**Self-Study Design**

**to**

**Middle States Commission on Higher Education**

**from**

**GARRETT COLLEGE**

**687 Mosser Road**

**McHenry, MD 21541**

**Dr. Richard Midcap, President**

**May 31, 2018**

**(Updated February 19, 2019)**

1. **INSTITUTIONAL OVERVIEW**

Garrett College is a small, rural, two-year community college located in western Maryland. The College had an unduplicated credit headcount of 796 in FY2018. Its principal service area is Garrett County, Maryland (population approximately 30,000), but it also serves several surrounding counties in West Virginia and Pennsylvania. The region as a whole is sparsely populated and economically disadvantaged. Tourism and recreation, agriculture, and forest products are the principal industries. Efforts to diversify the local economy and attract new industries have been only marginally successful, particularly with respect to attracting larger employers. Most of the job growth has been in relatively low-paying service occupations.

From fall 2006 through fall 2011, the College experienced a period of significant enrollment growth, with enrollment in fall 2011 being the highest on record. Since then, however, enrollment has been declining, a trend largely the result of a declining local population, particularly among high school students who have typically accounted for the majority of the College’s incoming students. Most of the College’s enrollment growth between fall 2006 and fall 2011 can be attributed to the establishment of the Garrett County Scholarship Program (GCSP) in fall 2006, which covers tuition for all eligible students graduating from a Garrett County public high school (or for eligible students who are privately or home-schooled), but this program’s impact on enrollment has diminished as the population of local high school students has continued to decline.

Historically, tuition revenue has accounted for about one-third of the College’s total revenue, with the balance coming from county and state funding. However, with tuition revenue declining, the College has had to become more reliant on county and state funding, where there have been modest increases. To achieve its enrollment goals, the College is concentrating on attracting more students from outside Garrett County through more aggressive marketing strategies and by establishing new programs which have the potential to attract more out-of-county and out-of-state students. For example, the College recently added two new degree programs, Computer Science and Sport Management, and a third new program, Addictions Counseling, is currently moving through the approval process. A newly approved “border tuition rate” that permits the College to reduce the tuition charged to students coming from bordering counties in West Virginia and Pennsylvania may further assist the College in its efforts to attract more out-of-state students.

The College also has been working to attract more non-traditional students, mainly through expansion of the non-credit workforce development and job training programs it offers. In recent years, the College’s non-credit enrollment has experienced moderate but steady growth due to expanded programming and extension of the GCSP to include graduating high school students who wish to pursue postsecondary job training instead of a college degree. As a result, increased revenue from non-credit tuition and fees has helped to at least partially offset declines in credit tuition revenue. For FY2017, the College’s Continuing Education and Workforce Development division reported a total of 4,517 enrollments in its courses and programs.

Over the past two years, Garrett College has experienced a period of considerable transition and change, including a transition in institutional leadership. In May 2016, the College’s president of almost six years, Dr. Richard MacLennan, announced his resignation, effective June 30, 2016. He was replaced by the College’s current president, Dr. Richard Midcap, who took office in January 2017. During the same period, two of the College’s senior administrators, the Vice-President of Finance and Administration and the Director of Human Resources, announced their respective retirements, and in September 2017, the Vice-President of Instruction and Student Services resigned to take another position. A new Vice-President of Administrative and Financial Services, Mr. Randall Bittinger, joined the College in July 2016 and a new Dean of Academic Affairs, Dr. Qing Yuan, assumed her duties in September 2016, after previously having served the College as an academic program director. (This dean of academic affairs position replaced an associate vice-president for instruction position that previously had been eliminated after being vacated in summer 2015.) Following the resignation of the Vice-President of Instruction and Student Services, a decision was made to eliminate that position, with the Dean of Academic Affairs assuming the role of chief academic officer. Due to budgetary constraints, the leadership position in student affairs was not filled until recently (mid-April 2018), when the College’s Director of the Library and Learning Commons, Mr. Robert Kerns, Esq., was appointed as Interim Dean of Student Affairs. President Midcap had been overseeing that area in the interim.

As shown in Table 1 below, Garrett College currently offers a total of thirteen transfer and career degree programs and four certificate programs. Maryland Higher Education Commission approval for a new A.A.S. degree program in Addictions Counseling is currently pending. A total of 521 students were enrolled in these programs in fall 2017 (except for Computer Science and Sport Management, which are new programs for fall 2018). Fall 2017’s total credit enrollment of 659 also included 18 students who were undeclared and 120 dual-enrolled high school students. Graduation and transfer rates for the 2011-2014 cohorts are shown in Table 2 below.

The majority of Garrett College’s credit students (70 percent in fall 2017) attend full-time. About 40 percent are first-generation college students. The student body is predominantly white, but the College enrolls a minority population (currently 30 percent) that is proportionally much larger than that of its service area, which is less than 3 percent. The number of incoming students with developmental education needs continues to be high, with 77 percent of the incoming students testing into at least one developmental course in fall 2017. The College currently employs 22 full-time faculty members as well as a number of adjunct instructors. For the spring 2018 semester, 60 percent of the course offerings were taught by full-time faculty.

**Table 1:**

**Degree & Certificate Programs**

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Enrollment  Fall 2017 | Program | Enrollment  Fall 2017 |
| Addictions Counseling\* |  | General Studies (A.A.) | 123 |
| Adventure Sports Mgmt. (A.A.S.) | 32 | General Studies – Allied Health Prof. \*\* | 68 |
| Arts & Sciences Transfer (A.A.) | 84 | Nat. Resources & Wildlife Tech. (A.A.S.) | 36 |
| Business Administration (A.A.) | 55 | Sport Management (A.A.S.) \* | - |
| Business & Info. Technology (A.A.S.) | 56 | Teacher Education (A.A.) | 19 |
| Computer Science (A.S.) \* | - | Adventure Sports Mgmt. (Certificate) | 1 |
| Cybersecurity (A.A.S.) | 12 | Cybersecurity (Certificate) | 2 |
| Early Childhood Ed./Special Ed. (A.A.T.) | 3 | Electro-Mechanical Tech. (Certificate) | 0 |
| Electrical Engineering (A.S.E) | 13 | Paramedic (Certificate) # | 0 |
| Elementary Ed./Special Ed. (A.A.T.) | 6 |  |  |

\**New programs for fall 2018*

*\*\*Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland*

*#Non-credit program also offered for credit*

**Table 2**

**Graduation and Transfer Rates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cohort | 100% Time  Graduation Rate | 150% Time  Graduation Rate | 200% Time  Graduation Rate | Transfer Rate |
| 2011 | 10% | 23% | 27% | 36% |
| 2012 | 10% | 18% | 23% | 36% |
| 2013 | 12% | 25% | 27% | 32% |
| 2014 | 22% | 32% | - | 31% |
| 4-Year Average | 14% | 25% |  | 34% |

Garrett College recently completed a review of its mission and goals as part of the process for preparing for the upcoming self-study. This process began in January 2018 with the scheduling of a half-day event which was organized for the purpose of conducting a review of the College’s mission, vision, and values statements and its strategic goals (as outlined in the FY2017-2020 Strategic Plan). During this event, nearly all of the College’s faculty, staff, and administrators worked together in pre-assigned teams to review the College’s mission, vision, and values statements and strategic goals and recommend changes, if needed. The recommendations that came out of that process were then reviewed (and in some cases modified) by the College Council before going to the Board of Trustees for final review and approval.

As a result of this process, changes to the College’s mission statement were recommended in the form of some added wording. Following is the newly revised mission statement, with the added wording shown in italics. (This mission statement was approved by the Garrett College Board of Trustees at its April 2018 meeting.)

**Mission Statement:** Garrett College provides an accessible, quality, *and comprehensive educational experience* in a supportive environment to a diverse student population *in both traditional and non-traditional settings*. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community.  We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.  *The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life*.

The addition of “*comprehensive educational experience*” and “*in traditional and non-traditional settings*” in the first sentence better describes the scope of the College’s mission and emphasizes its flexibility. The addition of a new concluding sentence, “*The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.*” reinforces and better describes Garrett College’s commitment to the success and well-being of its students.

**Institutional and Strategic Goals:** Garrett College has six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources*.*The institutional goals align with the Maryland Higher Education Commission’s institutional performance accountability framework and the performance measures associated with them are assessed annually. As such, they are relatively fixed and should not be confused with the College’s strategic goals, although the two are clearly related. Following are Garrett College’s three strategic goals as outlined in the FY2017-FY2020 Strategic Plan (9*-18-18 version*):

*Initiative I: Provide Appropriate Programs and Services to Enable Student Success and Completion.*

Goal 1.1: To provide credit and noncredit programs and other learning opportunities which align with local and regional labor market needs and provide a sustainable competitive advantage.

Goal 1.2: To identify obstacles to student success and establish a network of support services that will help students to overcome them.

Goal 1.3: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students (i.e., part-time, traditional age, non-traditional age, economically disadvantaged, minority, and workforce).

Goal 1.4: With regard to processes, policies, and procedures, to identify and implement best practices for connecting credit and noncredit instructional programs and support services so as to avoid barriers.

*Initiative II: Ensure the College’s Continuing Capability to Achieve Its Mission Given current and Projected Enrollment Trends.*

Goal 2.1: Evaluate the extent to which the College’s organizational structure and staffing levels align with current and projected enrollment trends.

*Initiative III: Ensure the College Has the Fiscal, Human, and Physical Resources Needed to Meet Its Mission.*

Goal 3.1: To develop and implement strategies for increasing non-tuition revenue and/or for containing costs.

Goal 3.2: To increase enrollment in both credit and noncredit programs.

Goal 3.3: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.

Goal 3.4: To ensure the continuity of operations is maintained and improved.

In relation to the strategic plan, it should be noted that Initiative II and its associated goals (i.e., Goals 2.1 and 2.2) are no longer considered strategic priorities. The FY2017-2020 Strategic Plan was developed under the presidency of Dr. Richard McLennan who was particularly interested in merging the College’s academic and continuing education and workforce development divisions into a single unit. The current administration no longer considers this a priority or even desirable and the strategic plan is currently in the process of being amended as a result.

1. **INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN SELF-STUDY**

Garrett College has identified three institutional priorities that it wishes to investigate as part of the self-study process: student success, the long-term sustainability of the institution, and process improvement.

With regard to the first two priorities, the importance the College attaches to student success and the long-term sustainability of the institution is clearly reflected by the strategic initiatives and goals outlined in the FY2017-2020 Strategic Plan. Of the three strategic initiatives that are shown, Initiative I focuses on student success (*Provide Appropriate Programs and Services to Enable Student Success and Completion*) and Initiative III focuses on the long-term sustainability of the institution (*Ensure the* *College Has the Fiscal, Human, and Physical Resources Needed to Meet Its Mission*). Discussions that occurred during the January 2018 mission review further emphasized the importance of these two priorities. The recommended changes to the mission statement emphasizing the College’s broader and more holistic view of student success, which includes the ability of students to have a better life, serves as an example. In the self-study, student success will be addressed in relation to both Standard III, Design and Delivery of the Student Learning Experience, and Standard IV, Support of the Student Experience. The long-term sustainability of the institution, i.e., the College’s continuing ability to carry out its mission, which depends not only on having sufficient financial resources, but also the ability to attract and retain well-qualified and competent personnel and to maintain continuity of operations, will be addressed to some extent in relation to Standard I, Mission and Goals, but primarily, in relation to Standard VI, Planning, Resources, and Institutional Improvement.

Recommendations made by the Middle States small team that visited campus in fall 2017 as follow-up to the College’s September 2017 monitoring report, results from discussions that occurred during the recent mission review process, and the findings from a fall 2017 in-house report focusing on ways of improving the student experience were all factors which contributed to the identification of “process improvement” as the College’s third priority to be addressed in self-study. In this context, process improvement primarily pertains to improvements that need to be made to the College’s processes for collecting and broadly disseminating unit-level planning and assessment information and then for reviewing, analyzing, and discussing this collected information at the institutional level and using the results for planning, establishing priorities, allocating resources, and developing budgets. Secondarily, process improvement pertains to improvements that need to be made to the College’s processes for cataloging, maintaining, reviewing, updating, and communicating its policies and procedures. Thus, with respect to the former, process improvement will be addressed in relation to Standard VI, Planning, Resources, and Institutional Improvement, and with respect to the latter, in relation to Standard II, Ethics and Integrity.

Student success, the long-term sustainability of the institution, and process improvement have been endorsed as priorities for self-study by Garrett College’s Board of Trustees.

1. **INTENDED OUTCOMES OF SELF-STUDY**

As a result of engaging in the self-study process, Garrett College expects to achieve the following outcomes:

* Within the context of its mission, produce evidence demonstrating how the College currently meets the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation.
* Strengthen the College’s focus on continuous improvement in relation to the attainment of its mission and in accomplishing its institutional priorities, i.e., improving student success; ensuring the long-term sustainability of the institution; and improving its processes for integrating unit-level assessment information into institutional planning, resource allocation, and budgeting, and for managing and communicating its policies and procedures.
* Engagement of the campus community in an inclusive and transparent self-appraisal process.
* Further establish and mobilize a framework for decision-making based on assessments of institutional effectiveness of programs, processes, and organizational functions relative to the College’s mission and its institutional and strategic goals.

1. **SELF-STUDY APPROACH**

Garrett College will take a standards-based approach for conducting its self-study and for organizing its Self-Study Report. The Steering Committee has chosen this approach for two reasons: (1) the standards-based approach is best suited for institutions seeking to focus on a comprehensive review of the institution, and (2) the standards-based approach seems more amenable when working with the new standards and process for the first time.

1. **ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS**

Following are the members of Garrett College’s Self-Study Steering Committee:

**SELF-STUDY STEERING COMMITTEE**

*Co-Chairs*

Christa Bowser, Associate Professor of Biology

Kelli Sisler, Institutional Research & Effectiveness Coordinator

*Accreditation Liaison Officer*

James Allen, Dean of Instructional & Institutional Effectiveness

*Other Members*

Randall Bittinger, CPA, Vice-President of Administrative and Financial Services

Andrew Harvey, Assistant Director of Financial Aid for Technical Services

Marcia Knepp, Executive Assistant to the President

Stacy Miller, J.D., Professor of Business & Economics

Kym Newmann, Executive Associate, Student Development & Athletics

Julie Yoder, Dean of Continuing Education and Workforce Development

Dr. Qing Yuan, Dean of Academic Affairs & Chief Academic Officer

**Responsibilities of the Self-Study Steering Committee**

The Self-Study Steering Committee is responsible for designing and providing leadership to the entire self-study process. This includes:

1. After consulting with institutional stakeholders, identifying the self-study approach and institutional priorities to be addressed through the self-study process;
2. Developing the self-study design;
3. Establishing, charging, and overseeing the Working Groups and coordinating their work;
4. Reviewing the Working Groups’ reports that will be used as the basis for producing the final Self-Study Report;
5. Ensuring that the process timeline is adhered to;
6. Implementing a Communications Plan to assure effective communication between the Steering Committee and Working Groups, among the Working Groups, with the campus community, and to external stakeholders;
7. Arranging for a college-wide review of and responses to the draft copy of the Self-Study Report;
8. Overseeing completion of the final Self-Study Report, including refinement of the Evidence Inventory and completion of the Verification of Compliance template; and,
9. Overseeing arrangements to host the MSCHE evaluation team visit.

In preparation for leading the self-study, four members of the Steering Committee, including the staff co-chair, attended the MSCHE Self-Study Institute. In order to ensure that the Working Groups are adequately supported with regard to carrying out their respective tasks and that the work is completed according to schedule, one member of the Steering Committee has been assigned as a liaison to each Working Group. The liaisons will facilitate communication between Working Groups and between their respective Working Group and the Steering Committee, provide guidance and assistance when needed, and monitor their group’s progress. The members of the Steering Committee who will be serving as liaisons to the working groups and their group assignments are as follows:

Julie Yoder, Working Group I – Mission & Goals

Andrew Harvey, Working Group II –Ethics & Integrity

Dr. Qing Yuan, Working Group III – Design & Delivery of the Student Learning Experience

Kym Newmann, Working Group IV – Support of the Student Experience

Stacy Miller, Working Group V – Educational Effectiveness Assessment

James Allen, Working Group VI – Planning, Resources, and Institutional Improvement

Randall Bittinger, Working Group VII – Governance, Leadership, & Administration

At the beginning of the self-study process and during the process of preparing the final copy of the Self-Study Report, the Self-Study Steering Committee will meet as frequently as needed. During the remainder of the project, the Steering Committee will generally meet every third week.

**SELF-STUDY WORKING GROUPS**

Following are the members of Garrett College’s Self-Study Working Groups:

**Standard I: Mission and Goals**

Ashley Ruby, (*Chair*), Director of Advising & Academic Success

Sarah Friend, Coordinator of Operations, CEWD

David Erbe, Assistant Professor of Adventure Sports

Steve Putnam, Director of the Community Aquatic & Recreation Complex

Christine Upole, Enrollment Management & Marketing Assistant

**Standard II: Ethics and Integrity**

Kim DeGiovanni, (*Chair*), Registrar

Kearstin Hinebaugh, Coordinator of Grants & Special Funds

Dr. Jeff Reitz, Professor of Mathematics

Pam Warnick, Assistant Director of Financial Aid

Chad Yoder, Graphic Designer

**Standard III: Design and Delivery of the Student Learning Experience**

Pramod Kapoor, (*Chair*) – Professor of Business

Lucy Manley, Associate Dean of Academic Affairs

Dr. Greg Jenkins, Professor of English

Tim Foster, Professor of Mathematics

Jack DuBose, Professor of English

Ron Skidmore, Professor of Art

Paul Rached, Assistant Professor of Engineering

**Standard IV: Support of the Student Experience**

Robert Kerns, J.D. (*Chair*), Dean of Student Affairs and

Director of the Library/Learning Commons

Mike Tumbarello, Director of Enrollment Management

Rich Schofield, Director of Student Life

Jennifer Meslener, Instructional Librarian

Dr. Michelle Lieberman, Associate Professor of Sociology

Melissa Wass, Coordinator of Admissions

Cissy Vansickle, Director of Financial Aid

Keela Pfaff, Student Records Specialist

[Student Representative] (*Student Government Association)*

**Standard V: Educational Effectiveness Assessment**

Mike Logsdon, (*Chair*), Director of Adventure Sports

Dr. John Taylor, Assistant Professor of Education

Linda Griffith, Professor of Science

Carolyn Deniker, Professor of Biology

Kaitlyn Fike, Coordinator of Workforce Development

Dr. Terry Kasecamp, Professor of Psychology

Fred Stemple, Coordinator of Distance Learning & Instructional Design

**Standard VI: Planning, Resources, and Institutional Improvement**

Jeanne Meyers, (*Chair*), Coordinator of Academic Affairs

Kathy Meagher, Director of Campus Facilities

Kathy Browning, Director of Business & Finance

Andrew Durst, EIS Administrator

Janis Bush, Director of Human Resources

Rich Lewis, Assistant Professor of Computer Science

Carrie Hackett, Accounts Receivable Manager

**Standard VII: Governance, Leadership, and Administration**

Shelley Menear, (*Chair*), Coordinator of Safety, Security, and Compliance

Kim Windstein Harsch, Athletic Trainer/Director of Physical Education Programming

Maney Gale, Coordinator of Operations and Programs, CARC

Trisha Mayles, Senior Accountant

Anna James, Assistant Professor of English

Dr. Brenda McCartney, Garrett College Board of Trustees

**GENERAL CHARGE FOR ALL WORKING GROUPS**

In large part, the self-study process involves analyzing documents, processes, procedures, and in some cases, data in order to assemble evidence sufficient to demonstrate that the College meets the seven standards and 15 requirements outlined in the Middle States Commission on Higher Education’s *Standards for Accreditation and Requirements of Affiliation*. The Self-Study Working Groups are charged with the primary responsibility for carrying out this task, and for reporting their findings and recommendations to the Self-Study Steering Committee. Each Working Group is expected to engage in a process of active, open, and assessment-based inquiry and to identify institutional strengths, challenges, and opportunities for improvement and innovation.

The task that each working group is expected to perform consists of three phases: research, analysis, and reporting findings and recommendations. The research and analysis phases of the process will be guided by the requirements and criteria specified in the assigned standard with reference to the documents, processes, and procedures listed in the evidence inventory or as identified by the working group itself. As new or additional evidence is gathered or identified by a working group, it will be added to the evidence inventory. When addressing the requirements of affiliation, the working groups will follow a similar process.

During the course of its work in relation to a standard, it is possible that a working group may encounter an issue for which more information is needed. As much as possible, working groups should rely on the use of existing documents and data as the basis for their investigations and analyses. However, in certain instances, it may be necessary to undertake some additional research, e.g., by conducting a survey or holding a focus group meeting, in order to gather needed evidence. Such projects should be undertaken only when absolutely necessary and should be approved beforehand by the Steering Committee.

Once the research and analysis phases have been completed, each working group will compile a draft narrative report outlining its findings and recommendations which will then be submitted to the Steering Committee. These reports should be largely analytical, with description kept to a minimum. Responsibility for producing the report will generally fall to either the chair of the working group or to another member who possesses strong writing skills. Draft reports will be reviewed by the Steering Committee and then returned to the working groups for changes, clarifications, corrections, etc. Once the necessary revisions have been made, working groups will submit their final reports to the Steering Committee for incorporation into the Self-Study Report.

**General Guidelines**

Each working group is free to choose its own methods for gathering, analyzing, and evaluating information, as well as for synthesizing its findings and recommendations into a written report. However, working groups should adhere to the following general guidelines:

1. As a first step, review the College’s mission, institutional goals, vision, values, and strategic plan.
2. Become familiar with the seven accreditation standards, particularly with the standard to which your group has been assigned, including the specific evaluation criteria associated with it. You should also be familiar with any Requirements of Affiliation to which your particular group has been assigned.
3. Review the College’s 2015 Periodic Review Report, subsequent PRR reviewers’ report, and the fall 2016 and fall 2017 monitoring reports in order to become familiar with the College’s past successes and challenges with respect to meeting accreditation standards.
4. Become familiar with the three institutional priorities that are to be addressed through the self-study and make sure you understand their relationship to the accreditation standards and, if applicable, your group’s assigned standard in particular.
5. If your Working Group has been assigned to address one of the institutional priorities, be aware that the institutional priorities comprise the framework through which the accreditation standards are to be discussed. More details will be provided in the specific charges to the Working Groups.
6. Become familiar with the recommendations made by the MSCHE small team based on their campus visit that occurred in October 2017 and understand how their recommendations relate to the accreditation standards. Also, be aware of how the College is addressing those recommendations.
7. Be aware of the linkages among the accreditation standards and be prepared to integrate your findings across standards as needed. To this end, maintain frequent and clear communications with the other working groups; this should normally occur through interaction among the Working Group Chairs, or through the facilitation of the Steering Committee liaison if appropriate.
8. Develop research topics (or questions) appropriate to your assigned standard and the specific evaluation criteria associated with it. Be careful to frame topics and/or questions in a manner that will elicit analysis, viz., ask questions such as, “to what extent is the College meeting its goals for cultural diversity,” as opposed to “what are the College’s goals for cultural diversity,” since the latter merely elicits a descriptive answer.
9. Formulate specific questions to be directed to various constituencies both inside, and if needed, outside the College (e.g., faculty, students, Board of Trustees, county officials, etc.).
10. Become familiar with the Evidence Inventory, understanding that the list of documents, processes, and procedures found there is not exhaustive. Often, there may be other evidence you will be able to locate; make sure it is added to the Evidence Inventory.
11. Given the information available from the Evidence Inventory or obtained from other sources, develop methods and/or strategies for how you will use that information to address your research topics/questions. As part of this process, you may discover a need for information that is not available and that you will need to collect via a survey, focus group, or by some other means. In such cases, be sure you get the Steering Committee’s approval beforehand, as was discussed above.
12. Make sure you have sufficient evidence to support each of your group’s findings, keeping in mind that while your evidence should be sufficient, it should not be excessive. Be particularly careful about presenting large amounts of data. Data should be summarized, preferably by using simple, easy**-**to**-**read tables or graphs, or by providing only a representative sample and then referencing the source where more complete data can be found.
13. Following the guidelines for reporting that appear in the following section of this document, clearly indicate each of the research topics you have developed, how that topic relates to your standard’s specific evaluation criteria, and the methods and information you used to answer the research questions.
14. Be sure to provide an analysis of the College’s strengths and challenges in meeting your assigned standard in the context of the institution’s mission and goals, and draw reasonable inferences and conclusions, noting connections, where appropriate, to institutional priorities and strategic goals.
15. In addition, suggest future directions that will allow the College to continue on its path of continuous growth and improvement.
16. While preparing your report, be sure to follow the reporting guidelines which have been provided to you by the Steering Committee.

Opportunities for Improvement and Innovation

At the conclusion to their analyses in relation to their assigned standard, working groups should propose possible recommendations for improvement, or what should be referred to as “*Opportunities for Improvement and Innovation.*” These recommendations from the Working Groups should be sufficiently supported by evidence and analysis, carefully considered (i.e., they should be significant), realistic, and limited in number (typically, no more than two or three at most per standard). However, the ultimate decision as to whether to include a particular recommendation in the final Self-Study Report will be made by the Self-Study Steering Committee.

**SPECIFIC CHARGES TO EACH WORKING GROUP**

The specific charges to each of the seven Self-Study Working Groups are outlined below. Each charge describes the standard and, if applicable, requirement(s) of affiliation the group is to address as well as the institutional priorities that must be addressed in relation to the assigned standard. The major areas of inquiry upon which the group will focus are also listed. The product (report) expected from each group has already been described above. The guidelines for reporting and timeline for submission of the working groups’ initial and final reports can be found later in this document.

**Working Group One**

Accreditation Standard: **Standard I – Mission and Goals**

Requirements of Affiliation: #7 (Mission & Goals), #10 (Institutional Planning) \*

*\*Note: Requirement of Affiliation #10 also intersects with Standards III, IV, V, and VI.*

Institutional Priority: ***Long-Term Sustainability of the Institution*** – In order for Garrett College to continue to effectively carry out its mission, what capabilities and resources are needed?

Major Areas for Inquiry:

1. Understand the mission and goals of Garrett College.
2. Examine how the mission and goals guide all aspects of the College.
3. Examine how successful the College is in fulfilling its mission and goals.
4. Examine the relationship between the College’s mission and goals and the long-term sustainability of the institution.
5. Examine the extent to which the College’s mission and goals are periodically assessed to ensure they remain relevant and achievable.

Principle Contacts:

President’s Office

Dean of Instructional and Institutional Effectiveness

Institutional Research and Effectiveness Coordinator

Executive Council

College Council

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* Statements regarding institutional mission and goals
* Processes and procedures relevant to mission and goals

**Working Group Two**

Accreditation Standard: **Standard II – Ethics and Integrity**

Requirements of Affiliation: #1 (Authorization to operate), #2 (Institution is operational), #3 (Graduating one class before accreditation), #4 (Communicating with Commission in English), #5 (Compliance with government policies, regulations, and requirements), #6 (Complying with Commission policies), #14 (Governing board providing information)

Institutional Priority: ***Process Improvement*** –Howeffective is the College’s process for organizing, reviewing, updating, communicating, and assessing the effectiveness of its policies, procedures, and other guiding documents?

Major Areas for Inquiry:

1. Understand how the mission and values of Garrett College are enacted in all activities with integrity.
2. Examine how Garrett College has clearly articulated policies, procedures, and practices that guide internal and external activities in an ethical manner.
3. Examine the extent to which the College’s policies, procedures, and practices are applied equitably and consistently.
4. Examine the College’s process for organizing, reviewing, updating, communicating, and assessing the effectiveness of its policies and procedures.
5. Examine the extent to which the College periodically reviews its policies, processes, and practices and the way they are implemented to ensure that ethics and integrity are maintained.

Principle Contacts:

President’s Office

Academic Affairs

Student Development

Enrollment Management

Human Resources

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* Recruitment and marketing materials (printed and electronic)
* Public disclosure information required by the Commission and government entities (printed and electronic)
* Institutional by-laws, guidelines, and policies
* Handbooks (student, faculty, employee, etc.)

**Working Group Three**

Accreditation Standard: **Standard III – Design and Delivery of the Student Learning Experience**

Requirements of Affiliation: #8 (Systematic evaluation of all programs) \*, #9 (Student learning programs) \*, #10 (Institutional Planning) \*, and #15 (Faculty)

*\*Note: Requirement of Affiliation #8 also intersects with Standards IV, V, and VI; #9 also Intersects with Standard V; and #10 also intersects with Standards I, IV, V, and VI.*

Institutional Priority: ***Student Success*** – How do the learning experiences (both credit and non-credit) that Garrett College provides help students to achieve success, not only in terms of successful program completion or transfer, but also with respect to improving their ability to lead better lives?

Major Areas for Inquiry:

1. Understand how the mission of Garrett College is reflected in the range of programs offered. This includes both credit and non-credit programs.
2. Examine how Garrett College’s programs at all levels demonstrate the highest integrity with respect to rigor and coherence.
3. Examine the extent to which the College’s workforce development programs align with business and industry standards and expectations.
4. Examine the relationship between the College’s educational and instructional programs and the success of its students.
5. Examine the relationship between the College’s academic support programs and services and the success of its students.
6. Examine the extent to which the College’s processes for assessing the relevance and quality of its educational and instructional programs are effective.

Principal Contacts:

Academic Affairs

Continuing Education & Workforce Development

Library & Learning Commons

Records & Registration

Dean of Instructional and Institutional Effectiveness

Institutional Research and Effectiveness Coordinator

Advising & Academic Success Center

Curriculum & Academic Standards Committee

Human Resources

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* Student catalogs, handbooks, course catalogs, and other information regarding

the student learning experience.

* Program development and approval procedures
* Faculty review procedures
* Processes and procedures relevant to the design and delivery of the student learning experience
* Formal program review reports

**Working Group Four**

Accreditation Standard: **Standard IV - Support of the Student Experience**

Requirements of Affiliation: #8 (Systematic evaluation of all programs) \* and #10 (Institutional Planning) \*

*\*Note: Requirement of Affiliation #8 also intersects with Standards III, V, and VI and #10 intersects with Standards I, III, V, and VI.*

Institutional Priority: ***Student Success*** - How do the student support services and student development experiences that Garrett College provides help students to achieve success, not only in terms of successful program completion or transfer, but also with respect to achieving their own personal goals and improving their ability to lead better lives?

Major Areas for Inquiry:

1. Understand how the mission of Garrett College drives recruitment and admission to all programs.
2. Examine the steps the College has taken to improve retention and the extent to which they have been effective.
3. Examine how Garrett College’s commitment to learning and student development and success is reflected in effective support services.
4. Examine how Garrett College’s commitment to learning and student development and success is reflected in effective student development programs and activities.
5. Examine how the College’s extracurricular activities contribute to student success.
6. Examine the extent to which the College’s student support services and student development programs and activities are periodically evaluated as to their effectiveness.

Principal Contacts:

Student Affairs/Development

Residence Life

Physical Education/Athletics

Financial Aid

Enrollment Management

Advising & Academic Success Center

Student Life & Services Committee

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* Reports from student support offices
* Student handbooks
* Analysis of enrollment management plan (admission, retention, and completion)
* Processes and procedures relevant to support of the student experience

**Working Group Five**

Accreditation Standard: **Standard V – Educational Effectiveness Assessment**

Requirements of Affiliation: #8 (Systematic evaluation of all programs) \*, #9 (Student learning programs) \*, and #10 (Institutional Planning) \*

*\*Note: Requirement of Affiliation #8 also intersects with Standards III, IV, and VI; #9 also intersects with Standard III; and #10 also intersects with Standards I, III, IV, and VI.*

Institutional Priorities: *None*

Commission Action to Be Addressed: ***“... (1) provide further evidence that the institution supports and sustains the assessment of student achievement and communicates results to stakeholders, and (2) further develop an assessment of general education (Standard V)”***

Major Areas for Inquiry:

1. Understand how the mission of Garrett College is reflected in expectations for student learning and achievement.
2. Examine how Garrett College demonstrates a culture of evidence-based processes and outcomes with regard to assessment of student learning.
3. Examine the extent to which the College has worked to strengthen its processes for assessing and improving teaching and learning.
4. Examine the extent to which the College is able to provide evidence that it supports and sustains assessment of student achievement and communicates results to stakeholders.
5. Examine the extent to which the College is able to provide evidence that a fully developed process for assessing general education has been implemented.
6. Examine the extent to which the College’s processes for assessing student learning and achievement are periodically evaluated as to their effectiveness.

Principal Contacts:

Academic Affairs

Continuing Education & Workforce Development

Dean of Instructional and Institutional Effectiveness

Institutional Research and Effectiveness Coordinator

Faculty Learning Assessment Committee

Curriculum & Academic Standards Committee

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results
* Processes and procedures relevant to educational effectiveness assessment

**Working Group Six**

Accreditation Standard: **Standard VI – Planning, Resources, and Institutional Improvement**

Requirements of Affiliation: #8 (Systematic evaluation of all programs) \*, #10 (Institutional Planning) \*, and #9 (Financial resources)

*\*Note: Requirement of Affiliation #8 also intersects with Standards III, IV, and V; and #10 also intersects with Standards I, III, IV, and V.*

Institutional Priorities: ***Long-Term Sustainability of the Institution –*** How are Garrett College’s planning, assessment, resource allocation, and budgeting processes aligned to ensure the long-term sustainability of the institution and to respond effectively to opportunities and challenges?  ***Process Improvement*** – To what extent is unit-level planning and assessment information being communicated across the institution and then being reviewed, analyzed, and discussed in a broader setting, such that the results are being used at the institutional level for planning, establishing priorities, allocating resources, and developing budgets?

Commission Action to Be Addressed: ***“... provide further evidence of the use of assessment results for improvement of institutional effectiveness, and (4) provide further evidence that assessment results are linked to planning and resource allocation (Standard VI).”***

Major Areas for Inquiry:

1. Understand how processes, resources, and structures align to fulfill the mission of Garrett College.
2. Examine how Garrett College responds and adapts to change.
3. Examine how Garrett College engages in reflective practices that allow ongoing improvement.
4. Examine the College’s plans for ensuring the long-term sustainability of the institution.
5. Examine the extent to which the College has worked to strengthen its processes for assessing and achieving institutional effectiveness.
6. Examine the extent to which the College is able to provide evidence that assessment results are being used to improve institutional effectiveness.
7. Examine the extent to which the College is able to provide evidence that assessment results are being used in planning and the allocation of resources.

Principal Contacts:

Dean of Instructional and Institutional Effectiveness

Institutional Research and Effectiveness Coordinator

Vice-President for Financial & Administrative Services

Finance, Facilities, Safety & Technology Committee

Executive Council

College Council

Campus Facilities

Human Resources

President’s Office

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* The institution’s two most recent externally-audited financial statements, including management letters
* Financial projections for the next two years
* Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions
* Institutional strategic planning documents
* Processes and procures relevant to planning, resources and institutional improvement

**Working Group Seven**

Accreditation Standard: **Standard VII – Governance, Leadership, and Administration**

Requirements of Affiliation: #12 (Governance structure) and #13 (Governing board conflicts of interest)

Institutional Priorities:*None*

Major Areas for Inquiry:

1. Understand how the mission of Garrett College is actualized through its governing and administrative structures.
2. Examine how Garrett College prioritizes its academic purpose and functions with autonomy at all times.
3. Examine the extent to which the College has worked to strengthen its shared governance process.
4. Examine the College’s process for organizing, reviewing, updating, communicating, and assessing the effectiveness of its policies and procedures. \*
5. Examine the extent to which the College’s governance body and process, leadership, and administration are periodically evaluated (assessed) as to their effectiveness.

*\*Note: This area for inquiry also intersects with Standard II, Ethics and Integrity.*

Principal Contacts:

President’s Office

Executive Council

College Council

Dean of Instructional and Institutional Effectiveness

Governance Committees: Curriculum & Academic Standards; Human Resources; Student Life & Services; Finance, Facilities, Safety & Technology

Student Government Association

Faculty Senate

Staff Senate

Board of Trustees

Principal Categories of Documents, Processes and Procedures Needed to Demonstrate Compliance:

* By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance
* Conflict of interest policies and other ethics policies of the Board
* A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
* Organizational chart for the institution (names and titles of the individuals in each position)
* Succession planning for board members and senior leadership
* Processes and procedures relevant to governance, leadership, and administration

1. **GUIDELINES FOR REPORTING**

Working groups will engage in a process of active and open inquiry to identify institutional strengths and challenges, and propose possible recommendations for ongoing institutional improvement.

The Evidence Inventory will provide an inclusive list of pertinent documents for each accreditation standard and requirement of affiliation.  An organizational template of initial existing documents pertaining to each standard is provided in the Evidence Inventory table shown below.  This table is also provided in each assigned standard’s folder in the shared drive.   However, each working group is responsible for obtaining and populating their standard’s shared group folder with additional supporting documentation.  A naming convention for all saved documents, policies and procedures, and submitted reports will be provided at a later date.

Draft and final working group reports are not to be submitted in narrative form, but rather should be organized according to the outline format that follows. The use of bulleted lists also is encouraged. However, wherever applicable, please adhere to the guidelines outlined below with regard to editorial style and format, as that will facilitate production of the final Self-Study Report.

Outline for working group reports:

* An overview of the group’s charge, and the questions it addressed
* An analytical discussion of the inquiry undertaken, and the outcomes of that inquiry, including strengths and challenges
* An explanation of how the group’s findings and conclusions relate to the Commission’s standards
* Discussion of the connection of the group’s topic with those of other groups, and of any collaboration between groups that took place
* Recommendations for institutional improvements, i.e., “*Opportunities for Improvement and Innovation*”

**EDITORIAL STYLE AND FORMAT FOR ALL REPORTS**

All working group reports (initial draft and final) and the Self-Study Report should adhere to the following guidelines with respect to editorial style and format.

FORMAT:

Font: Times New Roman, 12 point unless specified

Page Margins: 1” all around

Line Spacing: Single spacing for body of text (except for initial work group reports which should be double-spaced); double spaces between paragraphs and sections

Tab: Block (no tab) for new paragraphs

Chapter Headings: All caps, centered, and boldface, 16 point

Major Headings: All caps, centered, and boldface, 14 point

Sub-Headings: First letter of each main word capitalized, centered, and boldface,

12 point

Sub-subheadings: Align left, first letter of each main word capitalized, underlined,

12 point

Page numbering: Bottom right

Title Page: Work group reports should have a title page that identifies the work group, the date submitted, and the date(s) of any revisions

STYLE:

Use active rather than passive voice whenever possible.

Avoid expletive “it” constructions: “It is the recommendation of …” Say instead, “The Committee recommends …”

Avoid using contractions.

Avoid gender-biased usage.

Use commas between all elements of a series: administrators, faculty, and staff

For acronyms, write out the first usage followed by the acronym in parenthesis: Maryland Higher Education Commission (MHEC)

Spell out numbers less than 10: three departments, seven students, 10 computers; unless they are preceded by larger numbers written as figures. However, if numbers are used frequently within sentences or paragraphs, use figures rather than written numbers even if the numbers are small; when expressing percentages do not use the percent sign (%), write instead “percent”.

Capitalize:

* Unit, department, or division names: Academic Division, Financial Aid Office
* Shortened references to specific entities: The College, the Commission
* Titles of academic degrees when using them in full: “He was awarded a Master of Science degree in June.” But “She has a “master’s degree.”
* Titles of degrees such as “a degree in Business and Information Technology,” and of specific courses such as “English 101,” but academic disciplines are not capitalized: biology, art
* A title preceding a personal name; however, when titles follow a name or stand alone, they usually are not capitalized: President Abraham Lincoln; but Abraham Lincoln is the president*.*

1. **ORGANIZATION OF THE FINAL SELF-STUDY REPORT**

The final self-study report will be structured according to the outline shown below.

Executive Summary

* Brief description of the major findings and recommendations of the self-study

Introduction (Chapter 1)

* Brief description of Garrett College, including its mission, programs and services offered, student characteristics, etc.
* Description of the self-study process

Mission and Goals (Chapter 2)

* Statement of the Standard under consideration
* Description of the topic(s) under review and analysis of the evidence considered, with appropriate references to the Standards for Accreditation and Requirements for Affiliation
* Cross-references to relevant materials in other parts of the self-study report
* Analysis of relevant strengths and challenges, with appropriate references to the Standards for Accreditation and Requirements for Affiliation
* Recommendations for improvement

***Note:*** Chapters 3-8 will follow this same outline with respect to organization.

Ethics and Integrity (Chapter 3)

Design and Delivery of the Student Learning Experience (Chapter 4)

Support of the Student Experience (Chapter 5)

Educational Effectiveness Assessment (Chapter 6)

Planning, Resources, and Institutional Improvement (Chapter 7)

Governance, Leadership, and Administration (Chapter 8)

Conclusion (Chapter 9)

* Summary of the major conclusions reached and recommendations offered in the report

1. **VERIFICATION OF COMPLIANCE STRATEGY**

In order to complete the Verification of Compliance with accreditation-relevant federal regulations, there are seven areas that are applicable to the College and for which it will need to demonstrate compliance: (1) student identity verification in distance and correspondence education, (2) transfer of credit policies and articulation, (3) Title IV program responsibilities, (4) institutional records of student complaints, ( 5) required information for students and the public, (6) standing with state and other accrediting agencies, and (7) assignment of credit hours. In order to verify that Garrett College is in compliance with the federal regulations and requirements pertaining to the seven areas noted above, the College will assemble a Verification of Compliance Committee that will be tasked with collecting the relevant documentation (e.g., policies, procedures, etc.) and evaluating that evidence to ensure that it is sufficient for demonstrating compliance with federal regulations. With assistance from the Self-Study Steering Committee, the Verification of Compliance Committee also will be responsible for completing the Verification of Compliance Institutional Report. Because of the College’s small size, some employees must perform multiple functions, and this applies to many of the individuals who will be serving both on the Verification of Compliance Committee and also the Self-Study Working Groups. To avoid overburdening these people, the College plans to complete the bulk of the verification of compliance process prior to beginning the self-study, and then to complete the verification of compliance institutional report itself after the Self-Study Working Groups have completed the majority of their tasks.

For each federal regulation that pertains to the College, Verification of Compliance Committee members will meet with the appropriate college offices to obtain the evidence requisite for demonstrating compliance. When meeting with these offices, Committee members will also request any data or other information that may be needed in order to complete the verification of compliance institutional report. In cases where federal regulations require that certain information is posted and easily accessible on the College’s website, the Verification of Compliance Committee will perform a web audit to determine if the required information is present and that it can be accessed easily by the public.

The following offices or departments will be consulted in order to obtain documents in support of the Verification of Compliance:

* Dean of Instructional and Institutional Effectiveness
* Business & Finance
* Human Resources
* Information Technology
* Student Development
* Coordinator of Distance Learning
* Records & Registration
* Coordinator of Marketing & Public Relations
* President’s Office
* Coordinator of Safety, Security & Compliance
* Financial Aid

The key documents that will be used in completing the verification of compliance and preparing the Verification of Compliance with Accreditation-Relevant Federal Regulations Institutional Report include:

* Garrett College Report (2015) Verification of Compliance with Accreditation-Relevant Federal Regulations
* Reviewer’s Report (July 31, 2015) Verification of Compliance with Accreditation-Relevant Federal Regulations
* Garrett College Catalog
* Garrett College Website
* Garrett College Student Planner/Handbook for 2017-18
* Final FY14 Cohort Default Letter
* Program Participation Agreement (PPA)
* Eligibility and Certification Approval Report (ECAR)
* Garrett College Policy on Acceptable Use of Technology
* Code of Federal Regulations

1. **EVIDENCE INVENTORY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Garrett College Evidence Inventory of Supporting Documents by Standards/Work Groups** | | | | | | | |
| This spreadsheet, or initial “Evidence Inventory” contains a list of documents and other evidence the Steering Committee has identified as being useful to the various groups engaged in the self-study process. This “Evidence Inventory” provides Working Groups with an electronic repository of key documentation related to the Middle States Standards for Accreditation and/or Requirements of Affiliation. Although not exhaustive, it incorporates many known resources, including supporting documents, related processes and procedures (for which written documentation exists) and web links to sites or documents. This spreadsheet is not intended to be a substitute for the actual Evidence Inventory (formerly Documentation Roadmap) that will be completed during the self-study process as a complement to the College’s final Self-Study Report.   The electronic repository of documents, both the documents listed on this spreadsheet as well as those that will be added during the course of the self-study process, will be controlled and managed by the Executive Assistant to the President and the Coordinator of Institutional Research and Effectiveness. These individuals will also assist the Working Groups in establishing the necessary links to ensure that the documents listed in the Evidence Inventory can be readily accessed. | | | | | | | |
| **DOCUMENT** | **Standard & Affiliated Work Group to Which It Applies** | | | | | | |
| I-Mission & Goals - Work Group #1 | II-Ethics & Integrity - Work Group #2 | III-Design & Delivery of Student Learning Experience - Work Group #3 | IV-Support of the Student Experience Work Group #4 | V-Educational Effectiveness  Assessment - Work Group #5 | VI-Planning, Resources, and  Institutional Improvement - Work Group #6 | VII-Governance, Leadership, and  Administration - Work Group #7 |
| ***Middle States Commission on Higher Education*** |  |  |  |  |  |  |  |
| Garrett College MSCHE Monitoring Report 8/16/2017 |  |  | X |  | X | X |  |
| Garrett College MSCHE Small Team Report 10/11/2017 |  |  | X |  | X | X |  |
| Garrett College Institutional Response 10/31/2017 to MSCHE Small Team Report dated 10/11/2017 |  |  |  |  |  |  |  |
| MSCHE Revised Standards | X | X | X | X | X | X | X |
| MSCHE Self-Study Guide Version 13A | X | X | X | X | X | X | X |
| MSCHE GC Self-Study Report 2008 | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |
| ***Garrett College*** |  |  |  |  |  |  |  |
| All-College Forum Agenda Packet - Mission & Goal Review | X |  |  |  |  | X |  |
| Audit - GC Financial Reports June 30, 2017 |  | X |  |  |  | X |  |
| Board of Trustee Agenda's (Mission & Goal Review and Board MSCHE Standard Training) | X |  |  |  |  |  | X |
| Board of Trustee Bio sketches Updated September 2016 |  |  |  |  |  |  | X |
| Board of Trustee Conflict of Interest Policy |  | X |  |  |  |  | X |
| Board of Trustees By Laws |  |  |  |  |  |  | X |
| Board of Trustees Member Terms as of July 14, 2017 |  |  |  |  |  |  | X |
| Budget FY2017 by Month |  |  |  |  |  | X |  |
| Budget Booklet - FY2018 |  |  |  |  |  | X |  |
| Budget Timeline FY17-18 |  |  |  |  |  | X |  |
| CAAP Test Report 2017 |  |  | X |  | X |  |  |
| CCSSE 2016 Executive Summary |  |  | X | X |  |  |  |
| CEWD Schedule Booklet 2018 | X |  | X |  |  |  |  |
| College Catalog 2017-2018 |  | X | X | X |  |  |  |
| College Council Agenda's Listing Mission & Goal Review | X |  |  |  |  | X |  |
| County-Regional Needs Assessment | X |  | X |  | X |  |  |
| [Disclosures on College Website = www.garrettcollege.edu/disclosures.php (i.e. Higher Education Act, FERPE, Financial, etc.)](http://www.garrettcollege.edu/disclosures.php) |  | X |  |  |  |  |  |
| Divisional Annual Operating Plans: CEWD FY17 & FY18 | X |  |  |  |  | X |  |
| Divisional Institutional Effectiveness Plans: CEWD FY17 and President's Office FY17 & FY18 | X |  |  |  |  | X |  |
| Divisional Institutional Effectiveness Plan Report: President's Office FY17 | X |  |  |  |  | X |  |
| Environmental Scan (2011) | X | X | X | X | X | X |  |
| Faculty Handbook |  | X | X |  |  |  |  |
| Financial Aid Policies |  | X |  |  |  |  |  |
| Garrett County Scholarship Program Analysis 2016 |  |  |  | X |  | X |  |
| Garrett County Scholarship Program Report 2016 |  |  |  | X |  | X |  |
| Garrett County Scholarship Program Report 2018 |  |  |  | X |  | X |  |
| GC 2008 Self-Study Report | X | X | X | X | X | X | X |
| GC 2017 PAR Data |  | X | X | X |  | X |  |
| GC 2017 PAR Narrative Report Final |  | X | X | X |  | X |  |
| GC Academic Plan 2012 | X |  | X | X |  | X |  |
| GC Academic Plan 2017 Update | X |  | X | X |  | X |  |
| GC Advising and Academic Success Center (AASC) Syllabus |  |  | X | X |  |  |  |
| GC AASC Placement Exit Interview Talking Points |  |  | X | X |  |  |  |
| GC AASC Best Chance Advising Talking Points |  |  | X | X |  |  |  |
| GC AASC Student Contact Plan |  |  | X | X |  |  |  |
| GC AASC Academic Success Contract |  |  | X | X |  |  |  |
| GC AASC - My Game plan for Academic Success |  |  | X | X |  |  |  |
| GC Capacity Study |  |  | X | X | X |  |  |
| GC Economic Impact/Return on Investment Exec Summary 12/2016 | X |  | X |  |  | X |  |
| GC Economic Impact/Return on Investment Main Report 12/2016 | X |  | X |  |  | X |  |
| GC Employee Survey Report Summary Report 2014 |  |  |  |  |  | X |  |
| GC Enrollment Management Plan |  |  |  | X |  |  |  |
| Enrollment Management Plan FY18-FY20-Goals, Strategies, and Tactics |  |  | X | X |  | X |  |
| GC Facilities Master Plan 2012-2022 |  |  | X | X |  | X |  |
| GC Facilities Master Plan 2016 Updated Supplement |  |  | X | X |  | X |  |
| GC Facilities Master Plan Supplement 1/26/2015 |  |  | X | X |  | X |  |
| GC Residence Hall Committee Final Report Jan 2018 |  |  | X | X | X | X |  |
| GC Residence Hall Committee Memo Nov 2017 |  |  | X | X | X | X |  |
| GC Residence Hall Committee Timeline Nov 2017 |  |  | X | X |  | X |  |
| GC Sexual Climate Survey Report |  |  |  | X |  | X |  |
| GC Sports Management Committee Rollout Memo Nov 2017 |  |  | X | X |  | X |  |
| GC STEM Rollout Committee Memo Nov 2017 |  |  | X | X |  | X |  |
| GC Student Experience Committee Fin Report 2-18 |  |  | X | X |  | X |  |
| GC Student Experience Committee Response Memo 2-23-18 |  |  | X | X |  | X |  |
| GC Student Opinion Survey Results Summary Report 2016 |  |  | X | X |  |  |  |
| General Education Program Assessment Plan | X |  | X |  | X |  |  |
| Governance Charter Revisions approved by Bd. 10/17/2017 |  |  |  |  |  |  | X |
| Governance Committee Configurations |  |  | X | X |  | X | X |
| Human Resource Manual |  | X | X |  |  |  |  |
| Institutional Research Survey Cycle/Reporting Calendar |  |  | X | X | X | X |  |
| IPEDS 2015 Data Feedback Report | X |  | X | X |  | X |  |
| IPEDS 2016 Data Feedback Report | X |  | X | X |  | X |  |
| IPEDS 2017 Data Feedback Report | X |  | X | X |  | X |  |
| MACC Databook FY2017 |  |  | X | X |  | X |  |
| MACC Databook FY2018 |  |  | X | X |  | X |  |
| Maryland Higher Ed Commission 17-18 Annual Collection Schedule for Community Colleges |  |  | X | X | X | X |  |
| MCCACET Report License Certification Final FY2016 | X |  | X |  | X |  |  |
| MHEC CC-2 |  |  |  |  |  | X |  |
| MHEC CC-2A (Enrollment Report for Programs Approved for Statewide Funding) |  |  | X |  |  | X |  |
| MHEC CC-2B (Enrollment Report for West Virginia Residents Enrolled at Garrett College) |  |  | X |  |  | X |  |
| MHEC CC-3 (Enrollment Report for Equated Credit Cont. Ed. Courses for FY ending June 30th & Electronic Data File) |  |  |  |  |  | X |  |
| MHEC CC-4 (Annual Financial Report) |  |  |  |  |  | X |  |
| MHEC CC-5 (Annual Operating Budget) |  |  |  |  |  | X |  |
| MHEC CC-S-6-Single Campus (Credit Hours of Enrollment) |  |  |  |  |  | X |  |
| MHEC CC-6 (Total Unduplicated Non-Credit Headcount Enrollment) |  |  |  |  |  | X |  |
| MHEC CC-10 (Continuing Education Courses for State Funding) |  |  | X |  |  |  |  |
| MHEC Cultural Diversity Plan 2017 | X | X | X | X |  | X |  |
| MHEC Mission Statement (2012?) | X |  | X | X | X | X | X |
| MHEC Retention, Graduation, and Transfer Rates-September 2017 | X |  | X | X |  | X |  |
| Mission and Goals | X |  |  |  |  |  |  |
| MSCHE Accreditation Standards Board Memo 2-20-18 | X |  |  |  |  |  | X |
| NCCBP Garrett College Executive Report-National Community College Benchmarking Project |  |  | X | X |  | X |  |
| NCCBP National Report |  |  | X | X |  | X |  |
| Organizational Chart-January 23, 2018 Update |  |  |  |  |  | X | X |
| Policy #1001-Formulation and Adoption of Policies |  | X |  |  |  |  | X |
| Policy Inventory *(Policies currently under review as of 3/2018)* |  | X |  |  |  |  | X |
| President Evaluation Survey and Board Self-Evaluation Survey Links |  |  |  |  |  |  | X |
| President Richard Midcap Bio as of January 15, 2017 |  |  |  |  |  |  | X |
| Retention, Graduation, and Transfer Rates at Maryland Community Colleges | X |  | X | X |  | X |  |
| SLOAR and SLOAR Survey (2016) |  |  | X |  | X | X |  |
| Strategic Plan FY2014-2016 Year End Progress Report |  |  |  |  |  | X |  |
| Strategic Plan FY2014-FY2016 | X |  |  |  |  | X |  |
| Strategic Plan FY2017-FY2020 | X |  |  |  |  | X |  |
| Student Code of Conduct 2017-2018 |  | X | X | X |  |  |  |
| Student Handbook 16-17 |  | X |  | X |  |  |  |
| Student Learning Outcomes Assessment-General Education Program Assessment Plan | X |  | X |  | X | X |  |
| Student Learning Outcomes Assessment-General Education Program Assessment Report 2017 | X |  | X |  | X | X |  |
| Student Learning Outcomes Assessment Plan - Program Level | X |  | X |  | X | X |  |
| Student Learning Outcomes Assessment-Program Level Summary Report | X |  | X |  | X | X |  |
| Student Learning Outcomes Assessment-Program Level Report Examples | X |  | X |  | X | X |  |
| Survey of GC High School Juniors (2011) |  |  | X | X | X |  |  |
| SWOT Analysis 2015 Summary Report | X |  | X | X |  | X | X |
| SWOT Analysis 2015 Composite Results | X |  | X | X |  | X | X |
| SWOT Analysis 2015 Composite Results Ranked | X |  | X | X |  | X | X |
| SWOT Analysis 2015 Composite Results Weighted | X |  | X | X |  | X | X |
| Unit Level Institutional Effectiveness Plans: AASC FY17 & FY18 and Student Life FY17 | X |  |  |  |  | X |  |
| Unit Level Institutional Effectiveness Plan Reports: AASC FY17 and Student Life FY17 | X |  |  |  |  | X |  |

1. **SELF-STUDY TIMETABLE**

Garrett College’s timeline for activities leading up to initiation of the self-study, the self-study process, submission of the Working Group reports, completion of the Verification of Compliance Report, completion of the final Self-Study Report and Document Inventory, and the MSCHE evaluation team visit is shown below.

|  |  |
| --- | --- |
| **2017** | |
| **Summer 2017** | * Preliminary Planning Group established to discuss recent changes to the Accreditation Standards and self-study process, set a preliminary timeline for major tasks to be accomplished, and begin discussion of themes and outcomes to be addressed by the Self-Study |
| **November 2017** | * Garrett representatives attend Self-Study Institute in Philadelphia * Dean of Instructional & Institutional Effectiveness & ALO, James Allen; Dean of Continuing Education and Workforce Development, Julie Yoder; Dean of Academic Affairs, Dr. Qing Yuan; and Institutional Research & Effectiveness Coordinator and Steering Committee Co-Chair, Kelli Sisler |
| **2018** | |
| **January 2018** | * Preliminary Planning Group meets to discuss Self-Study Report preparation and to advise on the selection of Steering Committee members, Co-Chairs and Working Group members * President invites Steering Committee members, Co-Chairs and Working Group members * Shared drives set up for Steering Committee for Documentation and Self-Study |
| **February– March 2018** | * Steering Committee holds first meeting (Feb 2nd) * Determine Self Study Priorities at College Council (Feb 9th) * Establish Self-Study Design Timeline (Feb 9th) * Initiate gathering of information for Verification of Compliance * Prepare Self-Study Design and first draft of the Evidence Inventory * Complete Self-Study Design Draft (March 16th) * Dean of Instructional & Institutional Effectiveness to review and modify draft (By March 28th) * Draft of Self-Study Design and Evidence Inventory shared with MSCHE (Dr. Corbett) (March 29th) |
| **April 2018** | * Reach out to parties (faculty, staff, students, board members) for meeting with MSCHE liaison * Scheduling of parties to meet with MSCHE liaison * MSCHE liaison, Dr. Corbett, visits campus (April 25th) * Dr. Corbett provides official guidance on revision of the Design Document and other matters related to the Self-Study process * Self-Study Design Document revised and development of the [Evidence](https://middlestates.rutgers.edu/documentation-roadmap) Inventory continues; [Evidence](https://middlestates.rutgers.edu/documentation-roadmap) Inventory will appear on shared drive and possibly a website that is easily accessible to all Steering Committee and Working Group members; Requests to add items will be made electronically by Steering Committee members or Working Group chairs |
| **May 2018** | * Steering Committee meets to review revised Design Document and discuss specifics of the Self-Study process going forward * Student Learning Assessment Workshops with Faculty |
| **June-July 2018** | * Final Self-Study Design and next iteration of Evidence Inventory submitted to MSCHE * Construction of Evidence Inventory continues and gathering of Verification of Compliance Documentation begins. |
| **August 2018** | * Working Groups hold organizational meetings, review charges and familiarize themselves with the Evidence Inventory, particularly items pertaining to their respective accreditation standard and, if applicable, requirements of affiliation |
| **Sept. – Dec.**  **2018** | * Working Groups continue to review the draft Evidence Inventory, and both provide documents to be included as well as identify and request other documents, data, and information needed to conduct their analyses, to collect and analyze new data and information as needed, and to share their work progress with Steering Committee on a regular basis; The Steering Committee will discuss Working Group progress during its periodic meetings, as well as receive interim updates via electronic distribution * Evidence Inventory revised; collection of compliance reporting components continues |
| **October 2018** | * Garrett College’s MSCHE Self-Study website created |
| **2019** | |
| **January –February 2019** | * Working Groups continue to review and analyze data and information as needed, to share their work progress with Steering Committee on a regular basis, and to begin writing the initial draft of their reports; The Steering Committee will discuss Working Group progress during its periodic meetings, as well as receive interim updates via electronic distribution * Evidence Inventory continues to be revised; collection of compliance reporting components also continues |
| **February 2019** | * First drafts of Working Group Reports shared with Steering Committee (by Feb 28th) |
| **March 2019** | * Steering Committee provides feedback to Working Group co-chairs on their preliminary reports; feedback may occur during Steering Committee meeting discussions or comments may be shared electronically |
| **Spring 2019** | * MSCHE selects Evaluation Team Chair, in consultation with Garrett College leadership * Self-Study Design shared with Team Chair |
| **March– April 2019** | * Evidence Inventory finalized; collection of compliance reporting documentation continues * Study team members selected by MSCHE * Community feedback sought on Working Group draft reports |
| **May 2019** | * Final Working Group Reports due to the Steering Committee (by May 15th) |
| **May – August 2019** | * Preliminary draft of Self-Study Report prepared and shared with Steering Committee * Steering Committee provides feedback on the draft report; feedback may occur during Steering Committee meeting discussions or comments may be shared electronically |
| **August– September 2019** | * Evidence Inventory completed; collection of compliance reporting documentation continues |
| **September 2019** | * Draft of Self-Study Report shared with Board of Trustees, MSCHE and Evaluation Team Chair * Self-Study draft disseminated to Garrett College community; opportunities for both in-person and electronic feedback will be included * Draft logistics plan developed for review by Team Chair |
| **October 2019** | * First Draft of Compliance Report completed * Evaluation Team Chair visits Garrett College, provides feedback on Self-Study Report draft * Logistics revised based on Team Chair visit * Dates set for visit by MSCHE * Self-Study Report is revised based on feedback from the Evaluation Team Chair, the college community, and the Steering Committee * Completed Evidence Inventory is reviewed by the Steering Committee |
| **Nov - Dec 2019** | * Revised Report shared with Steering Committee for final input and revised accordingly * Final revisions made to the Evidence Inventory if needed |
| **December 2019** | * Final Verification of Compliance Report completed and sent to MSCHE |
| **2020** | |
| **January 2020** | * Final Self-Study Report completed and approved by the Board of Trustees |
| **February 2020** | * Final Self-Study Report sent to MSCHE and Evaluation Team members six weeks prior to team visit * Garrett College completes arrangements for Evaluation Team visit |
| **Spring 2020** | * Evaluation Team visits Garrett College (before April 15th) and submits its Report |
| **May 2020** | * Garrett’s response to Evaluation Team Report and findings submitted to MSCHE * Middle States Committee on Evaluation receives information about the review from Evaluation Team Chair |
| **June 2020** | * Middle States Commission meets and takes final action on Garrett’s accreditation |

1. **COMMUNICATIONS PLAN**

Garrett College is committed to providing timely and frequent communication, throughout the self-study process, to inform students, faculty, staff, administration, the Board of Trustees, and external stakeholders of its progress in the pursuit of reaccreditation with the Middle States Commission on Higher Education. The College will employ a multi-faceted approach to achieve this goal, including the use of technology, campus meetings and forums, and special events to occur strategically throughout the self-study period.

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| --- | --- | --- |
| **DATE** | **GROUP** | **PURPOSE** |
| ***SPRING 2018*** |  |  |
|  | College Community | All-College Forum to update college community |
|  | Marketing Department/  Website & IT | Establish a dedicated drive/location on the College server for Workgroup Chairs |
|  |  | Request page on the College’s website for accreditation updates |
|  | Working Group Chairs | Steering Committee Liaisons establish initial contact and encourage open communication throughout the process |
|  | College Council | Accreditation Liaison Officer (ALO) provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Faculty Senate | Provide updates at regular meetings |
|  | Staff Senate | Provide updates at regular meetings |
|  | Board of Trustees | ALO provides updates and solicits feedback at monthly meetings |
|  |  |  |
| ***SUMMER 2018*** |  |  |
|  | Marketing Department/  Website & IT | Update Accreditation webpage on Garrett College website to reach external audiences |
|  | College Community | Post memo from President Midcap focusing on the accreditation process and the current Self-Study report |
|  |  | Update internal college portal with Self-Study information |
|  | Continuing Education Department | Place a block space ad in the schedule booklet concerning the Accreditation process and including the webpage Accreditation URL |
|  |  |  |
| ***FALL 2018*** |  |  |
|  | College Community | All-College Forum to update college community |
|  |  | Quarterly “e-blast” newsletter with updates |
|  |  | Post updates on Accreditation portal page |
|  | Students | Quarterly e-blast newsletter with updates |
|  | College Council | ALO provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Faculty Senate | Provide updates at regular meetings |
|  | Staff Senate | Provide updates at regular meetings |
|  | Board of Trustees | ALO provides updates and solicits feedback at monthly meetings |
|  | Marketing Department/  Website | Post updates on Accreditation webpage |
|  | Working Group Chairs | Liaisons from the Steering Committee meet with the Working Groups as they begin focusing on each standard, reviewing evidence and conducting research |
|  | Liaisons | Provide full Steering Committee with updates and questions/feedback from the Working Groups |
|  |  |  |
| ***WINTER/INTERSESSION 2019*** |  |  |
|  | Working Groups | Submit first draft of reports to Steering Committee for review |
|  |  | Receive feedback from Steering Committee and continue research and revisions |
|  | College Council | ALO provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Board of Trustees | ALO provides updates and solicits feedback at monthly meetings (packets are due to Executive Assistant to the President the 2nd week of the month) |
|  |  |  |
| ***SPRING 2019*** |  |  |
|  | College Community | All-College Forum to update college community |
|  |  | Quarterly e-blast newsletter with updates |
|  |  | Post updates on Accreditation portal page |
|  | Board of Trustees | ALO provides updates and solicits feedback at monthly meetings (packets are due to Executive Assistant to the President the 2nd week of the month) |
|  | College Council | ALO provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Faculty Senate | Provide updates at regular meetings |
|  | Staff Senate | Provide updates at regular meetings |
|  | Working Group Chairs | Liaisons from the Steering Committee meet with the Working Groups as they finalize their reports |
|  |  | Completed final reports submitted to the Steering Committee |
|  | Marketing Department/  Website | Post updates on Accreditation webpage |
|  |  |  |
| ***SUMMER 2019*** |  |  |
|  | Steering Committee | Liaisons present Working Group reports to whole committee |
|  |  | Complete initial draft of the Self-Study Report |
|  |  |  |
| ***FALL 2019*** |  |  |
|  | College Community | All-College Forum to update college community |
|  |  | Quarterly e-blast newsletter with updates |
|  |  | Post updates on Accreditation portal page |
|  |  | Review(s) of draft Self-Study Report |
|  | MSCHE Evaluation Team Chair | Submit initial draft of the Self-Study Report to the Team Chair |
|  | Board of Trustees | ALO presents final Self-Study Report |
|  | College Council | ALO provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Faculty Senate | Provide updates at regular meetings |
|  | Staff Senate | Provide updates at regular meetings |
|  | Marketing Department/  Website | Post updates on Accreditation webpage |
|  | External Stakeholders | Town Hall meeting to update stakeholders on College, including Re-accreditation process |
|  |  |  |
| ***WINTER/INTERCESSION 2020*** |  |  |
|  | MSCHE Evaluation Team | Submit 2020 Final Self-Study Report to the evaluation team |
|  |  |  |
| ***SPRING 2020*** |  |  |
|  | College Community | All-College Forum to update college community |
|  |  | Quarterly e-blast newsletter with updates |
|  |  | Post updates on Accreditation portal page |
|  | Board of Trustees | ALO provides update of the Evaluation Team visit and report |
|  | Marketing Department/  Website & IT | Post updates on Accreditation webpage |
|  | College Council | ALO provides updates at regular meetings |
|  | Executive Council | ALO provides updates and solicits feedback at regular meetings |
|  | Faculty Senate | Provide updates at regular meetings |
|  | Staff Senate | Provide updates at regular meetings |
|  |  |  |
| ***SUMMER 2020*** |  |  |
|  | College Community | Present MSCHE Action in response to GC's Self-Study Report |

Effectively sharing data and documents among Working Groups is critical during the self-study process. To aid in this process, an internal shared drive has been created for Working Group chairs and Steering Committee members; all pertinent documents and working drafts will be stored on the drive. To avoid multiple requests for similar information, all requests for data from Institutional Research will be made through the Steering Committee liaisons. During the process, if a Working Group finds that it would be beneficial to meet with another Working Group, or Working Groups, the chairs will arrange a meeting. The liaisons from each Working Group will convey concerns or questions to the Steering Committee as needed.

**Group Communication**

Strategies have been identified to communicate to specific groups throughout the self-study process. The Board of Trustees will receive regular updates at its monthly meetings from the Steering Committee Co-chair(s) or the ALO. Internal committees and councils, as recognized by the College, will receive monthly updates from the Steering Committee. Students enrolled in Continuing Education and Workforce Development courses and programs will be kept apprised during the self-study process through several methods, including email communication from the Higher Reach registration software system, a link on the CEWD web page, and updates in the semester brochure of offerings. CEWD staff will receive updates from a Steering Committee member at monthly staff meetings. The College community at-large will have access to multiple communication streams during the self-study, including a dedicated presence on the Intranet site, email communications on a semester basis, and from All-College Forums. Students will receive an email update at least once each semester, as well communications through the Student Government Association. Key constituents and stakeholders will be invited to a special event near the end of the self-study process to receive updates on the College’s progress; those individuals will also be encouraged to visit the College’s web page for more frequent updates.

1. **EVALUATION TEAM PROFILE**

The Steering Committee recommends the following composition for the visiting team:

* A finance/administrative specialist who understands state and county funding concerns and limited budget growth;
* A student services administrator;
* An outcomes assessment specialist who either has experience or is familiar with the challenges to effective assessment that commonly face smaller institutions, particularly those with limited resources;
* A faculty member, academic program director, or academic dean - again, someone from a small institution with a limited number of program and course offerings and a small full-time faculty is likely to have a better understanding of the issues and challenges with which Garrett College is typically faced;
* A continuing education/workforce development administrator; and,
* A Team Chair - this individual would ideally come from small, rural community college, or have had significant experience with such an institution in the past.

**Peer and Aspirational Institutions**

Peer Institutions:

With regard to enrollment, level of awards, institution type, campus setting, and other factors, Garrett College has no peers within the Middle States region. For example, within the state of Maryland, in comparison with Garrett, the next smallest community college is more than three times larger. According to *College Navigator*,there are only 13 institutions nationwide with characteristics similar to Garrett, most of which are located in the Midwest or West. The three eastern-most institutions listed are Denmark Technical College, Denmark, South Carolina; Marion Military Institute, Marion, Alabama; and Southern Arkansas University Tech, Camden, Arkansas, with the latter appearing to be the most similar to Garrett.

Aspirational Institutions:

Two institutions have been identified as models that Garrett College would like to emulate. The first is Hocking College in Nelsonville, Ohio. Hocking College is considerably larger than Garrett, but it is located in rural, southeastern Ohio, an economically depressed region formerly dominated by coal mining, forestry and agriculture, an environment very similar to Garrett County, Maryland. What sets Hocking College apart has been its many innovative and successful workforce development programs, some of which have received widespread recognition. The other institution is Anne Arundel Community College, located near Annapolis, Maryland. Situated in the heavily populated Baltimore-Washington corridor, Anne Arundel is many times larger than Garrett and, in many respects almost its exact opposite. However, Anne Arundel is a national leader among community colleges, recognized for its many best practices in areas such as program and curriculum development, assessment, advising, workforce development, and partnerships with business and industry. Garrett College could benefit from these best practices.