurate description of the state of the College. The team appreciates the preparation of the self-study to include electronic links to the most important exhibits. A review of these documents before and during the team's visit to Notreal College, the Chair's preliminary visit to the College in November, 2009, and the team's visit on Pleae insert the March 7-10, 2010 together have provided the basis for the information and evaluative judgments contained in the 11 sections of this report which address the *Standards for Accreditation* of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

This evaluation of Notreal College is a comprehensive evaluation following an Annual Report on Finance and Enrollment submitted and accepted in 2002 and its fifth-year report submitted and accepted in 2005.

1. Mission and Purposes

Since its founding as the Notreal Academy in 1842, Notreal College has developed in response to changing times and the educational needs of its students. In the Fall of 1925, the single sex Notreal School for Girls was incorporated with two years of preparatory school and two years of college. By 1957, the preparatory courses were completely phased out and the school became the Notreal College for Women. In 1945, the College charter was amended to allow for the introduction of baccalaureate programs. The formal transition to a complete baccalaureate institution, with a new mission reflecting this change, occurred in 1975 at which time the institution changed its name to Notreal College.

In February 1996, Dr. I.M. Curtius became the sixth, and first woman, President of the Notreal College. The 1990s proved to be very difficult times for the College with deficit budgets, declining enrollments and little or no endowment to cushion the impact of these negative factors. It also became increasingly clear that the College would no longer survive if it remained a single-sex, women's college. After much research, soul-

searching, and lively debate at all levels of the institution, on April 1, 1998, the Board of Trustees of the Notreal College voted overwhelmingly to amend the mission statement and by-laws of the College to reflect a policy change in favor of co-education. In the Fall of 1999, men were admitted for the first time and in May of 2003 the first class of men graduated from Notreal College. This past Fall, new enrollment climbed to 240, with male students making up approximately 32% of the entering class.

Following extensive discussions among all campus constituencies, a new revised Mission Statement was approved by the Faculty, Administration, and Board of Trustees in May 2002. The new Mission Statement stresses co-equal, co-education and the fact that Notreal College was founded as a co-educational academy in 1842. Also stressed in the mission is the commitment to offer programs of study which integrate the liberal arts and sciences with professional preparation and to provide students with an educational experience appropriate for "our rapidly changing and pluralistic world." In addition to a new Mission Statement, the Board of Trustees approved an accompanying Commentary of seven educational goals which describe the desired outcomes of a Notreal College education. These include the ability to think critically and creatively, to communicate effectively, to interact with others in a competent and effective manner, to understand and employ multiple perspectives, to use interdisciplinary skills, to make informed and ethical personal and professional choices, and to lead and serve in the larger community.

The new Mission Statement and Commentary are well written and give both philosophical grounding and clear direction for planning and resource allocation. The decision to become a co-educational institution has paid clear dividends in improved enrollment and finances. Also, the Strategic Plan and Resource Allocation Plan flow from and are consistent with the Mission Statement.

At the same time, given the sometimes exhausting pace of the last decade, during which time the College community dealt with issues of survival, the change to co-education, a new mission, planning and self-study activities, major curricular revisions, a new comprehensive capital campaign, two new buildings, and many personnel changes, more than a few faculty and staff expressed the need to slow down and to proceed reflectively with the accomplishments.

Institutional Effectiveness: The process of mission re-examination in 2002 was judged useful by the campus community; the self-study is seen in part as a preliminary check on the usefulness of the mission which is scheduled for formal review and re-examination in 2012.

2. Planning and Evaluation

Planning: Based on the self-study and confirmed by our meetings with the campus community and the exhibits provided by the College, the team finds that for the past ten years, Notreal College has systematically engaged in planning and evaluation processes that were broad-based and appropriate to the critical needs of the institution to insure its effectiveness and quality. Trustees, faculty, staff, and students have all committed impressive amounts of time to evaluation and planning processes. External and internal realities are considered in all planning processes. The results of these past efforts which focused on the Mission Statement, transition plans for co-education, academic resource allocation, physical plant assessment, finances, enrollments, and the campus master plan are coming together in the emergence of a realistic and comprehensive Strategic Plan. Currently in draft form, the Strategic Plan is under serious consideration by every constituency of the College—Board, Senior Staff, Professional Staff, Faculty, and

Students. Anticipated as a blueprint for decision making, action, and evaluation, the Strategic Plan will enable the College to evaluate its effectiveness in planning and insure the flexibility of the institution to respond to circumstances facing the College in the coming years. The team's meetings with senior administration and the board confirmed the institution's realistic approach to planning in a time of economic and demographic challenges for the College.

The planning activities of the College have been initiated within the existing governance structure of the College. Trustees, administrators, faculty, and students surface issues which are incorporated into existing committees or assigned to an ad hoc task force. For example, the Board initiated the strategic planning process of the College. A steering committee was then formed whose membership included the senior staff and representatives from the faculty and professional staff. All areas of the College were asked to develop strategies related to their area that would effectively accomplish the mission and goals of the College. These strategies were reviewed by the steering committee and returned to the appropriate areas for refinement and further discussion. Areas which were college-wide, for example technology, were assigned to task forces whose membership was broad based. Consolidation of the critical elements of this material resulted in the Draft Summary of the Strategic Plan, which is currently being discussed by faculty, students, staff, and trustees. Prior to formal approval, the Trustees will also consider preliminary budget projections assigned to each major element of the plan. This early blending of financial considerations as the College prepares to commit to strategic initiatives was identified as a "lesson learned" from the last strategic plan, which while generally judged useful had a more delayed integration of financial realities with institutional aspirations

Evaluation: The team concurs with the institution's observation that historically it has been more successful with planning than with evaluation; the current strategic planning cycle has whetted the institutional appetite for more timely and useful data on which to base future plans. Since the fifth year report, the College has developed an office of Institutional Research, Planning, and Assessment which is already proving to be helpful in this regard. This office took the lead in compiling the information reported in the Data First forms, and the Director met with the writing committee for each Standard to assist in the analysis and interpretation of the data.

While the College has been moving forward on its strategic planning, systematic and routine processes for ongoing assessment, evaluation, and planning have also emerged. For example, "A College-wide Assessment Program" is a proposed system of program review for every area of the College within a five-year cycle. Institutional goals for such reviews have been established as well as the criteria for the review. Areas have been scheduled and this process has been incorporated into the Strategic Plan. Pilot reviews are underway this year.

The College's review of its E-series data forms confirmed the widely-held belief that the previous system of academic program review had become routine and not productive in terms of promoting quality improvement. Under the "College-wide Assessment Program," program reviews will be linked with information from assessment of student learning and indicators of student success. During the current year, academic program reviews are being piloted in Psychology and Biology; and additional areas of the institution are piloting reviews in Financial Aid and Career Services. (Assessment and student success will be discussed more fully under Standard 4: The Academic Program and Standard 6: Students).

As the College moves forward with its “College-wide Assessment Program,” it will be useful to consider the means to evaluate its effectiveness on goals that are not program-specific, including the extent to which students are prepared to “interact with others in a competent and effective manner,” a goal stressed by some – but not all – academic programs and by the Office of Student Life.

Institutional Effectiveness: While it is difficult to identify any particular process through which the institution examines its effectiveness in this area – apart from the self-study – the team was impressed with the initiatives on campus and in individual departments to improve the College’s success in planning and evaluation.

3. Organization and Governance

The organization and governance of the College are appropriate to the institution and facilitate activities directed toward the accomplishment of the mission and purpose of the institution. Lines of authority, responsibility, and communication are clear and reflected in the handbooks for the trustees, staff, faculty, and students. At the same time, the governance structures are flexible and respond in a collaborative manner to concerns which emerge that appear to cross organizational structures. Task forces and committees of the board, staff, faculty, and students have broad representation. In addition, creative efforts are made to enhance structural communication. For example, the Board of Trustees met with the faculty to discuss tenure at Notreal College. The senior staff of the College met with students in each residence hall to listen to their concerns and comments about the College environment. The governance is clearly participatory and responsive. The College’s culture supports strong traditions of communication across the institution.

The Board of Trustees is strong, with an involved commitment to the mission and purpose of the College. They are aware of their legal and oversight responsibilities, and after careful deliberations and consideration of multiple facets of an issue, conscientiously work to arrive at policy decisions. Communication among the members and with the College constituencies is good and ongoing. They are supportive of the administration and initiate action that will fulfill their responsibility to assure fiscal solvency, understand the mission and purpose of the College, and establish institutional policies. The committee structure has continuously improved and, as part of the self-study, they engaged in a self-assessment from which a committee will plan a program of board development. The Executive Committee of the Board conducts an evaluation of the president annually. Also, the trustees are very generous to the College as evidenced by their 100% participation in the College’s Capital Campaign.

The senior staff of the institution is a collaborative team. They are committed to the College’s mission and purpose and are able to manage the day-to-day activities while keeping before them the necessity to be concerned about the College as a whole and its future. The team structure reflects the talents and capabilities of the individuals as well as the needs of the institution. As the Capital Campaign required the periodic absence of the President from campus, the administrative team continued to move forward critical planning issues.

The Vice President for Academic Affairs reports directly to the president and works with a variety of faculty committees, culminating in the Faculty Council to oversee the quality of the academic program. The Faculty Council approved the College’s plans to offer its first off-site program. As a result of the self-study, the Council has identified the need to

ensure that the quality of the academic program and services for students at that site is periodically assessed.

The staff handbook is clear and concise. It contains the College Mission Statement and policies and procedures appropriate to the College personnel. Recent efforts to increase staff communication across organizational lines included a staff development program during which they learned from their peers about the operating concerns of different areas. Staff are using the results of the program to make improvements.

The student handbook contains all appropriate procedures and policies related to college life at Notreal. A redesign of the student government structure in light of the mission and objectives of the College was accomplished in a cooperative spirit with students and college personnel. Its structure allows for active student participation in problem solving and leadership in effecting the College's total environment. Students serve on major College committees, meet with the senior staff once a month, and are represented at Board of Trustee meetings.

The faculty organization is clearly outlined in the faculty handbook. Faculty are aware of their responsibilities in relation to curriculum, instruction, and ensuring the quality and integrity of the academic program. Standing committees are functional and task forces and ad hoc committees are routine structures through which faculty influence the character, programs, and policies of the College. Faculty have direct access to all administrators and elect members to serve on the Board of Trustees. The Faculty Handbook was last modified in 2005, and the College recognizes it needs to be updated to coincide with the evolution of the organization and governance structures that have been and are emerging. Plans to address this in the coming year were confirmed.

Institutional Effectiveness: Notreal College enjoys a straightforward organization and governance scheme. While the College has not systematically reviewed its organization and governance, the team notes that the culture of communication on campus serves as an informal means to identify any organization and governance problems.

4. The Academic Program

Introduction, Undergraduate Education, and the Major or Concentration: Notreal offers six liberal arts and six professional majors under the broad themes of Health, Humanities, and Human Services. The largest majors include Sports Science, Education/Child Development, Nursing, and Psychology. During the past few years, the BFA has been dropped in favor of a strong BA in Art, the major in American Studies has been reduced to a minor, communications has been added as a new major, and the BS in Biology has been changed to a BA in Biology. At the time of the visit, the College was planning to develop a program in international studies. Based on a review of the catalog, program goals, program requirements and options, and selected syllabi, the team finds the College's academic programs to be generally clear and coherent and well within the best traditions of academic programs in the respective areas. A clear pre-requisite system ensures students have in-depth study at the advanced undergraduate level. Learning goals and syllabi reflect a strong commitment to students' development of skills in information literacy and technology. Students in all programs have at least nine credits of unrestricted electives, considerably more in the B.A. programs. Through departmental structures, the Curriculum Committee, and the Faculty Council, faculty exercise a strong and effective voice in ensuring academic quality. As evidenced in the data reported in the E-series data forms, the professional programs have generally effective means of ensuring graduates' competence in the specified objectives, while less progress has been

made in the majors in the traditional liberal arts areas. The academic dean is proposing a system of mini-grants for the 2010-2011 year to provide encouragement and support in this area.

In October 2007, the Board of Trustees voted to “direct the President to create a process which will produce an academic resource allocation and priorities plan for Notreal College” (*Resource Allocation Planning Committee Report...May 2008*). This plan included the Liberal Education Program as well as other College academic programs. The goal of the process, which began in November 2007, was to “establish the College’s future academic programs.” In Spring 2008, all academic programs underwent a review by the Resource Allocation Task Force. Department chairs were involved throughout the Resource Allocation process starting with the preparation of department goals and reports. Four faculty members (two Chairs selected by the Department Chairs Group, the Moderator of the Faculty, and the Faculty Representative to the Board of Trustees) served on the Resource Allocation Task Force along with the President, three Administrative Representatives, and an external educational consultant who was hired to facilitate the review process. The recommendations of this Task Force, contained in the Resource Allocation Report, were adopted by the Board of Trustees in May 2008 and continue to provide important guidance for the support and review of all academic programs.

One area of common concern identified through the resource allocation process was the use of internships, an academic requirement in a few programs and an option in others. There is credible anecdotal evidence that Notreal students find the internships helpful as they plan their own careers and useful ways for them to tie academic learning to the real world. While the College has made a general commitment to expanding the use of internships, the team suggests that it will be useful to look more systematically at reasonable consistency in policy and practice as well as developing a plan to gather and consider the effectiveness of internships in the various academic areas. This focus on internships can also provide an opportunity for the College to consider how experiential learning will be incorporated into the College’s system of assessment.

It is not clear – to the accreditation team or to many on campus – how the resource allocation process and the program review process will work together. One of the questions to be addressed after the pilot program review process is finding a way to ensure that the two programs work together to strengthen the College’s academic program without creating undue processes for an already busy faculty and administration.

Notreal College has one off-site instructional location, the Suburban Health Center at which the nursing program is offered. The faculty in that program are a combination of regular Notreal College faculty and clinical instructors from the Suburban Health Center and other medical facilities in the area. The program is an RN-BSN program and expected to run for an additional three years. The overall academic oversight of the program is provided by the chair of the Nursing Department who includes matters concerning the program in all regular reports to the academic dean. The team found that the students in the program feel well served. While students at the site are provided with training on using library and information resources, it is not clear that they are using these resources at a level commensurate with their on-campus peers in the same courses.

General Education: All of the College’s baccalaureate programs share a 41-credit required Liberal Education curriculum which represents slightly over a third of their total course of study at Notreal College. The Liberal Education Program was recently revised changing it from a number of wide choices to a much more restricted menu which (1) guarantees student exposure to the main areas of intellectual inquiry and (2) includes an innovative sequence of interdisciplinary courses based on broad themes. The College

believes that these changes to the Liberal Education curriculum have addressed the Commission's request to "give emphasis to...success in fully implementing the new core curriculum with particular reference to its depth and coherence." The development of the Liberal Education Program was guided by the outcomes statements in the Notreal College Liberal Arts Education, which essentially put forth the College's statement of an educated person. The new Liberal Education Program provides greater structure and depth than the previous core curriculum. However, although the program has been developed and approved, and coursework is underway, as noted below, the College has not yet turned its attention to how it will assess student learning in the general education program. There is a capstone course included, but it seems to be more of a topics course that allows for in-depth study and innovations in teaching rather than an opportunity for students to systematically demonstrate their mastery of general education learning outcomes. The Dean reports that the chairs and advisory committees will take up the topic of assessing general education outcomes later in the academic year, but no specific ideas have yet appeared.

Integrity in the Award of Academic Credit: As part of the self-study, a task force reviewed the Commission's Standards in this area. One concern was identified: the evaluation of transfer credits was done without appropriate academic involvement. The College enrolls about 50 transfer students per year; it also considers transfer credits for students wishing to take summer courses closer to home. As a result of the task force, the responsibility for transfer credits will rest with the departments. A consultant has been identified to provide professional development in this area for departments.

Assessment of Student Learning:

Assessment In the past two years, the College has made striking progress on development a systematic approach to assessment of student learning. Following the interim report, the College developed an office of Institutional Research, Planning, and Assessment. In anticipation of the self study, the Academic Dean appointed an Assessment Committee charged with developing and implementing a system of assessment that would be linked to program review (now a revised system) and focus on generating information useful for improvement. The Committee spent the first year studying the topic, through a variety of speakers, conferences, and visits to and from peer institutions. The resulting plan "Assessment for Notreal" is a clearly articulated document with generally realistic timelines.

The Commission's initiative on Student Achievement and Success was well-timed for Notreal College, providing a structure and focus for their work.

With respect to the E Series, the College selected the first option, based primarily on program review and specialized accreditation (which the College has only in Nursing, although the education program is reviewed by the state). As reflected in the self-study, the E forms indicate that the College has realistic learning objectives, published in the catalog for each major and for general education. Most departments are regularly gathering information on at least some of the objectives, but fewer than half of them have what the Assessment Committee judges to be a satisfactory way of reviewing the information and using it for improvement. Perhaps not surprisingly, Psychology, Education, and Nursing have relatively more robust systems than do at least some of the programs in the humanities. The Committee will spend next semester focusing on how it can help departments that have less well-developed systems. The Director of Institutional Research, Planning and Assessment serves as the resource liaison to the Committee and the participation of the IRPA Office on the Committee is seen as being very helpful.

The electronic portfolios being developed for faculty have increased interest in having a system of electronic portfolios for students as well. The English and art programs will pilot a system next year, using money from a small grant by a regional foundation.

While assessment is well underway in the majors, much less progress has been made in college-wide learning goals, including general education, and the seven institution-wide learning goals referred to in the chapter on Mission and Purposes. These include the ability to think critically and creatively, to communicate effectively, to interact with others in a competent and effective manner, to understand and employ multiple perspectives, to use interdisciplinary skills, to make informed and ethical personal and professional choices, and to lead and serve in the larger community. The Assessment Committee has appointed a subgroup to work with the Academic Dean on a strategy for assessment for these institution-wide goals; their report will be produced in the coming year.

Measures of Student Success. The Assessment Committee formed a subgroup to consider measures of student success, using the Commission's "S Forms." The subgroup of faculty was joined by the Dean of Students. The subcommittee rather quickly realized that the institution had IPEDS data on retention and graduation rates, licensure rates for nursing students and teacher education students, and not much else. Because the College's student body includes 80% of first-time full-time entering students, the IPEDS data are useful. The College notes that while its current six-year graduation rate, at 54%, is within the range of its peers, a closer evaluation is underway to see if the rate meets the institution's own expectations for a graduation rate. The College has recently joined the National Student Clearinghouse; information on the extent to which students leaving the College are successfully transferring to other institutions will provide useful supplementary information.

The above-referenced subcommittee has also identified priorities for additional measures of retention and graduation as follows: 1) transfer students; 2) first-generation students; 3) Pell-grant recipients; and 4) students of color. Because of the low numbers in this last group, the College will calculate rolling three-year averages. The College expects to have the first round of results for these calculations later this year.

The Career Services office and Alumni Affairs are working with the Institutional Research staff to propose a follow-up study that can be used on a regular basis to track employment and graduate school activities of students one year after college. Previous surveys have been episodic and the results not easily comparable. The College anticipates that the new survey will be used on a pilot basis later this year and on a regular basis with students three years from graduation beginning next Fall.

Understanding How Students Are Learning. Notreal College has given the NSSE survey for the past five years. However, while the results were circulated internally, they were not used systematically. Working with the Academic Dean, the Assessment Committee is planning that next year's Fall Faculty Symposium will focus on "Students We Know," and use the results of NSSE and entering and exiting student surveys as a way to make the data more useful to faculty and the campus community in general. As noted elsewhere, the College is also applying for funds to start a center for teaching and learning which the Assessment Committee sees as a partner in its work.

Institutional Effectiveness: The major focus of Notreal College is decidedly on the quality, integrity and effectiveness of its academic program. This commitment has traditionally been sustained through a widely shared seriousness of purpose and extensive

and open communication. The initiation of the Assessment Committee, supported by the office of Institutional Research, Planning and Assessment has brought considerable energy and focus to the College's efforts to understand what and how its students are learning and to be systematic in looking at measures of student success.

5. Faculty

Notreal College has a faculty of 47 full-time and 31 adjunct members as of the Fall of 2008. By all reports, the faculty are generally dedicated and hardworking; the College prides itself on the close relationship between faculty and students. As reported in the Data First forms, two-thirds of the full-time faculty have more than 10 years of service at Notreal College. During the period from 2000 to 2009, the percentage of faculty members who are tenured has dropped from 78% to 32% due to the moratorium placed on tenure by the President in 2000 because of the poor financial condition of the College. Of the 47 full-time faculty, 31 or 66% have earned doctorates or the appropriate terminal degree in their fields, and the balance hold masters' degrees; those holding the rank of full professor total 10, associate professor 14, assistant professor 21, and instructor 2; and 28 are men and 19 are women. Four are members of under-represented groups.

The faculty members of Notreal College are committed first and foremost to the teaching and learning of their students and they were instrumental in determining the seven educational outcomes of a Notreal College education. Teaching is the primary focus for the faculty and a full-time teaching load consists of 21 credit hours per year. While the average faculty-student ratio has increased over the past few years as a result of a substantial (48%) increase in enrollment, the ratio remains at 14:1. In the Fall of 2009, 85% of all classes were taught by full-time faculty. Along with teaching, academic advising is also a high priority with 93% of the full-time faculty serving as advisors. Most full-time faculty serve on at least two College committees.

Four types of faculty contracts are offered at Notreal College: term contracts, probationary contracts, rolling contracts, and continuous contracts. Term contracts are given to part-time and special appointment faculty. Probationary contracts are given, on a renewable basis, to ranked faculty members when initially appointed, and these faculty members may apply for a three-year rolling contract in their sixth year of service. Continuous contracts are given to faculty members who have attained tenured status.

In its self-study, the College focused on a number of specific issues related to the faculty including the following:

Tenure: Some believe that the moratorium on faculty tenure has made it difficult for the College to attract and retain high-quality faculty; at the same time, the College expresses pride in the quality of newly hired faculty. The issue is being actively debated and the Board of Trustees has indicated that a decision to rescind the moratorium will be considered at their next board meeting.

Faculty Salaries: As documented in the Data First Forms, considerable improvement in faculty salaries has occurred since 2000 with total increases of approximately 20% in constant dollars, placing the College just above the midpoint for its identified group of peers.

Faculty Development: After a period of several years characterized by much less spending for professional projects, 2005 saw an amount of some \$50,000 made available

from a grant and disbursed widely. An endowment, created out of three major gifts, ensures a continuous fund for future faculty development. In 2009-2010, \$75,000 in faculty/staff professional development funds were made possible from interest on this endowment. Funds were used to purchase educational resources and to support travel to professional conferences.

Faculty Evaluation: Evaluation of junior faculty occurs each year with self-assessment reports, student evaluations, and department chair evaluations. More extensive evaluations occur in the third and fifth years, including peer review. However, a post-tenure review of senior faculty as described in the Faculty Handbook is not generally practiced. Part-time faculty are evaluated by department chairs.

Teaching Assignments: Twenty-one credit hours per year is the normal teaching assignment with nine credit release time for department chairs. The implementation of student internships and their anticipated expansion to possibly all majors will require a re-evaluation of how to give teaching credit to faculty members involved in the supervision and evaluation of student internships. In addition optimal and equitable distribution of the tasks associated with academic advisement remains a challenge.

Course Review: One of the issues identified in the self-study is that the College does not have a regular system to review existing courses to ensure their continued currency and relevance. A subcommittee of the Curriculum Committee has been charged with examining this issue.

Teaching and Advising. Notreal College's mission as a teaching institution is reflected on the value placed on effective instruction. New faculty members are assigned teaching mentors, more senior faculty members who are generally regarded as highly effective instructors. The quality of teaching is the most important consideration given in the faculty reappointment process at the institution, and teaching is regularly evaluated through a number of mechanisms. Through a grant from a regional foundation, Notreal College has recently developed an electronic teaching portfolio that helps faculty document materials about their teaching. Several faculty members noted that the dialogue that was a part of developing the electronic portfolio system provided rich opportunities for faculty development; indeed one of the challenges cited was continuing this constructive and useful dialogue as the portfolio system is implemented and becomes part of the College routine.

The College has a robust course management system and nearly 80% of the full-time faculty and 50% of the part-time faculty put it to good use. There is consideration of offering a small number of courses on-line as a way to develop competence in on-line learning among the student body, which the College sees as an important learning tool in the 21st century. There are no plans to offer sufficient courses on-line to meet the Commission's trigger for a substantive change.

While there is ample indication that the College benefits from a wide array of engaged and effective teaching faculty members, there has been no systematic way the institution works to improve instruction. As the institution broadens the instructional offerings to include more capstone courses, internships, and other less traditional formats, and with an increased focus on the systematic assessment of student learning, it may be timely to consider a more formalized approach to faculty development in the area of teaching. In a related area, while faculty express commitment to a more systematic system of understanding what and how students are learning, the College has not yet worked systematically to develop expertise within the faculty for this endeavor. As noted

elsewhere, the College is applying for external funds to support a Teaching and Learning Center which could give focus to these endeavors.

Faculty are responsible for academic advising. Due to differences in the number of majors per department (and per full-time faculty members within the departments), the number of advisees per faculty member ranges greatly; some faculty have up to 70 advisees, with others having few or no advisees. Because advising is considered "part of load," there is some concern among the faculty that the policy has the effect of creating very different levels of instructional assignments among the faculty.

Graduation surveys were initiated by the dean's office last year, perhaps as an outcome of the self-study process. Early indications that many students are not well satisfied with the level and quality of advising have caused this topic to be placed on the agenda for the dean's meeting with department chairs. A full-time advising coordinator has been hired recently, and she will work with an ad hoc committee to review the data more carefully and arrive at some preliminary recommendations for action. The ad hoc committee is due to make its report next semester.

Scholarship, Research and Creative Activity The decided emphasis at Notreal College is on teaching rather than on the production of new research. However, most faculty are active in their professional associations, with 85% having attended one or more professional association meetings within the past two years; 60% have presented a paper or published an article in a professional newsletter or journal within the past three years.

Review of faculty members includes a review of "professional activity," which includes the obligation for faculty members to remain current in their field of endeavor and to work systematically on the quality of their teaching.

Institutional Effectiveness: The timing of the self-study was opportune in providing a framework to surface concerns regarding the support of faculty, the sufficiency generally not having been an issue during times of lower enrollment. A number of initiatives are underway as a result of this review, most notably the possible initiation of a Teaching and Learning Center.

6. Students

Admissions: Declining enrollment and high student attrition were identified as concerns by the Commission at the time of Notreal College's last comprehensive evaluation. Since that time, the College has made remarkable strides in this area. A significant decline in enrollment to approximately 500 students by 1997 mobilized Notreal College to re-evaluate and ultimately change its mission from a women's college to a co-educational institution. This change was approved in 1998 and implemented in the Fall of 1999, with the first class of entering men and women. As a result, undergraduate enrollment has increased by 48 percent, from 529 to 747.

The College has recently concluded a comprehensive review of its admission and retention activities and developed strategic and operating plans for admissions and retention as part of the College's overall Strategic Plan. Among the major actions taken were the following: the creation of the position of Vice President for Enrollment Management and the implementation of a College-wide enrollment management philosophy; Financial Aid was placed under the leadership of the Vice President for Enrollment Management; the position of Director of Institutional Research, Planning, and Assessment was established in particular to develop and analyze data for planning,

admissions and retention; experienced staff members have been recruited to develop and support the College's admissions and recruitment efforts. New institutional and strategic alliances with Black and Hispanic colleges were launched to help with the College's efforts to recruit a more diverse student body. The team notes that while the retention activities were undertaken largely for financial reasons, the initiatives themselves have improved the student experience on campus in ways that the team finds are educationally sound.

One strategy used by the College to increase enrollment was to increase the discount rate, currently at 45% and significantly ahead of the College's peers. The team was heartened to learn that the Board has called for a review of financial aid strategy, with the aim of lowering the discount rate but ensuring that available institutional financial aid is addressed toward meeting institutional priorities consistent with mission.

Retention and Graduation: (See also the Assessment section of Chapter 4) Notreal College's major strength in supporting student retention is the strong student/faculty relationship of personal caring and individual attention. In addition, the College uses most of the nationally accepted practices for improving retention, including increased academic support services, improving residential facilities and the student life areas, conducting regular studies on the College's retention and graduation rates and distributing the results widely, upgrading security, supporting and encouraging an active and involved student government and student clubs, and developing a co-curricular transcript. (The College's off-site location is too new to have meaningful retention statistics, though plans are underway to gather the information.) As noted above, the College is evaluating its retention and graduation rates, with an eye to establishing new goals for the future.

The team notes that the recent attention to academic advising contributes to this focus on student success. Preliminary indications suggest that the College admits and enrolls students generally qualified to do the academic work and provides appropriate support where needed; decisions about academic standing of enrolled students are made by academics. Challenges in retention and graduation appear to be more related to students' career uncertainty, financial pressures, and the loss of students who transfer to a more urban location. The College is reviewing its recruitment materials particularly to ensure that students understand the rural nature of the school – as well as to provide opportunities for urban contact through trips and internship placements.

Given the addition of the seven learning objectives accompanying the College's Mission Statement, the commitment to the partnership of the curricular and co-curricular areas, the implementation of a well thought out College-wide Strategic Plan and Enrollment Management Plan, and the commitment of the Notreal College faculty to their students, the admission, retention, and enrollment goals of the College appear to be very reasonable and possibly conservatively low. Greater focus on the seven learning objectives and the strong co-curricular areas might prove useful in marketing. The College's current plans of revising its webpages to provide better information about the opportunities available at Notreal College and some useful data on what students do after graduation should also prove useful.

Less successful than the College's overall recruitment efforts have been its work in recruiting and retaining students of color. Indeed, the overall percentage of students of color has increased only from 2.3% to 3.4% over the past five years. While the College articulates commitment in this area in its general planning and admissions planning, it has not yet developed a focused set of activities that leads to success in this area. The enrollment Vice President indicates this area will be a priority for next year's planning.

As part of its work on the S-1 Data Form, Notreal College disaggregated its retention and graduation statistics by race and gender for the first time. The data revealed that retention and graduation rates for all students of color, but particularly for Black and Hispanic men, lag behind the overall rates by 15-20 percentage points. A task force has been established to study the reasons for this and to suggest steps to enhance the success of these populations of students.

Student Services: Student Services has been very much involved as participant, planner, and implementer in the changes and evolution of Notreal College. Student Services was also actively involved in the creation of the seven learning objectives, and the providing of a co-equal, co-educational environment dedicated to students realizing their full potential.

The strong student development philosophy is shared and implemented by a team of able professionals who provide great commitment and skills to attaining the College's mission and objectives. The College's ambitious goal of integrating the curriculum and co-curriculum to reinforce student learning is critical to Notreal's future growth and success. In recent years, Notreal College has taken steps to emerge as a unique, dynamic, and effective learning community. For example, faculty members have become more involved in co-curricular activities; a faculty and student affairs staff team taught the First-Year Seminar; student affairs professionals were invited to participate in faculty development workshops; faculty advised the Student Government Association; both constituencies were active members on committees and task forces; and orientation is co-led by the Associate Dean for Academic Affairs and the Dean of Student Development.

At the operational level, the Student Services area offers all of the standard services and programs expected at a college of its size and character, including intercollegiate and intramural athletics programs, residence life programs, health and counseling services, and orientation programs jointly sponsored by Academic Affairs and Student Services. The Student Government Association, which was disbanded several years ago because of a lack of interest, has been reorganized and revitalized and is presently a strong force on the campus. The judicial system was reviewed in 2007. A Community Council was created and is functioning well for disciplinary matters as well as student learning. The Student Services division also coordinates programs and services for students with disabilities. The team notes that while the College is working to attract a more diverse student body, it has yet to develop an array of programming that would otherwise address issues of diversity on campus – as well, perhaps, encourage a more diverse student body to enroll.

Institutional Effectiveness: To date, the College has not developed a comprehensive approach to assessing the effectiveness of student services. A satisfaction survey is distributed at the end of each year in the residence hall, and students are asked to evaluate the orientation program, but there is no evidence that the results of these assessments are used in any systematic way to improve the programs and services offered.

7. Library and Other Information Resources

The College's management of information services is provided by the Library and Information Technology areas with the following distinctions in role: the Library serves as the principal resources and user service agency and the Information Technology offices provide the primary hardware and technology installation and maintenance support. A recently transformed Library and Learning Center building contains the

College's collections of print and non-print media, individual and group study space for more than one-third of the student population. Information Technology oversees the Library technology classroom and provides technical assistance to other specialized teaching facilities in academic buildings as well as support for individual faculty, staff, and administrative offices.

The work of the Library and Information Services is guided by various library and information technology committees or task forces. Within the past year, a College-wide Technology Task Force, supported by a \$250,000 grant, has supported faculty in experimenting with new technologies in the classroom, including iPods, FlipVideo, and netbooks.

The Francesca Tillona Library/Learning Center is readily accessible to faculty and students, located within a five-minute walk from any point on campus. The facility is normally open 87 hours per week and more during final exam periods. It is staffed by two full-time librarians, one part-time librarian, three full-time clerical assistants, three part-time clerical assistants, and nine student workers. Review of the Data First forms for the library suggests that library staff are consulted frequently, both in person and "virtually."

The Library/Learning Center has approximately 95,000 books and periodicals. In addition, the College belongs to the New England Library Consortium and subscribes to a number of full-text electronic databases. The acquisitions budget has been level funded for the past three years, but the College anticipates a 4% increase for the next academic year.

As a result of the faculty's commitment to writing and research throughout the curriculum an estimated 50% of all courses require the use of information resources. Staff in both the library and Information Technology have established close, collaborative working relationships with academic departments and offices. Clearly, the Library/Learning Center is one of the focal points for curricular and co-curricular offerings at Notreal College, and it receives appropriate support from all areas of the College.

One of the newly hired librarians will have the responsibility for collection development. This position is seen as a key to developing a comprehensive review of the institution's current holdings, the pattern of usage among faculty and students, and an articulation of its collection development plans for print and electronic materials for the next several years.

Librarians work with faculty to provide a program developing information literacy skills throughout the curriculum, including for students at the off-campus nursing program. Information literacy is listed as one of the anticipated learning outcomes of the new general education program, but as yet there is no concrete plan to assess how well students are developing these skills. Three faculty members and a librarian are working together, supported by a small grant from the Dean's office, to pilot test some assessment mechanisms in this area.

A fruitful result of the capital campaign has been the resources to design and implement a regular program of technology and software upgrades and replacements in administrative offices and for the faculty. Currently, approximately one third of the general classrooms are smart classrooms; the Academic Dean's goal is to increase this to 100% in the next three years.

In the Administrative area, the College has recently completed the installation of a new integrated software system that has already proven valuable in providing information on students, employees, and finances.

Institutional Effectiveness: While the College has not yet demonstrated a systematic approach to regular reviews of the effectiveness of the elements encompassed by this Standard, many foundation elements are present, including an institutional commitment to the importance of information literacy, a demonstrated commitment to continuous upgrading of technology, and the identified and acted-upon need to upgrade institutional information technology and data management capabilities.

8. Physical and Technological Resources

Notreal College occupies approximately 80 acres of land and has 26 buildings, most of which were constructed prior to 1960. These buildings total approximately 525,000 square feet, providing more than adequate academic space for current needs as well as anticipated future enrollment growth. New residence hall facilities will, however, be necessary with a larger student body. A new Athletic Center and residence hall, built within the last few years, are the centerpieces to modern campus facilities. In addition, the College offers its nursing program in rented classroom space in Suburban Health Center, a recently-constructed, state-of-the-art medical facility.

Deferred maintenance, which reached a high of \$8 million in the early years of this decade, remains a significant challenge. The College has been working diligently to address these deficiencies, recently allocating approximately \$4 million toward major renovation and deferred maintenance projects. The College has a comprehensive and up-to-date draft of a Campus Master Plan for further growth and development, which has been approved by the Building and Campus Planning Committee of the Board of Trustees, but not yet approved by the full board. It was developed concurrently with the strategic plan and thus the two are well synchronized.

Major renovations and deferred maintenance projects in the past few years have included replacement of roofs, repainting and re-carpeting of the main classroom building (Terrence Hall) and all residence halls, and complete renovation of the library. Replacements of old boilers and fuel tanks and major bathroom renovations in several residence halls were also substantial projects recently completed. The fuel tank replacement, bathroom, and boiler projects alone represent \$1.5 million in physical plant improvements and reduced deferred maintenance.

In July 2008, Notreal College engaged the services of Outsourcing Corporation to manage its physical plant and provide custodial services to the entire campus. A year later Notreal College transferred its facilities maintenance contract to World-Famous Campus Services. Under the direction of World-Famous, the College has completed the installation of a computerized work order system, which allows them not only to do a better job of managing the demand on maintenance services, but also to study the differing maintenance needs of departments and buildings to better plan future resource needs. World-Famous has also provided custodial staff and supervisors with training in a wide range of important areas. Custodial maintenance, of course, is an important issue, but safety-related concerns, such as proper lifting and handling of hazardous materials is also covered in the World-Famous training.

Teaching spaces are generally satisfactory for the subject matter taught. Approximately \$350K was invested in renovation of teaching space for the nursing program. An

additional \$575K will be needed over the next two years for upgrades in the science laboratories.

Institutional Effectiveness: The College has a good overall sense of its needs in the areas of physical and technological resources. Major requirements – including deferred maintenance – are clearly specified and realistically prioritized within existing resources. The process of developing the campus master plan has been a useful evaluation as well as planning exercise.

9. Financial Resources

Notreal College is a small, tuition-driven college which has successfully a very precarious financial condition that threatened its survival. During the 1990's, the College's enrollment declined significantly to a low of 529 in the Fall of 1997 and the deficits ranged from \$101,000 to \$851,000 annually. Not surprisingly, during this same period deferred maintenance increased in excess of \$8 million. However, during the next five years, thanks in large part to the decision to change to a co-educational institution and to build a new Athletic and Recreational Center, enrollment increased, budgets were balanced, and deferred maintenance was reduced. A new Residence Hall was constructed and occupied in the Fall of 2005, and three years ago, the College initiated a major Capital Campaign. To date, the College has raised over \$22 million toward a \$25 million campaign goal. Despite the challenging financial times, the College is confident the campaign goal can be met.

To its credit, the College has throughout its history prudently managed its long-term debt which at the end of the current fiscal year will stand at a relatively modest \$7.3 million. In 2000, the College issued \$7 million in tax-exempt bonds through the state's Higher Education and Health Foundation Authority to build the Hopkins Athletic Center. The bonds continue to be repaid through the proceeds of the Capital Campaign, and are scheduled to be repaid in full by the end of this fiscal year. The remaining \$4.3 million is debt service on the self-liquidating new residence hall. The College is also carrying a plant fund deficit of approximately \$850,000 which consists of \$150,000 of internal borrowing for boiler replacement, \$400,000 in old debt acquired during the deficit years, and \$300,000 in Capital Campaign expenses which will be repaid from campaign proceeds. The boiler replacement loan is being repaid at \$50,000 per year from the College operating budget, and this payment will be continued following retirement of the boiler debt, and will then be used to retire the remaining "old" debt. The Capital Campaign is expected to generate sufficient non-restricted gifts to repay the campaign expenses.

Board involvement in College finances has moved from a focus on annual deficits and planning the capital campaign as the College finances improve and the board's capacity to address more analytical matters is developed. The board's minutes reflect a careful consideration of the establishment of the institution's first off-campus teaching location at the Health Center. Also, the board is scheduled in 2010-2011 to address the issue of financial aid policy, particularly considering the high tuition discount rate (45%), the desire to diversify the student body, and, as reported in the Data First Forms, the increased average debt of graduating students.

In 2008, the College began a complete reorganization of its business office under the leadership of the Vice President for Administration and Finance. A new controller (CPA) was hired for greater day-to-day financial controls and management, and the Finance Committee of the board became more active in its oversight responsibilities. Highly

Ethical Accounting Firm audits the finances of the College and reports its results directly to the Audit Committee of the Board of Trustees. A Board policy, adopted in 2004, requires a balanced budget or operating surplus, and a detailed mid-year budget review is now given to the Board to ensure that no deficits occur. The College's budget process is "open," and there is a high level of participation in the process by faculty and staff. Currently, however, the College has no budgeted contingency fund in its annual operating budget. The Board of Trustees may want to consider mandating the establishment of such a fund.

Notreal's highly successful Capital Campaign has already been mentioned. In addition, the College has a very aggressive and successful Annual Fundraising Campaign which contributes approximately \$1 million to the College's operating budget. Since 1999, the Annual Fund has nearly doubled from \$554,510 to \$1,002,045 in 2009.

Although the College remains in a financially optimistic mood, the national financial and economic picture is beginning to take its toll. The College has been able to avoid layoffs but was not able to offer a salary increase this year. Enrollment management officers spoke candidly about their uncertainty about enrollments for next fall. Fortunately, the governing board includes a number of financially talented members, and the memory of recent financial troubles at the College serve still as a cautionary note for the future.

Institutional Effectiveness: The College has recently undertaken activities that reflect on its continued attention to institutional effectiveness in this area. In 2005, the Board created a separate audit committee, distinct from the finance committee. Also, the institution has recently hired a consultant to evaluate its financial condition with respect to its peer institutions and those institutions to which it aspires to count as peers.

10. Public Disclosure

The College publishes all of the traditional publications including the Catalog; Admissions search piece and viewbook; Faculty, Staff, and Student Handbooks; Annual Report; and Alumni Magazine. In general, these publications present a complete and accurate picture of the College, its programs, resources, policies and procedures, and they are distributed widely to appropriate internal and external constituents. In addition, all of these publications are professionally produced and attractive and reflect a consistent image and public relations theme. The College has an attractive, user-friendly website that includes electronic versions of all major publications.

The College used the self-study process to determine the extent to which it made publicly available the information in the Public Disclosure Standard. The results, summarized well in the Public Disclosure data form, indicate that somewhere within the College's print materials, all of the identified information is available. On the web, approximately 75% of the information is available; by making some of the print publications available on the web, the College now has nearly all of the information specified in the Commission's Standard available on the website. (The College has added material about financial aid and anticipated student debt.) That said, it is not all easy to find. Over the next two years, the College plans a major re-organization of its website to make it more user friendly particularly for the public and potential students. At the same time, spurred by the self-study process, the College is rapidly developing an intranet that makes important institutional information easily available to the campus community.

Institutional Effectiveness: The College used the self-study process to conduct a review of its electronic and print publications. The immediate fixes – including making

more of the print materials available through the website – are useful; more useful will be the planned systematic review and revision of the materials scheduled to take place over the next two years.

11. Integrity

Since its founding as the Notreal Academy in 1837, the College has continually made significant changes in its response to both the needs of its students and external environment. Throughout this period, the College demonstrated the centrality of students in its deliberations and activities and subscribed to high ethical standards in its dealings not only with students, but also with faculty, staff, alumni, and the general public.

The College's culture of communication is a significant asset as it addresses issues related to integrity. Last year the College identified three separate, serious instances of plagiarism by students, two of which received considerable local publicity. While preserving individual privacy, the issues involved were discussed seriously and professionally by both faculty and students, and as a result, changes occurred both in how students are taught about academic integrity and how the issues are addressed during faculty orientation. Campus leaders among the faculty, administration, and student body expressed their opinion that the institution is stronger for having dealt directly with the problems at hand.

The Board of Trustees clearly recognizes its legal responsibilities as the governing body of the institution and, in particular, its special responsibility for assuring the integrity and mission of Notreal College. Faculty, Staff and Student Handbooks contain policies and practices which reflect an institutional commitment to fairness and integrity, as well as for ethical behavior as groups and individuals in dealing with one another and in representing the institution.

The Office of Human Resources monitors the implementation and evaluation of policies which relate to affirmative action and the prevention of discrimination on the basis of race, gender, marital status, sexual orientation, age, color, national origin, religion, or physical disability. Despite good faith efforts to diversify the faculty, staff, and students, the campus community remains very homogeneous. The College is encouraged to explore a variety of options to reduce this homogeneity in order to achieve the diversity and multicultural learning environment as articulated in the College's Mission Statement, Commentary, and Strategic Plan.

The College also has policies and procedures to implement services and accommodations for students with identified learning disabilities. However, it should be noted as Notreal College does in its Self-Study, that the College is not a totally barrier-free campus. All recent new construction and renovations have met ADA specifications as required by law.

Institutional Effectiveness: As noted above, the College demonstrated its ability to learn from an “episodic assessment” of matters relating to Integrity. The self-study observes that there is no systematic periodic assessment of such matters, other than the self-study process itself and commits to conducting another such review as part of its fifth-year interim report.

Institutional Effectiveness Summary:

Notreal College is building its record of evidence-based evaluation for improvement – and its commitment to systematically improving institutional effectiveness. In several key areas, notably mission review, public disclosure, support of faculty, retention and graduation of students of color, and advising, the institution used the self-study as a means for reviewing aspects of institutional effectiveness and using the results for improvement. The team is heartened to observe that the campus community found these reviews to be timely and useful. The initiation of the program review process and the greater commitment to systematic use of evidence provide a platform for further improving the College's capacity for and commitment to systematic and period review for purposes of improvement. The College has come to an increased awareness that it does not have the kind of information about what and how its students are learning that will be helpful in the next stages of institutional development and improvement. The College is challenged to ensure it is developing capacity among the faculty, in particular, for conducting useful program reviews and for ensuring that the system of assessment provides timely and useful information on what and how students are learning. The College is challenged to institutionalize the kind of thoughtful review exhibited in the self-study as part of how the institution regularly conducts its work and thoughtfully uses evidence for improvement.

Summary

In general, it is the view of the Evaluation Team that Notreal College is achieving its mission and offering academic programs and services consistent with its stated mission. It is accomplishing this task under the leadership of an involved and committed Board of Trustees, a highly able and respected President, and a well-qualified faculty and staff committed to serving the needs of Notreal College students.

As a result of this individual and collective leadership, the College has engineered a remarkable turnaround as the College moved away from a position in the late 1990s when its continuation and survival were very much in question. As a result of presidential and board leadership in particular and supported by a dedicated and student-oriented faculty, a plan of action for survival and renewal was developed and implemented, new senior administrative officers were recruited, and the entire community was motivated and energized to turn Notreal College's fortunes around. Among the major accomplishments during the past decade are the following: new mission as a co-educational institution; 48% increase in enrollment; a \$25 million Capital Campaign which is nearing completion; a return to consistent balanced budgets; the construction of a superb Athletic Center and a new residence hall; the completion of approximately \$4 million in major renovation and deferred maintenance; and the prudent management of debt which leaves the College's long-term debt at a very modest \$7.3 million.

All of the above mentioned were accomplished in an open and collegial atmosphere, with all elements of the College community in dialogue with one another. Most recently, a Strategic Plan, Resource Allocation Plan, and a College-wide Assessment Plan have been finalized or are nearing a state of being finally approved and implemented. These are no small accomplishments for any College, at any time, but are all the more remarkable given that Notreal College achieved these accomplishments during a time when many private colleges were losing ground or happy to be maintaining their position with respect to enrollment and finances. We encourage the College to consolidate the gains it has made in recent years and provide adequate time and resources for the next phase of its development which will involve less dramatic growth and survival mode activities and

more the need to implement and evaluate the College's recently completed Strategic Plan, Resource Allocation Plan, and College-wide Assessment program.

However, notwithstanding all of these accomplishments, Notreal College is well aware of the fact that the years ahead will be uncertain at best and the pressures on small private colleges will continue. With this in mind, the team offers the following summary of the most important strengths and concerns.

Strengths

- The College is guided by a clearly stated and widely understood and accepted mission that has evolved over its history and serves as a living guide to institutional planning and decision-making.
- Notreal College has demonstrated its ability to develop and pursue plans that have increased its success – from becoming coeducational, to increasing its enrollment and improving its financial situation, to the capital campaign.
- The College's "culture of communication" supports the College in dealing with matters large and small and provides a basis for future priorities including the development and more systematic consideration of evidence and data as a basis for institutional improvement.
- The College has an orderly, coherent, and generally well regarded academic program supported by a carefully crafted program of general education based on widely discussed an accepted statement of expected student learning.
- Notreal College used the self-study process, including the Data First and Student Success data forms, effectively to review several key aspects of institutional functioning. The reviews conducted as part of self-study have led to measurable improvements and commitments for improvement in several areas, including assessment, academic advising and a review of how well the College makes key information available to the public
- The College's planned system of program review is generally well developed and can provide the basis for systematic improvement in the academic program and other areas of the institution.

Concerns

- While the College has had remarkable success in increasing its enrollment and thereby restoring a measure of financial stability, its current discount rate, at 45%, is quite high both in absolute terms and in comparison with its peers. A discount rate this high leaves the College with few degrees of freedom to achieve its enrollment goals, such as diversifying the student body, or dealing with unforeseen downturns in enrollment.
- While the College has made considerable progress in developing its system of assessment, supported by the office of Institutional Research, Planning, and Assessment, it faces some significant challenges. The Committee has taken on an ambitious agenda, perhaps motivated in part by the College's comprehensive evaluation. The challenge ahead will be to establish a realistic agenda and make

steady progress, keeping the focus on developing information that is useful for improvement.

- While the College's finances have improved significantly in the past decade, there remains cause for concern. The College has used the capital campaign to fund technology replacement and some other items that should be part of an annualized budget process. Also, the improvement in finances has built pressure for spending and other financial commitments, including a return to awarding tenure. The College remains tuition-driven and has not identified plans to diversify its revenue or otherwise provide momentum for continuing financial improvements. The College faces these challenges at a time of economic uncertainty.

CONFIDENTIAL RECOMMENDATION

TO THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

Dr. Barbara E. Brittingham
Director
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433

Dear Dr. Brittingham:

The visiting team which conducted a comprehensive evaluation of Notreal College in March 2010 unanimously recommends the following to the Commission on Institutions of Higher Education:

- that Notreal College be continued in accreditation;
- that the fifth-year interim report due in 2015 give particular emphasis to the institution's success in:
 - addressing the financial challenges of a high tuition discount rate combined with a high level of tuition dependence;
 - using the results of its assessment activities to improve its educational effectiveness;
 - building its capacity and habits of using evidence and data for institutional effectiveness throughout the College.

The team gives the following reasons for its recommendation:

It is the assessment of the evaluation team that Notreal College is in substantial compliance with the *Standards for Accreditation* of the Commission on Institutions of Higher Education and it, therefore, recommends that the College's accredited status be continued. The institution has a mission and purpose appropriate for an institution of higher education which it is currently accomplishing and seems likely to continue to meet in the foreseeable future.

The team recommends that the fifth-year report give attention to the College's ongoing efforts to reduce its tuition discount rate and to implement a comprehensive approach to the assessment of institutional effectiveness, and to build its capacity and habits of using evidence for institutional improvement. As mentioned in the team report, the institution's tuition discount rate of 45% is at the high end among peer institutions and the College has recently initiated discussions about how to address the situation. Although the College does have in place a number of mechanisms for documenting its educational effectiveness and is planning realistically to use the results for institutional improvement, it has not yet implemented consistent institution-wide assessment.

Dr. Barbara E. Brittingham
Page 2

Finally, the team believes that the self-study process was useful in giving the College some highly successful experiences in evidence-based efforts for institutional improvement; the fifth-year interim report will provide the College with an opportunity to reflect on the extent to which it has institutionalized this new approach.

Sincerely,

Donald T. Frett
Team Chairperson

cc: Team Members

NOTIFICATION LETTER TO INSTITUTION

October 4, 2010

Dr. I. M. Curtius
President
Notreal College
Mount Hope, New England

Dear President Curtius:

It is my pleasure to inform you that at its meeting on September 16, 2010 the Commission on Institutions of Higher Education took the following action with regard to Notreal College:

- that Notreal College be continued in accreditation;
- that the College submit a fifth-year interim report for consideration in Spring 2015;
- that in addition to providing information included in all interim reports, the College give emphasis to its success in:
 1. implementing and evaluating its strategic plan and resource allocation plan;
 2. implementing its program to assess student learning outcomes;
 3. developing the systematic means of improving institutional effectiveness through the careful consideration of data and evidence; and
 4. ensuring its financial stability by controlling tuition discounting while increasing student enrollment;

that the next comprehensive evaluation be scheduled for Spring 2020.

The Commission gives the following reasons for its action.

Continuation of Notreal College's accreditation is based upon the Commission's finding that its standards are being substantially met by the College. We commend the College for its success in reversing longstanding problems of financial instability and low enrollment which threatened the very survival of the College. We take note that this was accomplished through a carefully reasoned decision to become a coeducational institution and by the completion of a successful capital campaign. We wish to recognize the crucial roles played by the president and members of the College's Board of Trustees in leading this effort, as well as the enthusiastic and effective roles played by the faculty and other members of the College community in reversing the fortunes of Notreal College. By the tireless efforts of all members of the community, each contributed to the institution's success in meeting its planned objectives in enrollment and fundraising, and completing building projects.

Notreal College is more than bricks and mortar, however. We take favorable note that the strong student development philosophy shared by faculty and staff is implemented comprehensively in the institution's programs and services. We wish also to commend the College for recognizing the contribution and importance of faculty members by providing them with both a significant improvement in their salary scale and increased opportunities for professional development.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the matters addressed in all interim reports, the College is asked, in 2015, to give emphasis to four matters related to the standards on *Planning and Evaluation*, *The Academic Program*, and *Financial Resources*.

We note that the institution has been involved in intensive and difficult actions during the past several years. These activities have ensured the College's survival but now those involved need time to consolidate the gains made before moving into the next phase of institutional development. The Commission joins the team in expressing the hope that adequate time will be allowed for the implementation and evaluation of the College's recently completed Strategic Plan and Resource Allocation Plan. The Commission looks forward to learning of the success of these efforts at the time of the fifth-year report in 2015, in keeping with our standard on *Planning and Evaluation*:

The institution has a demonstrable record of success in implementing the results of its planning (2.3).

The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives (2.7).

The Commission was pleased to note that the College has incorporated into its "College-wide Assessment Program" an internal evaluation of every area of the College within a five-year cycle. It is also developing more formal systems for understanding what and how students are learning. The Commission is aware, however, that the associated evaluation and assessment systems have just begun to be implemented and looks forward to learning of their success through the fifth-year interim report. Relevant here is the Commission's standard on *The Academic Program*:

The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom (4.44).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).

The Commission joins the team in being gratified at how effectively the College used the self-study process and in particular the Data First and Student Success data forms to develop and advance institutional habits of review, reflection, and commitment to improvement. The commitments and progress reported by Notreal College in its response to the team visit suggest that the College is poised to institutionalize habits that will provide the basis for significant and continuing improvement. We look forward in the interim report to learning of the College's continuing progress in this regard, as reflected in our standard on *Planning and Evaluation*:

The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods (2.4).

The Commission was pleased to learn that the College has reduced its long-term debt by approximately 60% and has developed a Resources Allocation Plan which should give sound guidance and discipline to future financial decisions. The Commission remains concerned, however, that the College's current level of tuition discounting of approximately 45% may cause it problems in the future. We were pleased to learn that the number of applications to the College has grown. The increasing applicants and the concomitant ability of the College to select those whom it enrolls should allow the institution to decrease its dependence on tuition remission and still continue providing high-quality service to its students. We remind you of the Commission's standard on *Financial Resources*, which requires that the institution allocate its financial resources "in a way which reflects its mission and purposes" (9.1). We also take favorable note of the Board's commitment to reviewing "the effectiveness of the institution's financial aid policy" (9.5).

The scheduling of a comprehensive evaluation in Spring 2020, is consistent with Commission policy requiring each accredited institution to undergo a comprehensive visit at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed its appreciation for the self-study prepared by Notreal College and for the evaluation report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you during its deliberations as well as team chairperson, Dr. Donald T. Frett.

You are encouraged to share this letter and the team's complete report with all of the College's constituencies. It is Commission policy also to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days, we will be sending a copy of this letter to Mr. Ivor Winters. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

Dr. I. M. Curtius
October 4, 2010
Page 4

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara E. Brittingham, Director of the Commission.

Sincerely,

Tim Geydor

TMT/ams

cc: Mr. Ivor Winters
Visiting Team

Tab

6



Guidelines for the Review of Off-Campus and Distance Education Programming during a Comprehensive Evaluation

Commission policy requires that an institution's off-campus programs and distance education programming be reviewed as part of its comprehensive evaluation. This requirement applies to:

- any instructional site other than the main campus at which at least 50 percent of an educational program is offered;
- Title IV-eligible certificate programs and degree programs for which students may earn 50 percent or more of the credits for the program through technologically mediated instruction; and
- degree completion programs offered on-line.

Arrangements for the review of off-campus sites and distance education programming should be made during the chair's preliminary visit to the campus. Visits to off-campus sites can take place during the comprehensive visit or at other times, depending upon the location and number of sites to be visited. It is preferable to complete visits to off-campus sites before or during the comprehensive visit. Evaluators will want an opportunity to speak with faculty and students at the site, as well as to review the resources available at the site. It will also be important for evaluators to assess the capacity of the institution to administer its off-campus sites and distance education programs.

Evaluators who visit an institution that offers distance education are encouraged to review the C-RAC Guidelines for the Evaluation of Distance Education (On-line Learning).

In keeping with federal requirements, evaluators who visit an institution that offers distance education programs are asked to verify that the institution: (1) has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit; (2) makes clear in writing that these processes protect student privacy; and (3) notifies students at the time of registration and enrollment of any projected additional student charges associated with the verification procedures.

Through its review of the institution's off-campus and distance education programs, the Commission seeks assurance that these programs fulfill the *Standards for Accreditation*; specifically that:

- Off-campus and distance education programs are consistent with the mission and educational objectives of the institution.
- Planning for off-campus and distance education programs is integrated into the regular planning processes of the institution.

- The institution provides sufficient resources – financial, human, physical, technological – to support its off-campus and distance education programs.
- Operation of off-campus and distance education programming is incorporated into the governance system of the institution.
- The institution’s academic unit exercises oversight of off-campus and distance education programs, ensuring both the rigor of the program and the quality of instruction.
- Courses and programs offered at off-campus locations and via distance education maintain the same academic standards as those offered on the main campus.
- On-campus faculty have a substantive role in the design and implementation of off-campus and distance education programs.
- The institution evaluates the educational effectiveness of each off-campus and distance education program, including assessment of student learning outcomes, student retention, and student and faculty satisfaction, to ensure comparability to campus-based programs.
- Students enrolled at off-campus sites or in distance education programs have adequate access to and make effective use of learning resources, including library, information resources, laboratories and equipment.
- Students enrolled at off-campus sites or in distance education programs have adequate access to student services, including financial aid, academic advising, course registration, and career and placement counseling.
- Publications and advertising for off-campus and distance education programs are accurate and contain necessary information such as the program’s goals, requirements, academic calendar, and faculty.
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution maintains direct and sole responsibility for the academic quality of all aspects of off-campus and distance education programs. Where the institution has entered into contractual relationships involving credits and degrees, it has obtained Commission approval for the substantive change per the eponymous policy.

*August 26, 2004
July, 2009*

DISTANCE EDUCATION AND OFF-CAMPUS PROGRAMS

Organization and Governance

3.8 The institution's academic leadership is directly responsible to the chief executive officer, and in concert with the faculty is responsible for the quality of the academic program. The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, international, evening, and week-end programs are clearly integrated and incorporated into the policy formation, and academic oversight, and evaluation system of the institution.

The Academic Program

4.2 Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.

4.10 Institutions undertaking the initiation of degrees at a higher level, off-campus programs, programs that substantially broaden the scope of the academic offerings, distance learning programs, academic programs overseas, or other substantive change demonstrate their capacity to undertake such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies. The institution recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level.

4.37 The institution offering programs and courses for abbreviated or concentrated time periods or via distance learning demonstrates that students completing these programs or courses acquire levels of knowledge, understanding, and competencies equivalent to those achieved in similar programs offered in more traditional time periods and modalities. Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter and the identification, analysis and evaluation of information resources beyond those provided directly for the course.

4.38 Courses and programs offered for credit off campus, through technologically mediated instruction, or through continuing education, evening or week-end divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. (See also 3.8)

4.39 On-campus faculty have a substantive role in the design and implementation of off-campus programs. Students enrolled in off-campus courses and/or distance learning courses have sufficient opportunities to interact with faculty regarding course content and related academic matters.

Faculty

5.15 Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

5.16 The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task. (See also 8.2)

5.17 The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.

Students

6.8 The institution offers an array of student services appropriate to its mission and the needs and goals of its students. The Commission recognizes the variations in services that are appropriate at branch campuses, remote instructional locations, and for programs delivered electronically. The Commission also recognizes the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.

Library and Other Information Resources

7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.

7.9 The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery.

- 7.10 The institution's physical and electronic environments provide an atmosphere conducive to study and research.
- 7.11 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.

Physical and Technological Resources

- 8.1 The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.
- 8.2 Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (See also 5.16)

Public Disclosure

- 10.7 The institution publishes the locations and programs available at branch campuses, other instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.

9

Guidelines for the Evaluation of Distance Education (On-line Learning)

Introduction

The *Guidelines for the Evaluation of Distance Education (On-line Learning)* have been developed by the Council of Regional Accrediting Commissions (C-RAC) to assist institutions in planning distance education and to provide an assessment framework for institutions already involved in distance education and for evaluation teams. They are based on a 2006 report prepared by the General Accounting Office, *Evidence of Quality in Distance Education drawn from Interviews with the Accreditation Community* and the “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET. They replace the 2001 Statement of Best Practices for Electronically Offered Degree and Certificate Programs, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

The *Guidelines* comprise nine hallmarks of quality for distance education. In their discussions of how their distance education programming fulfills their accreditor’s standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institutions might use are given below. These lists are not meant to be exhaustive; it is likely that institutions will include additional types of evidence in their reports.

Guidelines for the Evaluation of Distance Education (On-line Learning)

1. On-line learning is appropriate to the institution's mission and purposes.

Examples of evidence:

- a. The mission statement explains the role of on-line learning within the range of the institution's programs and services.
- b. Institutional and program statements of vision and values inform how the on-line learning environment(s) is created and supported.
- c. As appropriate, the institution incorporates into its on-line learning programs methods of meeting the stated institutional goals for the student experience at the institution.
- d. The recruitment and admissions programs supporting the on-line learning courses and programs appropriately target the student populations to be served.
- e. The students enrolled in the institution's on-line learning courses and programs fit the profile of the students the institution intends to serve.
- f. Senior administrators and staff can articulate how on-line learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining and, if appropriate, expanding on-line learning offerings are integrated into its regular planning and evaluation processes.

Examples of evidence:

- a. Development and ownership of plans for on-line learning extend beyond the administrators directly responsible for it and the programs directly using it.
- b. Planning documents are explicit about any goals to increase numbers of programs provided through on-line learning courses and programs and/or numbers of students to be enrolled in them.
- c. Plans for on-line learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.
- d. Plans for expanding on-line learning demonstrate the institution's capacity to assure an appropriate level of quality.
- e. The institution and its on-line learning programs have a track record of conducting needs analysis and of supporting programs.

3. On-line learning is incorporated into the institution's systems of governance and academic oversight.

Examples of evidence:

- a. The institution's faculty have a designated role in the design and implementation of its on-line learning offerings.

- b. The institution ensures the rigor of the offerings and the quality of the instruction.
- c. Approval of on-line learning courses and programs follows standard processes used in the college or university.
- d. On-line learning courses and programs are evaluated on a periodic basis.
- e. Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all on-line learning offerings provided under its name.

4. Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Examples of evidence:

- a. The curricular goals and course objectives show that the institution or program has knowledge of the best uses of on-line learning in different disciplines and settings.
- b. Curricula delivered through on-line learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions.
- c. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions.
- d. Scheduling of on-line learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees.
- e. The institution or program has established and enforces a policy on on-line learning course enrollments to ensure faculty capacity to work appropriately with students.
- f. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly.
- g. Course design and delivery supports student-student and faculty-student interaction.
- h. Curriculum design and the course management system enable active faculty contribution to the learning environment.
- i. Course and program structures provide schedule and support known to be effective in helping on-line learning students persist and succeed.

5. The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Examples of evidence:

- a. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods.

- b. Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements.
- c. Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning.
- d. The institution regularly evaluates the effectiveness of the academic and support services provided to students in on-line courses and uses the results for improvement.
- e. The institution demonstrates the appropriate use of technology to support its assessment strategies.
- f. The institution documents its success in implementing changes informed by its programs of assessment and evaluation.
- g. The institution provides examples of student work and student interactions among themselves and with faculty.
- h. The institution sets appropriate goals for the retention/persistence of students using on-line learning, assesses its achievement of these goals, and uses the results for improvement.

6. **Faculty responsible for delivering the on-line learning curricula and evaluating the students' success in achieving the on-line learning goals are appropriately qualified and effectively supported.**

Examples of evidence:

- a. On-line learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover.
- b. The institution's training program for on-line learning faculty is periodic, incorporates tested good practices in on-line learning pedagogy, and ensures competency with the range of software products used by the institution.
- c. Faculty are proficient and effectively supported in using the course management system.
- d. The office or persons responsible for on-line learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery.
- e. Faculty members engaged in on-line learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution.
- f. Students express satisfaction with the quality of the instruction provided by on-line learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in on-line learning offerings.

Examples of evidence:

- a. The institution's admissions program for on-line learning provides good web-based information to students about the nature of the on-line learning environment, and assists them in determining if they possess the skills important to success in on-line learning.
- b. The institution provides an on-line learning orientation program.
- c. The institution provides support services to students in formats appropriate to the delivery of the on-line learning program.
- d. Students in on-line learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.
- e. Students in on-line learning programs have ready access to 24/7 tech support.
- f. Students using on-line learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.
- g. Students using on-line learning demonstrate proficiency in the use of electronic forms of learning resources.
- h. Student complaint processes are clearly defined and can be used electronically.
- i. Publications and advertising for on-line learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty.
- j. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings

Examples of evidence:

- a. The institution prepares a multi-year budget for on-line learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.
- b. The institution provides evidence of a multi-year technology plan that addresses its goals for on-line learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its on-line learning offerings.¹

Examples of evidence:

- a. The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (**Note: This is a federal requirement. All institutions that offer distance education programming must demonstrate compliance with this requirement.**)
- b. The institution's policies on academic integrity include explicit references to on-line learning.
- c. Issues of academic integrity are discussed during the orientation for on-line students.
- d. Training for faculty members engaged in on-line learning includes consideration of issues of academic integrity, including ways to reduce cheating.

July, 2009

¹ Institutions are encouraged to consult "Best Practice Strategies to Promote Academic Integrity in Online Education," prepared by WCET and available at <http://www.wcet.info/2.0/>



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

Policy on the Student Verification and Transfer of Credit

The following are required by the Higher Education Opportunity Act.

Student Verification

An institution that offers distance education or correspondence education is required to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit.

Transfer of Credit

The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The publication includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

November, 2009