HOOD COLLEGE SELF-STUDY DESIGN DRAFT

MARCH 18, 2024

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I. INSTITUTIONAL OVERVIEW

For more than 125 years, Hood College has been educating students for lives of responsibility and leadership. The College traces its history to 1893, when the Potomac Synod of the Reformed Church of the United States, now the United Church of Christ, established the Women's College of Frederick, Maryland. In 1897, the College acquired a 28-acre tract of farmland on the city's northwest edge, due to a gift from Margaret Scholl Hood. In recognition of Mrs. Hood's generosity, the Board of Trustees voted in 1912 to change the name of the College. In 1914, construction began on Alumnae Hall, which continues to house administrative offices. Today, there are 40 academic, residential, athletic, and administrative buildings/facilities located on Hood College's 50- acre campus.

Until the 1970s, Hood remained a women's college offering majors in the liberal arts, education, and home economics. In 1971, the Graduate School was created. In this same decade, Hood College expanded its academic offerings, beginning with professional programs such as computer science, management, and communication arts. The College also began to admit male commuter students. As the popularity of single-sex colleges waned in the 1990s, the College experienced declines in enrollment and a challenging financial situation. When Dr. Ronald J. Volpe was hired as president in 2001, he began a year-long process of evaluation, which involved the entire campus community. The culmination of this process resulted in the Board of Trustees voting to begin admitting male residential students in the fall of 2003. That decision, along with restructuring the College's debt, allowed Hood to stabilize its finances and rebrand itself in the higher education landscape.

Dr. Andrea E. Chapdelaine became Hood College's 11th president in July 2015. Under her bold and visionary leadership, Hood College has made significant investments in fulfilling its mission and vision while also strengthening the College's financial position and community partnerships. Since the last accreditation, the College has made great strides in stabilizing its finances. In 2018, the College went through a resource allocation review process to assess the operating budget of every academic and administrative unit. Debt was refinanced, graduate programs have been expanded, investments have been made in facilities (library and student housing), and Auxiliary Services offerings have been expanded to increase revenue.

The College has also prioritized investing in its employees through a compensation plan, forging community partnerships, embarking upon an extremely successful capital campaign, and expanding student learning opportunities. A recent example of the College's commitment to expanding student learning opportunities is the new undergraduate Core Curriculum, "Heart, Mind, and Hands," which will launch in the fall of 2025. It is built upon the four pillars of Hood College's values and motto that were articulated over 100 years ago yet still endure.

Hope: To believe that everyone can have a positive impact in the world and that education is instrumental in creating and sustaining hope.

Opportunity: To fully use one's talents and skills to realize professional and personal achievement and to help create and realize opportunities for others.

Obligation: To fulfill personal and professional responsibilities with integrity and to be a responsible steward and servant to the betterment of others and this world.

Democracy: To embrace diversity, foster freedom of thought and expression, and to promote engaged citizenship both in self and others.

Hood College is a coeducational, independent college with a liberal arts education foundation. The student to faculty ratio is 11:1, with an average class size of 15. With close to 100 full-time faculty, 95% hold a terminal degree. Since the last cycle of reaccreditation, the College has added 16 majors, programs, and/or certificates. As of fall 2024, the College will offer 30 undergraduate majors, 23 master's degrees, with nine programs that can be accelerated to a master's degree through 4PLUS programs, three doctorates, and 14 post-graduation certificates. The top five undergraduate majors, by enrollment, as of fall 2023 are: Nursing, Business Administration, Psychology, Biology, and Computer Science. The top five graduate programs, by enrollment, as of fall 2023 are: Counseling, Education Leadership, Organizational Leadership, Business Administration, and Biomedical Science.

The College is proud to be one of the most diverse private colleges in Maryland. As of fall census 2023, 1,209 students are enrolled as undergraduates. Close to 20% of our undergraduate students are first generation, and 35% are Pell grant recipients. Over the past five years, 40% of our undergraduate student body self-identify as members of under-represented racial or ethnic populations or from foreign countries. Our undergraduate students hail from 25 states plus Washington, D.C. and 12 countries. We hold annual events celebrating cultural traditions and develop opportunities for the campus community to participate in initiatives and activities that promote awareness of cultural, social, economics, racial, gender, and other forms of diversity in our society.

As of fall census 2023, the graduate student enrollment is 869. Close to 68% of the College's graduate students are female with 39% from underrepresented groups or foreign countries. Overall, the Graduate School has been a vital source of enrollment growth and financial strengthening for the College during the last several years. Under the leadership of Dean April Boulton, Hood's Graduate School has made substantive progress in investigating, approving, and launching several new programs that were responsive to workforce needs. These programs include doctorate in Nursing Practice (DNP), MSN in Nursing, a three-track MS in Nutrition Sciences, six fully online education MA degrees, a post-baccalaureate certificate and MS degree in Health Informatics, and several additional course developments that respond to local school district needs. In 2024, a new MFA in Creative Writing and a doctoral program in Counseling (CES) will launch.

Hood participates in NCAA Division III Varsity Athletics and is a member of the Middle Atlantic Conference (MAC). Approximately one in three or 34% of undergraduates are student-athletes. Since the last Self-Study, the College added Men's Volleyball and Women's Ice Hockey. Consistent with trends at peer Division III institutions, male and female athletes at Hood College have higher retention and six-year graduate rates than non-athletes.

In 2017, Hood College embarked upon a comprehensive campaign, Forging the Future: The Campaign for Hood College. Led by Vice President of Institutional Advancement, Nancy Gillece, it was the College's first campaign in 25 years. Surpassing the initial $50 million goal, Forging the Future was the largest and most successful philanthropic effort in the College's 130-year history. The campaign's priorities were as diverse as the Hood community itself, but shared a common goal – supporting students, faculty, and staff.

In July 2023, Hood College completed Forging the Future: The Campaign for Hood College with $74.6 million raised. Increasing student scholarships was a key campaign priority along with support for high-impact student learning. In addition, 13 new or expanded academic majors were added to the College's offerings, and two new schools were established. The George B. Delaplaine Jr. School of Business added a Finance major and launched the Michael S., P'09 & Marlene B. Grossnickle Young '76, P'09, H'14 Data Driven Frederick Center, an analytics hub that provides data to regional businesses, nonprofits, and other organizations to inform policy development and decision-making to benefit the Frederick community.

The Ruth Whitaker Holmes School of Behavioral and Health Sciences houses some of Hood's fastest-growing programs. Via partnerships with Frederick Health, the new school allows students to gain hands-on experience in hospitals, clinics, and primary care practices throughout Frederick County, thereby addressing the high demand for healthcare professionals.

The campaign prioritized the renovation of key spaces on the College's campus, with the Beneficial-Hodson Library and Learning Commons transforming into a modernized learning hub following a $7.2 million renovation, complete with study pods, state-of-the-art technology, and centralized student support services. Furthermore, $9.5 million was contributed to renovate and expand the Hodson Science and Technology Center, which will include a new Biomedical Research and Training Center. The proposed expansion will foster growth in Hood's STEM programs and bolster workforce development in biomanufacturing and cybersecurity.

Hood College was first accredited by the Middle States Commission on Higher Education (MSCHE) in 1922. The last reaccreditation took place in 2017. Since 2017, the College has been guided by two strategic plans—Moving Beyond Boundaries (2017-2022) and For a Greater Hood (2022-2026).

The three pillars of the *Moving Beyond Boundaries (2017-2022)* strategic plan were:

    I. An Education that Challenges Boundaries

    II. Partnerships that Move Beyond Boundaries

    III. A Community that Knows No Boundaries

To realize the objectives of this strategic plan, the senior team developed a comprehensive matrix to identify measurable objectives within each of those pillars. In addition, faculty and staff were appointed as leaders for each objective. All resource requests and a revised academic program review process were aligned with each of the three pillars.

The following are highlights of key initiatives achieved under that ambitious strategic plan. The campus community made great strides on many fronts despite the significant challenges posed by the Covid pandemic.

Pillar 1: An Education that Challenges Boundaries

- Established of The George B. Delaplaine Jr. School of Business (Year 1)

- Launched the Cyber Informatics Lab and the Digital Media Editing Lab (Year 2)

- Established several interdisciplinary undergraduate programs such as Art Therapy, Public Health, and Sustainability Studies (Year 3)

- Launched a new undergraduate academic program in Finance and graduate programs in Creative Writing (MFA) and Nutrition (MS) (Year 4)

- Created numerous 4PLUS programs, or pathways to double degrees, that allow students to complete a master's degree in approximately one additional year (Year 5)

Pillar 2: Partnerships that Move Beyond Boundaries

- Approved a comprehensive master housing plan for the campus (Year 1)

- Leveraged our partnership with Frederick Regional Health System as a practicum site for Hood graduate students pursuing a MA degree in clinical counseling (Year 2)

- Partnered with Frederick Health to create a comprehensive health center providing both primary care and urgent care services, as well was counseling services, for students

- Created the Martha E. Church Center for Community Engagement, located adjacent to the Frederick County Chamber of Commerce in the County's ROOT Building

- Partnered with Georgetown Hill who assumed leadership of the Hood College Lab School (formerly Onica Prall Lab School) offering educational services to three- and four-year-old students

- Developed a one-credit "bootcamp-style" course to help teachers in the Frederick County Public School system be successful in a remote learning environment during Covid and created the campus-wide Covid Emergency Response Team (Year 3)

- Partnered with Kite Pharma to create a training laboratory in personalized cell therapy which is now used by Hood students and received a $1.3 million grant from the Health Resources and Services Administration's Behavioral Health Workforce Education and Training program to support Hood's graduate counseling program's commitment to training a diverse mental health workforce and serving local communities in need (Year 4)

- Raised $74.6 million for the Capital Campaign (Year 5)

Pillar 3: A Community that Knows No Boundaries

- Celebrated more than 100,000 hours of community service by faculty, staff, and students to commemorate the College's 125th anniversary (Year 1)

- Established the Strategic Initiative Group, comprised of director-level leaders, to facilitate campus-wide communication (Year 2)

- Offered a three-day virtual conference focused on "pandemic proof pedagogy" through the Center for Teaching and Learning (Year 3)

- Named the College's first Vice President for Community and Inclusivity and celebrated the opening of the renovated Beneficial-Hodson Library and Learning Commons (Year 4)

- Established the following: a professional development fund for staff; a compensation plan for all employees; and Staff Council as a governing body that interacts regularly with the College's administration; and improvements in shared governance at the Board of Trustees level (Year 5)

During an unprecedented pandemic, President Chapdelaine convened almost 100 faculty, staff, and students to create the Covid Emergency Response Team (CERT). Multiple Working Groups came together to draft, revise, and disseminate three plans. They were named in chronological order of creation Sunrise, New Horizon, and the Promise of Fall. Furthermore, the College created a Covid-positivity dashboard and worked tirelessly to ensure the health, safety, and mental well-being of our campus community. Hood College was one of very few colleges in Maryland to offer face-to-face (F2F) instruction in the fall of 2020 but also provided bimodal learning and teaching options for all faculty and students.

A decision was made in the spring 2021 semester to mandate vaccinations. This then allowed our campus to resume more F2F instruction in the spring of 2021 despite many campuses still offering only online instruction. By that point, CERT had developed well-established protocols for masking, isolation, and quarantining. Working closely with the Frederick County Health Department, the College often maintained a lower positivity rate than Frederick County and other colleges and universities in Maryland. By fall of 2021, classes had largely resumed to F2F instruction; however, there were exceptions made for faculty, staff, and students with severely compromised medical conditions. Due to the pandemic, some graduate programs transitioned to fully online and have remained in this modality. In addition, most of the summer and January term courses for undergraduate students continue to be offered in an asynchronous modality. To enable our students to

maximize opportunities for their degree progression, the College now participates in the Council of Independent Colleges (CIC) Consortium, thereby allowing our students to enroll in courses virtually at other institutions.

As a result of the pandemic, President Chapdelaine led an innovative campus-wide initiative called the "Lemonade" exercise which asked all campus community members to reflect on how our campus community could make lemonade out of the Covid lemons. In other words, which practices, policies, and procedures that suddenly changed due to the pandemic did we want to retain? Conversely, which policies and procedures did we want to revert to the pre-pandemic status quo? Some of the changes that emerged out of this transparent and inclusive exercise included:

Academic Affairs

- January term and Summer Term I and II continue online
- Continued use of electronic forms in Registrar's Office
- Minimum Blackboard usage guidelines established for all faculty members

Advancement

- Board of Associates and Alumni Executive Board – hybrid modality for meetings
- Scholarship donor day is offered both virtually and in-person
- In-person Scholarship Donor Appreciation Brunch has pivoted to virtual modality
- Virtual happy hours for alumni with opportunity to feature faculty speakers and others

Enrollment Management

- Creating virtual tours as supplement to in-person visits
- Keeping graduate recruitment events virtual

President and Board of Trustees

- Board of Trustees committee meetings between Board meetings are virtual
- Zoom has replaced phone calls when travel is not possible

Teaching and learning enhancements

- 70 high-definition web cameras with microphones remain in the classrooms
- 14 high-definition document cameras remain in selected classrooms
- Stand-alone directional microphones remain in selected classrooms

Technology

- All new software remains including: Panopto Video integrated into Blackboard (Learning Management System), Respondus, and Zoom.
- Provide technology support for remote work when necessary (e.g., VPN, computers with cameras)

Despite the challenges the pandemic created, Hood College's senior team demonstrated inclusive, transparent, and timely communication and leadership. Given the unknown trajectory of the pandemic, the Board of Trustees prudently decided that the College's next strategic plan should be a three-year plan rather than a five-year plan. While it was challenging to ensure campus-wide participation in the creation of this three-year plan due to social distancing and other protocols, the College's administration ably executed the charge from the Board of Trustees to develop a plan that would position the College to emerge from the pandemic in a strong and flexible position. Finally, to enable recommendations from this Self-Study to inform the College's next strategic plan, the Board approved extending the three-year plan by one year (now 2022-2026). The College's current strategic plan, *For a Greater Hood*, has seven areas of focus.

Goal 1: An Enhanced Student Experience

- Enhance a holistic and accessible student experience grounded in Hood College's mission
- Emphasize academic achievement through learning outcomes grounded in the liberal arts and professional programs, personalized classroom experiences, and robust experiential learning opportunities
- Support the establishment of a high-impact learning experience in the curriculum, ensuring that all faculty and students can access and engage in robust learning opportunities
- Expand co-curricular activities and programs that emphasize personal growth, leadership, and wellness
- Enhance and expand athletics program

Goal 2: Diversity, Equity & Inclusivity Initiatives

- Develop diversity, equity and, inclusivity initiatives to advance Hood College's vision of being an inclusive community that supports the well-being of every member of the campus community
- Conduct a comprehensive review and analysis of retention rates for all students with a focus on diversity to create and amplify policies and procedures that strengthen retention
- Examine and improve structural policies and practices that impact diverse students, faculty, and staff
- Review and consider diversity in our business practices
- Proactively develop additional wellness initiatives

Goal 3: The School of Behavioral & Health Sciences

- Establish The Ruth Whitaker Holmes School of Behavioral and Health Sciences
- Identify and launch new undergraduate and graduate programs

Goal 4: Biomedical Research & Training

- Establish a Biomedical Research and Training Center with a mission, vision, and goals
- Identify curriculum and programs

Goal 5: Baltimore & Washington

- Expand Hood College's presence in the Baltimore and greater Washington, DC areas
- Expand corporate partnerships into this region
- Increase undergraduate and graduate recruitment in this region

Goal 6: Branding & Marketing
- Strengthen regional and national branding and marketing to enhance Hood College's reputation

- Rebuild recruitment marketing to be outcomes-focused

- Revise and update messaging platform

Goal 7: Appropriately leverage the Hodson gift
- Strengthen student access and affordability for high-achieving students

- Expand brand awareness regionally and nationally through the gift announcement

As for the previous strategic plan, the senior team developed a matrix to identify action items for each of these goals. Metrics for each strategic goal have been established. Every year, vice presidents provide a status update. As of fall 2023, significant progress has been made on many of the strategic plan's goals.

Goal 1: An Enhanced Student Experience

A two-year process of campus engagement led to the adoption of a new undergraduate Core Curriculum called "Heart, Mind, and Hands" which will launch in fall of 2025. Under the leadership of Dean of Faculty Paige Eager and in accordance with the faculty governance procedures, Hood College faculty voted overwhelmingly (85%) in April 2023 to endorse a new curriculum which features several AACU recognized high-impact practices, including: (1) a learning community through a linked two-course, two semester first-year experience, (2) embedded service learning for all first-year students; (3) a required experiential learning experience in the student's major; and (4) an electronic portfolio in the student's senior year.

Under the leadership of Dean April Boulton, the Graduate School has made important contributions to Goal 1 including increasing overall graduate credits which included surpassing the FY 2023 enrollment. Protocols for leaves of absence and withdrawals have been revised to increase retention/return rates. The Graduate School, led by the Dean of the Graduate School and a representative from the Office of Institutional Research and Assessment (OIRA), identified six core competencies specific for advanced students and consistent with best practices identified by the Council of Graduate Schools (CGS) Standards. These competencies include communication, research, critical reasoning, problem solving, diversity, and professionalism. Much like the College's undergraduate competencies, the graduate competencies identify and define a cohesive set of skills that any student earning a graduate degree or post-baccalaureate certificate from Hood College will demonstrate. All graduate programs have mapped their program outcomes and/or specific assignments to the graduate core competencies which are comprehensively assessed annually. Finally, the Graduate School has achieved a 90% or higher compliance for two required graduate student trainings-- the federally mandated Sexual Assault Prevention and the Diversity, Inclusion, and Belonging training.

Goal 2: DEI Initiatives

Coinciding with the December 2020 retirement of the vice president for student life and dean of students, President Chapdelaine reimagined her senior leadership team to create a new division of community and inclusivity with a vice presidential appointment who serves on the president's senior team. The vice president is completing her third academic year in the newly established role, overseeing the Division of Community and Inclusivity. The division is responsible for ensuring the well-being of every member of the Hood community and for building a healthy, safe, empowering, and inclusive campus climate. Reporting to the president and a

member of senior team, the VPCI position was created, in part, to identify and propose solutions to systematic and singular obstacles that prevent individual growth and well-being.

The vice president oversees a professional team that includes the wellness director, Title IX coordinator, human resources director, campus chaplain, director of campus safety, and the DEI/Sexual Assault Prevention director. The VPCI, Tammi Simpson, has worked with numerous campus partners to advance key initiatives tied to the College's strategic plan. For example, a Campus Assessment, Response, and Evaluation Team (CARE) was created in fall 2022. The CARE Team is an integrated approach to address early intervention cases and threat assessment cases. CARE reviews specific, heightened concerns about undergraduate and graduate students that suggest potential harm to self or others. The team is designed to identify early indicators of escalating and concerning behaviors and to intervene before threats are formalized. In addition, the Community and Inclusivity office worked with the first-year seminar director and the Office of Student Engagement to implement a program, Pillar Talks, which is designed to welcome and include students into the Hood Community and establish community expectations regarding mutuality and respect.

In spring 2023, Hood College became an inaugural member of Belong, a new network of private independent colleges organized by the Council of Independent Colleges (CIC) and the Association of College and University Educators (ACUE). Community resources include DEI certification, self-use resources, community networking, and live webinars open to all faculty and staff. An initial cohort that included the president, the VPCI, the dean of the faculty, and the director of human resources received a micro-credential in ACUE's "Fostering a Culture of Belonging" after completing coursework. Since August 2021, faculty and staff fall and spring fora include a DEIB workshop and Hood College instituted a Land Acknowledgment during summer 2022.

Goal 3: Establish The Ruth Whitaker Holmes School of Behavioral and Health Sciences

Founded in 2022, the School was made possible thanks to a major gift of $2.5 million from Hood College alumna, Ruth Whitaker Holmes and her husband. Additional grants and funding from the Maryland Department of Commerce E-Novation, Maryland Higher Education Commission, Kahlert Foundation, and Maryland Clinical Resources Consortium contributed specifically to the Nursing program, which has seen the fastest increase in enrollment of any undergraduate program. The grouping of undergraduate programs in Nursing, Psychology, Public Health, Sociology, and Social Work, as well as graduate programs in Counseling and Nutritional Science, allows for greater collaboration between disciplines and more opportunities for the College's students. It also reflects the College's long-standing formative partnership with Frederick Health System. Through this partnership, Hood students across all the School's programs have access to clinical applied learning experiences and job opportunities. In 2019, the College and Frederick Health Hospital formalized a scholarship agreement to support recruitment of nursing graduates. Additionally, a generous lease agreement with Frederick Health Hospital enabled the School to occupy a newly renovated building adjacent to campus on 700 Tollhouse Avenue. The inaugural dean of The Ruth Whitaker Holmes School of Behavioral and Health Sciences will be appointed in spring 2024.

Goal 4: The Biomedical Research and Training Center

A substantial renovation to the Hodson Science and Technology Center will include a 32,000-square-foot addition to realize the objective of establishing this biomedical research and training center. The mission of the Center is to support workforce growth in the manufacturing, research, and development sectors. Part of the proposed Center has been funded through the U.S. 2023 Omnibus Appropriations Bill, due to Frederick County's thriving tech sector. The Center represents a collaboration amongst Hood College faculty and numerous local industry experts to provide our students with exciting opportunities and exposure to cutting-

edge research and training. In the spring of 2023, one such partnership spawned a new course in cell therapy manufacturing taught jointly by Biology faculty and scientists from Kite Pharma. The following fall, Biology faculty partnered with sciences from the National Biodefense Analysis and Countermeasures Center to co-teach a course in Biodefense. In 2023, the Maryland Tech Council recognized Hood College's Center as a "node" in their BioHub training initiative.

Goal 5: Expanding Hood College's presence in Baltimore and Washington, D.C.

To realize this goal, the College has further strengthened its partnership with the CollegeBound Foundation, a nonprofit in Baltimore, to engage in targeted outreach to prospective students in this geographical market. Another aspect of this partnership is aimed at increasing the Communication and Marketing Division's presence in the Baltimore area for digital marketing purposes. In addition, the College's director of corporate and government relations is actively working to expand corporate partnerships in the region. Currently, the director of corporate and government relations has created partnerships with the Maryland Tech Council and Hood College for the Maryland BioHub; this will be a regional partnership. Another potential partnership is with the Frederick National Laboratories which has locations around the United States and is interested in an internship partnership.

Goal 6: Marketing and Branding

The Board of Trustees decided to contract with Ologie, a marketing and branding agency that works exclusively with higher education institutions. Vice President for Marketing and Communications, Laurie Ward, has led this initiative. The discovery phase has been completed which included virtual sessions with more than 40 individuals, ranging from faculty, graduate students, trustees, alumni and civic leaders, including the Frederick County Executive, Frederick Mayor, and parents. In early May 2023, the strategist, creative director, and lead writer were on campus for two full days of interviews and focus groups. They met with the president, senior team, marketing, undergraduate students, faculty, and staff. In June-July 2023, an online survey was conducted with current students and parents, employees, alumni, donors, prospective students, business and civic leaders, high school and college counselors, and primary and secondary market prospective and inquiry students. We have seen two rounds of creative concepts, and the next steps will be to test these.

Goal 7: Appropriately leverage the Hodson gift

In October 2023, Hood College received a $54 million gift from The Hodson Trust, the largest gift ever received in its 130-year history. The Hodson scholarships are awarded to students of outstanding academic ability who have shown leadership both in school and in their communities. The gift bolsters Hood's position and visibility on the educational landscape and enables the College to increase investment in its core mission and to better meet unexpected challenges.

After discussion amongst the senior team and with the Faculty Executive Committee, the Board of Trustees approved the extension of the College's current strategic plan for one additional year, which is beneficial in several ways: (1) the development of the next strategic plan will occur after the most intensive work on the Self-Study has been completed; (2) it gives the College more time to successfully complete the current strategic plan, which was ambitious for a three-year plan; and (3) we can build the next strategic plan from the research, findings, and suggestions for improvement based upon the recommendations of the Middle States Self-Study Working Groups. Therefore, the Working Groups' recommendations will help inform the priorities of Hood College's next strategic plan, which will launch on July 1, 2026.

II.   INSTITUTIONAL PRIORITIES

At a senior team retreat in August 2023, general ideas regarding institutional priorities were discussed. Middle States Steering Committee Co-Chairs, Drs. Paige Eager and Shaowei Wu attended the meeting. Through an iterative process involving the senior team and all campus constituents (faculty, staff, and students), seven draft institutional priorities were identified.

The Steering Committee members were instructed to take the seven draft institutional priority options back to their Working Group members to gather feedback about which options most closely aligned with the College's mission and provided a strong foundation for the College's next strategic plan. In addition, Working Groups were asked to examine and discuss the seven options considering their Standard's criteria. A matrix was created to demonstrate how the draft institutional priorities aligned with the Standards. Working Group members were encouraged to suggest additional ideas for the draft institutional priorities. Out of that process, four draft institutional priorities received a favorable endorsement from multiple Working Groups.

To elicit additional campus feedback about the four draft institutional priorities, these options were disseminated to and discussed by the following constituent groups: Graduate Council (11/27/23), Student Government Association (11/28/23), Department Chairs (11/29/23), Staff Council (11/30/23), and faculty (12/1/23). The most feedback about the draft institutional priorities was provided by academic department chairs and faculty.

A robust discussion at a Middle States Steering Committee meeting on 12/14/23 resulted in the further refinement of the wording in the initial four draft institutional priorities and the addition of a fifth institutional priority.

Therefore, Hood College's Self-Study includes five Institutional Priorities.

1. Foster a holistic student experience grounded in the integration of the liberal arts and professional programs
2. Make strategic investments that will both sustain and expand initiatives to help secure the institution's long-term financial outlook
3. Promote an inclusive environment and growth opportunities for students and employees
4. Transform the College's data infrastructure and technology to advance institutional effectiveness and sustainability
5. Create a campus-wide expectation of data-informed continuous improvement

Alignment of the institutional priorities to the College's Mission

INSTITUTIONAL PRIORITIES	1	2	3	4	5
Mission	Holistic Student Experience	Long-Term Financial	Inclusion	Data Infrastructure	Data-Informed Continuous Improvement
Integration of liberal arts and the professions	X	X	X	X	X
an education that empowers students to use their hearts, minds and hands	X	X	X	X	X
lead purposeful lives of responsibility, leadership, service and civic engagement	X	X	X	X	X

Alignment of the institutional priorities to MSCHE Standards

INSTITUTIONAL PRIORITIES	1	2	3	4	5
Standards	Holistic Student Experience	Long-Term Financial	Inclusion	Data Infrastructure	Data-Informed Continuous Improvement
I. Mission and Goals	X	X	X		
II. Ethics and Integrity	X	X	X	X	X
III. Design and Delivery of the Student Learning Experience	X		X		X
IV. Support of the Student Experience	X		X		X
V. Educational Effectiveness Assessment	X		X	X	X
VI. Planning, Resources and Institutional Improvement		X	X	X	X
VII. Governance, Leadership, and Administration		X			X

III.   INTENDED OUTCOMES OF THE SELF-STUDY

First, Hood College will create a report that demonstrates we meet or exceed the seven Standards, Requirements of Affiliation, and Middle States' Policies and Procedures, thereby leading to successful reaccreditation. The process used to describe and evaluate compliance with each Standard will be inclusive of the entire campus community.

Second, the Hood College community will create and execute a transparent process as Working Groups evaluate institutional data to identify existing strengths and opportunities for improvement in instruction, a holistic student experience, and institutional effectiveness.

Third, we will be self-reflective in evaluating our assessment practices and rely upon empirical evidence to make recommendations. Where data or assessment gaps exist, we will identify strategies and resources required to remedy these gaps in the short and long-term.

Finally, the Self-Study will help inform the College's next strategic plan, which will launch in July 2026. Because the Self-Study process requires comprehensive and inclusive research, writing, and dissemination of information, President Chapdelaine has instructed all Working Groups to utilize this Self-Study process as an opportunity to frame the priorities for the College's next strategic plan.

IV.   SELF-STUDY APPROACH

The provost and co-chairs of the Steering Committee have chosen the standards-based approach. The strategic objectives in our previous (Moving Beyond Boundaries) and current strategic plan (For a Greater Hood) will provide a framework for addressing each Standard. The Self-Study will be comprised of seven chapters—one for each Standard. The rationale for selecting a standards-based approach is that it conforms with previous practices at Hood College. In addition, we have very few members on the current Steering Committee who participated in previous Self-Studies; therefore, we believe that adopting a Standards-based approach will be more straightforward to both explain and execute. Furthermore, this approach provides a structured opportunity to examine the seven areas critically and thoroughly.

V.   ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Provost and Vice President of Academic Affairs, Dr. Debbie Ricker, appointed Drs. Paige Eager and Shaowei Wu as the Self-Study Co-Chairs in spring 2023. Dr. Eager is the Dean of Faculty and Professor of Political Science. Dr. Eager has been a member of the campus community since 2005 and has held many positions in faculty leadership and governance before becoming Dean of Faculty in July 2021. Dr. Wu is the Director of the Office of Institutional Research and Assessment (OIRA). Dr. Wu has been employed at Hood College since April 2021 and has significant experience in institutional and program-level assessment within higher education institutions. In close consultation with Provost Ricker, the Self-Study co-chairs will lead the work of the Steering Committee.

To facilitate both undergraduate and graduate involvement in the Self-Study process and iterative report writing, we will engage students in the following ways: (1) President Chapdelaine will invite Chair of the Board Scholars, undergraduate students who receive fully discounted tuition for four years, to attend selected Steering Committee meetings as well as review and provide feedback about the various drafts of the Working Groups' reports; (2) the newly appointed Dean of Students, Dr. Demetrius Johnson, intends to create a Student Advisory Committee to the Dean. In addition, the Dean of Students attends biweekly Student Government Association meetings. The Student Advisory Committee and Student Government Association provide additional opportunities for undergraduate student engagement and feedback; and (3) the Dean of the Graduate School, Dr. April Boulton, will invite members of the Graduate Student Association and the Doctor of Organizational Leadership cohort to either serve on specific Working Groups and/or review various drafts of the Working Groups' reports.

Steering Committee Composition

Provost Ricker and Drs. Eager and Wu agreed that the Steering Committee members will be comprised of the co-chairs of the Working Groups. All Working Groups, except Standard II,have one faculty member and one staff member serving as co-chairs; therefore, the Steering Committee is broadly representative of the campus community and reflective of our commitment to shared governance.

As of February 2024, the following individuals comprise the Self-Study Steering Committee.

- Mary Atwell, Archivist and Collection Service Manager
- Dr. Lisa Copenhaver, Associate Dean of Student Success

- Dr. George Dimitoglou, Associate Professor of Computer Science and Graduate Program Director of Cybersecurity (Co-Chair)
- Dr. Paige Eager, Dean of Faculty and Professor of Political Science (Co-Chair)
- Nancy Gillece, Vice President for Institutional Advancement
- Dr. Becky Grove, Associate Professor of Education
- Dr. Jay Harrison, Associate Professor of History
- Rob Klinedinst, Vice President for Finance and Treasurer
- Dr. Shannon Kundey, Professor of Psychology and Co-Chair of Department of Psychology and Counseling
- Dr. Lisa Littlefield, Dean of the Center for Career Development and Experiential Education
- Dr. James Parson, Associate Professor of Mathematics
- Nathan Reese, Assistant Director of Institutional Assessment
- Dr. Debbie Ricker, Provost and Vice President for Academic Affairs
- Tammi Simpson, J.D., Vice President for Community and Inclusivity
- Dr. Jill Tysse, Associate Professor of Mathematics
- Laurie Ward, Vice President for Marketing and Communications
- Dr. Shaowei Wu, Director of Institutional Research and Assessment (Co-Chair)

Administrative support for the Steering Committee will be provided by Faculty Services team member, Haley Greene.

The Steering Committee first met in May 2023 to educate the members about the Middle States Self-Study process and share the timeline for the Self-Study. This also provided an opportunity for Working Group members to meet with one another. Since fall 2023, the Steering Committee has been meeting monthly. A Microsoft Teams site has been created for the Self-Study. All meeting agendas and relevant documents are available on the "General" channel on Teams. All members of the Self-Study process received a primer on the utilization of the Teams platform.

The Steering Committee will communicate with the campus community about the Self-Study process and share various drafts of the report through Microsoft Teams. In addition, updates about the Self-Study will be included as a standing agenda item for monthly meetings of the faculty, staff, department chairs, senior team, and other constituents as meeting schedules allow. Other campus-wide venues for disseminating updates about the Self-Study include but are not limited to: Fall (August) and Spring (January) Forum, Town Hall meetings, the landing page dedicated to the Self-Study on the College's website, and additional communications from President Chapdelaine.

The seven Working Groups began meeting biweekly in fall semester 2023. Each Working Group has its own "channel" on Microsoft Teams where they can view and share files, and channels are universally visible to all working group. In addition, Drs. Eager and Wu have attended all of he first meetings of the Working Groups in the fall semester 2023 to answer any questions from the Working Group co-chairs and Working Group members. In addition, 10 co-chairs attended the Middle States Self-Study Institute during the fall of 2023. Drs. Ricker and Eager attended the Middle States Higher Education Commission Annual Conference in December 2022, and Dr. Wu attended the same conference in December 2023.

Charge of the Steering Committee

The charge of the Steering Committee will be instrumental in ensuring that our work is evidence-based and focused on Hood College's mission and vision, current strategic plan, and institutional priorities.

Every eight years, Hood College participates in a reflective, inclusive, and iterative analysis of its mission, educational outcomes, and institutional operations as part of a formal Self-Study. As a result of this process, the Hood College community identifies opportunities for improving the student experience in all domains—curricular, co-curricular, and extracurricular. In addition, the Self-Study affords all stakeholders the opportunity to become engaged in a holistic experience that will in turn inform the College's next strategic plan to be launched on July 1, 2026.

Members of the Steering Committee are charged with the following responsibilities:

1. Review and maintain a comprehensive and nuanced understanding of the College's Periodic Review and Monitoring reports, along with the Middle States' Standards for Accreditation and Requirements for Affiliation and Policies and Processes 14th Edition.

2. Review and support the membership of the Working Groups, which represent a cross-section of internal stakeholders of the Hood College community. In formulating the Working Groups, consideration will be given to areas of functional expertise, diversity in experience, demonstrated commitment of service to the College, and a balance of diversity in race, gender, ethnicity, and other factors which reflect the vibrancy of the Hood College community.

3. Serve as key communicators or "campus ambassadors" for the Self-Study by keeping the relevant committees, such as the Faculty Senate and Staff Council, apprised of the various stages of the Self-Study.

4. Ensure the accuracy and institutional alignment of the Working Group reports with the pillars of the Self-Study design.

5. Review and provide timely feedback of all written materials including draft reports of the Working Groups and all draft versions of the Self-Study document.

6. Maintain an institutional perspective geared toward presenting the accomplishments, opportunities, and challenges of the whole College.

7. Refine the recommendations from each Working Group into an actionable set of recommendations included in the final Self-Study report.

General Charge of the Working Groups

Each Working Group, under the direction and leadership of the co-chairs, must analyze empirical evidence, in all areas possible, rather than rely on anecdotal evidence to support their reports and recommendations. Working Groups will have the full support of the Offices of the President and Provost, Office of Institutional Research Assessment (OIRA), and the Steering Committee when requesting data and other forms of evidence for review and deliberation.

The following principles will guide the analysis and report writing of the Working Groups:

1. Accreditation relates to Hood College as an institution, not just a single department or program at either the undergraduate or graduate levels. For all sub-criteria of the seven Standards, the Working Groups will do their level best to identify areas where there may be exemplary work, , and/or unique challenges to a specific administrative unit.

2. Each Working Group's main task is to evaluate the degree to which the College is in compliance with its assigned Standard. Then, the Working Group will identify in its report: (a) areas of excellence and (b) opportunities for improvement. Working Groups should familiarize themselves with foundational materials such as Hood College's mission, values, and strategic goals. These documents are available under the "General" channel of the Microsoft Teams site.

3. Each Working Group should carefully examine the entire set of Standards for Accreditation, with a particular focus on the Standard for that Working Group. Before reviewing any evidence, the co-chairs of the Working Group should encourage all Working Group members to review the Evidence Expectations by Standard Guidelines.

4. If needed, the Working Group Co-chairs should develop a glossary of terminology used by the Working Group to ensure that all members are confident that they share a common understanding of the terminology.

5. After this preparatory groundwork is accomplished, each Working Group will evaluate the degree to which Hood College meets the criteria of each Standard. To facilitate a consensus position, the co-chairs of the Working Group will utilize the rubric created by Middle States to evaluate all criteria for their Standard according to three options: (1) exceeds criteria; (2) meets criteria; (3) does not meet criteria. Each Working Group will then provide evidence and a rationale to justify how they scored the criteria in the rubric. All evaluations of compliance must be evidence-based. While anecdotal examples may be used as a springboard for discussion, the co-chairs of the Working Groups must remind the Working Groups, if necessary, to focus on empirical evidence. Examples of evidence-based compliance may take the form of a visual such as a graph, flowchart, table, infographic, or other visuals. The OIRA and Marketing and Communications division will offer continuous and timely support if the Working Group co-chairs need specific evidence and/or visuals created. All requests for data and/or materials should be made by the co-chairs of the Working Groups rather than individual members of the Working Groups. This is intended to streamline the lines of communication and prevent duplicative requests. The co-chairs of the Working Groups are also responsible for submitting evidence for inclusion in the Evidence Inventory. A Microsoft form has been created to facilitate that process.

6. Assessment is the last criterion of all seven Standards and should be carefully considered by each Working Group. All student assessment data, as it pertains to academics, co-curricular, and extra-curricular activities, will be anonymized. However, institutional assessment data may be more difficult to anonymize. All assessment data is the intellectual property of the College and should not be shared with any outside party unless expressed permission has been granted by the Offices of the President and/or Provost. The OIRA will be responsible for providing assessment data related to both undergraduate and graduate academic programs which will be catalogued in the Evidence Inventory.

7. Each Working Group should offer no more than five recommendations that will frame the College's work for the next eight years and be utilized to inform the next strategic plan. These recommendations should be prioritized, evidence-based, actionable, and consistent with the College's mission and values. The Steering Committee will review all Working Group recommendations; however, the Steering Committee will decide collectively which recommendations are included in the final Self-Study report.

8. The Self-Study Steering Committee and Working Groups will use Microsoft Teams as the platform for engaging in their work. Haley Greene, an Administrative Assistant with Faculty Services, will manage the Teams platform.

9. The Evidence Inventory Working Group will maintain the Evidence Inventory. A member from the Evidence Inventory Working Group is assigned to each working group as a liaison for document support. Working Groups should use the Evidence Inventory submission form to add documents to the document vault.

10. Any Working Group that wants to administer a survey as part of its work must have approval from the Provost and Steering Committee Co-Chairs. Surveys will be submitted through OIRA rather than individual Hood College community members. Institutional Review Board approval will not be required for these surveys.

11. Each Working Group may choose to identify individual and collective stakeholders who should be interviewed for input. These stakeholders may include standing, elected, and ad hoc committees, boards, student organizations, and alumnae. The Steering Committee co-chairs should be notified of interview requests and questions to ensure that individuals and/or committees are not overwhelmed by requests to meet with the various Working Groups and to avoid duplicative efforts. A brief summary of the interview, when it occurred, the modality of the interview, and the questions posed should be archived on the Microsoft Team site for the appropriate Standard.

12. The deadline for the first draft of each Working Group's report is October 1, 2024.

13. The deadline for the second draft of each Working Group's report is December 2, 2024.

14. The final Self-Study report will include the following components: (1) an overview of the institution, (2) a brief update on accomplishments since the last review in 2017, (3) an overview of the College's current strategic plan (2022-2026), and (4) a chapter for each Working Group's report by Standard. The Evidence Inventory will be included in the appendices.

15. Each Working Group report will be in the format of a single-spaced Word document (not to exceed 15 pages) that follows conventional style guidelines.

Organization of the Working Groups

Standard I: Mission and Goals

Membership

- Dr. Andrew Campbell, Associate Professor of Counseling and Co-Chair of Department of Psychology and Counseling

- Tanith Fowler Corsi, Director of Graduate Admission

- Lucky Hirschandez, Institutional Research Analyst

- Dr. Oney Smith, Professor of Biology

- Dr. Jill Tysse, Associate Professor of Mathematics (Co-Chair)

- Laurie Ward, Vice President for Marketing and Communications (Co-Chair)

- Diane Wise, Executive Assistant to the President and Secretary of the Board of Trustees and College

Charge

The charge of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard I: Mission and Goals). The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The Working Group will evaluate evidence, through the use of a rubric and report template, the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
    a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
    b. address external as well as internal contexts and constituencies;
    c. are approved and supported by the governing body;
    d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
    e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
    f. are publicized and widely known by the institution's internal stakeholders;
    g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. outcomes and student achievement that
    a. include retention, graduation, transfer, and placement rates;
    b. consider diversity, equity, and inclusion principles;
    c. are supported by administrative, educational, and student support programs and services;
    d. prioritize institutional improvement; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

Lines of Inquiry

1. How do Hood College's mission and goals foster a holistic experience grounded in the integration of the liberal arts and professional programs?
2. How are Hood College's mission and goals developed, approved, communicated, implemented, and assessed?
3. How are strategic investments that are made to sustain and expand initiatives to help secure Hood College's long-term financial outlook aligned with Hood College's mission and goals?
4. How does the current strategic plan support the mission?

5. How do the mission and goals guide decision-making across Hood College including planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes?

6. How do the College's mission and goals help to promote an inclusive environment and growth opportunities for students and employees?

Relevant Evidence

- Board of Trustees' Meeting Minutes (past four years)
- Board of Trustees documents pertaining to the revision of the College's mission
- Bylaws of the College
- Chair of the Board scholarship data
- College's mission statement
- College catalog
- Core Curriculum Student Learning Outcomes
- Departmental program reviews
- Evidence of official communication of the College's mission and strategic plan
- For a Greater Hood: 2022-2026 (Strategic Plan)
- Graduate School Learning Outcomes
- Graduate School Mission Statement
- Hood College Inclusive Language Guide
- Hood College Community Values Pledge
- Hood College Land Acknowledgement
- Institutional Essential Learning Outcomes
- Key Action Plan (KAP) requests- process documents and chart of funding priorities (four years)
- Moving Together Beyond Boundaries: 2017-2022 (Strategic Plan)
- Planning, Budgeting, and Assessment Committee process documents
- Retention and graduation goals
- Student achievement data from IPEDS
- Research and travel support requests (Faculty Development Committee and Professional Development request process for staff and funding for past four years)

Standard II: Ethics and Integrity

Membership

- Nikki Bamonti, Director of Admission
- Dr. Jen Cooper, Associate Professor of Nursing and Department Chair of Nursing
- Meg DePanise, Assistant Director of Marketing and Communications
- Katie Grocki, Registrar
- Molly Kavarik, Compliance Coordinator

- Thurmond Maynard, Chief of Campus Security
- Dr. Debbie Ricker, Provost and Vice President for Academic Affairs (Co-Chair)
- Vanessa Roberts, Senior Employment Coordinator for Human Resources
- Dr. Shannon Shoemaker, Associate Professor of Counseling
- Tammi Simpson, Vice President for Community and Inclusivity (Co-Chair)
- Christine Sneeringer, Controller

Charge

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

The purpose of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard II: Ethics and Integrity). The Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;
4. 4.   the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;
7. as related to its mission, has policies, services, or programs in place to:
   a. promote diversity, equity, and inclusion;
   b. promote affordability and accessibility;
   c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:
   a. required information for students and the public;

    b. representation of accreditation status;

    c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

    d. institution's compliance with the Commission's Requirements of Affiliation;

    e. verification of student identity in distance and correspondence education;

    f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Lines of Inquiry

1. How does Hood College sustain a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?

2. Does Hood College have a documented and disseminated grievance policy to address complaints or grievances raised by students, faculty, or staff? In what ways are those policies and procedures fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably for all constituents?

3. What precautions does Hood College take to avoid conflicts of interest or the appearance of such conflict in all activities and among all constituents?

4. What policies and procedures exist to ensure fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity?

5. Through all marketing and communication efforts, how does Hood College ensure honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, and in internal communications?

6. What policies, procedures and services exist to ensure that, as appropriate to its mission, Hood College promotes diversity, equity, and inclusion, as well as affordability and accessibility? And, in what ways do these policies, procedures and services enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?

7. In what ways does Hood College publicly affirm its accreditation status and convey all consumer data, including information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates?

8. How does Hood College periodically assess ethics and integrity as evidenced in institutional policies, processes, and practices?

9. In what ways does Hood College demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?

Relevant Evidence

- Academic Honor Code (in Student Handbook)
- Academic Judicial Council Bylaws
- Accessibility Services landing page on College's website

- Accessibility Services information in College catalog

- Accounting Office's landing page on College's website

- Admission/Enrollment Management landing page on College's website

- Bias and Hate Incident Report from Diversity and Inclusion website

- Bias, Harassment, and Discrimination Policy (now under DRAFT)

- Board of Trustees and Senior Team Conflict of Interest policy/documents

- Booklet for Student Scholarships (also found on the Financial Aid landing page)

- College catalog (for information related to grade grievance)

- Conflict of interest policy/procurement of grants (under Grants and Funding webpage)

- College's vendor policy and conflict of interest clause

- Consumer Information landing page (located under Office of Institutional Research and Assessment)

- Enrollment Management's budget analysis

- Examples of how policies are modified (e.g. academic policies through Academic Standards and Policy Committee and Human Resources policy changes)

- Faculty Code

- Faculty Code review process and third-party reviewers

- Faculty Handbook

- Factbook (employee diversity data)

- Financial Aid landing page on the College's website

- Freedom of Expression policy (currently in DRAFT)

- Great Colleges to Work For Survey data

- Graduate School landing page on College's website

- HEDS Diversity and Equity Campus Climate Survey Data

- HEDS Sexual Assault Survey data

- Hood magazine

- Human Resources landing page on College's website

- Human Resources' hiring and promotion trend data

- Human Resources' emails to supervisors linking to Great Colleges to Work for data

- HR Staff Onboarding Manual

- HR Faculty Hiring policy (now under DRAFT)

- HR recruiting and hiring webpage (resources/training for avoiding bias in recruitment; for search committee members)

- Library website regarding Copyright

- Marketing and Communications' budget analysis

- Marketing and Communications materials (both print and social media) for undergraduate and graduate recruitment

- Ombudsperson landing page on College's website
- Position descriptions for Vice President of Community and Inclusivity, Director of Inclusive Excellence, and Coordinator for Title IX, Investigations, and Campus Accessibility
- President's monthly campus emails regarding campus climate data
- President's report to Board of Trustees illustrating campus climate and student satisfaction data
- Procedures for Promotion and Tenure (Provost's office and trend data over the past four years)
- Red Flag Reporting capability
- Registrar's landing page on the College's website
- Registrar's Office policy documents
- Social media posts reporting student satisfaction data
- Student-Athlete Handbook
- Student Government Association Community Values Pledge (SGA website/Diversity and Inclusion tab)
- Student Handbook (to be revised by new Dean of Students)
- Staff (Employee) Manual
- Student Satisfaction data
- Title IX policy language
- Wrike requests routed to Marketing and Communications Division

Standard III: Design and Delivery of the Student Learning Experience

Membership
- Dr. April Boulton, Dean of the Graduate School
- Dr. Becky Grove, Associate Professor of Education (Co-Chair)
- Dr. Ellen Koitz, Associate Professor of Education and Graduate Program Director of Reading Specialization
- Dr. Lisa Littlefield, Dean of Career Development and Experiential Education (Co-Chair)
- Dr. Jessica McManus, Assistant Professor of Psychology
- Gretchen Nonemaker, Academic Success Coach
- Dr. Ann Stewart, Professor of Mathematics
- Kelsey Stottlemyer, Assistant Registrar
- Jeff Welsh, Instructional Technologist

Charge

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

The purpose of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard III: Design and Delivery of Student Learning Experience). The

Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:

   a. are designed to foster a coherent student learning experience and to promote synthesis of learning;

   b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;

   c. include sufficient course content and program length appropriate to the objectives of the degree or other credential;

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

   a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

   b. qualified for the positions they hold and the work they do;

   c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs;

   d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

   e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations;

5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy

   c. consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

d. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

8. periodic assessment of the effectiveness of student learning experiences for all student populations.

Lines of Inquiry

1. How does Hood College design and deliver coherent learning experiences to foster academic growth and success for undergraduate students?

2. How does Hood College design and deliver coherent learning experiences to foster professional growth and success for graduate students?

3. In what ways does Hood College support educators in developing and successfully delivering educational programs?

4. What learning opportunities and resources are provided by the institution to support both programs of study and students' academic progress?

5. How does the Hood College Core Curriculum develop undergraduate students' foundational knowledge, essential skills, and diverse perspectives consistent with the College's mission?

Relevant Evidence

- Academic Major Maps
- Academic Program Reviews (template, reporting procedures)
- Advising Manual and other information
- Career Center support and materials
- Center for Teaching and Learning professional development materials and opportunities (past four years)
- College Catalog
- Core Curriculum Assessment Board policy and process documents
- Course evaluations (process, form)
- Course review/evaluation process (Curriculum Committee)
- Course syllabi
- Credit Hour Policy and Procedure (from Catalog)
- Current Core overview, including alignment with Outcomes
- Curriculum Committee process and policies for course review
- Evidence related to experiential learning at the undergraduate level
- Evidence related to graduate research, internships
- Faculty Handbook, Staff Handbook
- Graduate program plans

- Graduate School Outcomes
- Heart, Mind, and Hands Core Curriculum overview, process, adoption rationale, and implementation timeline
- High-Impact Practice Taskforce reports
- Library Resources and Programming
- New Faculty Orientation Program
- Student Success Resources

Standard IV: Support of the Student Experience

Membership
- Dr. Lisa Copenhaver, Associate Dean of Student Success (Co-Chair)
- Amanda Dymek, Director of Wellness
- Dr. Susan Ensel, Professor of Chemistry and Department Chair of Chemistry and Physics
- Dr. Sue Kolb, Director of Athletics
- Christine Marconi, Director of Student Engagement and Orientation
- Nick Masucci, Assistant Director of Graduate Admission and Data Management
- Beth O'Malley, Dean of the Chapel
- Dr. James Parson, Associate Professor of Mathematics and Department Chair of Mathematics (Co-Chair)

Charge

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

The purpose of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard IV: Support of the Student Experience). The Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

   a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

   b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;

  c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

  d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;

  e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;

2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and

6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.

Lines of Inquiry

1. To what extent do our full-time, first-time students, and first-generation students receive academic and non-academic support?

2. How are students (undergraduate and graduate) educated about financial literacy and financial aid during the admissions process and throughout the students' time at Hood College?

3. How does the institution support students who are away from Hood College either short-term during the semester, or long-term during a leave of absence?

4. To what extent does Hood College identify and support underprepared students?

5. How does Hood College engage students in extracurricular and cocurricular activities to enrich their college experiences and to strengthen the College community?

6. To what extent does the institution periodically assess the effectiveness of programs (such as academic advising, athletics, co-curricular activities) supporting the student experience?

Relevant Evidence

- Admission policies, including general policies and practices as well as ethical recruiting and ethical marketing practices.

- Admission profile over the past four years: showing the number of inquiries, applications, admits in a disaggregated format

- Average GPA of students by sport or activity

- Data on developmental courses including percentage of first-time students enrolled, pass rates in developmental courses, and retention rates for students placed into multiple developmental courses

- Data on tutoring/writing center usage (past four years)

- Descriptions of programs and services to enhance student achievement

- Documentation of assessment of student-support services and of consideration of assessment results

- Documentation, including URLs of institutions, with which Hood has articulation agreements

- Documentation of training of faculty and staff to advise incoming and outgoing transfer students

- Enrollment projections

- Expense analysis (four years) for student support/academic support

- Financial aid profile for both undergraduate and graduate students

- First Gen Day campus-wide celebration

- International student enrollment data for the past four years in a disaggregated format

- IPEDS data on retention rates, graduation rates, completion by program, degrees awarded, transfer rates, debt and repayment

- Policies and procedures for placement of incoming students into developmental courses and whether that might change in the new Heart, Mind, and Hands Core Curriculum

- Policies and procedures for First-Year and Transfer Orientation and Advising

- Policies and procedures for transfer credits and for alternative learning, including catalog URL

- Policies and procedures for maintenance of student records

- Policies and procedures for privacy protection of students (e.g. FERPA)

- Policies and procedures for athletics: mission statement, branding and marketing, academic standards, sportsmanship, etc.

- Publications on Financial Aid

- Sample of the College's marketing materials

- Student enrollment profile, disaggregated

- Sample enrollment agreements

- Student-Athlete Handbook

- Student of Concern Committee (composition, Beacon Alerts)

- Student headcount by sport or activity, disaggregated

- Student Handbook

- Student Organization Handbook

- Student Success Council (Charge, Council Composition, and Agendas)

- Trend data on attendance and completion of financial-aid counseling sessions for educating students

- Trend data on student participation and satisfaction in orientation events

- URL for page with information on cost of attending Hood, including net-price calculator, percentage of students with loans, and discount rate

Standard V: Educational Effectiveness Assessment

Membership

- Chip Ali, Associate Director of Applications in Information Technology
- Dr. Kevin Bennett, Professor of Chemistry
- Dr. April Boulton, Dean of Graduate School
- Dr. Cathy Breneman, Assistant Professor of Social Work
- Julie Chalk, Executive Assistant to the Provost and Faculty Services Coordinator
- Dr. Trevor Dodman, Associate Professor of English
- Dr. Sherita Henry, Assistant Professor and Coordinator of the Public Health Program
- Dr. Shannon Kundey, Professor of Psychology (Co-Chair)
- Dr. Scott Pincikowski, Professor of German and Director of Study Abroad
- Nathan Reese, Assistant Director of Institutional Assessment (Co-Chair)
- Katie Rice, Math Skills Coordinator

Charge

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

This Working Group evaluates the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard V: Educational Effectiveness Assessment). The Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

   a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;

   b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;

   c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;

3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

Lines of Inquiry

1. To what extent are appropriate learning outcomes articulated for programs (both graduate and undergraduate), including the Core Curriculum?

2. To what extent are systematic assessments employed to show the attainment of educational objectives for the graduate and undergraduate programs, as well as the Core Curriculum?

3. To what extent does Hood College assess student learning to guarantee alignment with the curriculum across graduate and undergraduate programs, including the Core Curriculum?

4. How does Hood College use assessment to enhance student success in the classroom across the institution?

5. How are assessment results used to innovate teaching and learning across Hood College including study abroad, service learning, and high-impact experiences?

6. To what degree is there a culture of assessment and ongoing improvement within Hood College across academic offerings?

7. How does Hood College utilize the evaluation of assessment practices to enhance and refine its assessment methods?

Relevant Evidence

- Academic Program Reviews (how assessment is included in this process)
- Alumni surveys
- Assessment of student learning manual
- Comprehensive collection of student learning outcomes document
- Comprehensive collection of curriculum maps document
- Core Curriculum Assessment Board (especially how Data-into-Action plans are utilized to improve student learning)
- Core, undergraduate program, and graduate program annual assessment reports
- Graduation Exit Surveys
- IPEDS reports: Outcomes, graduation rates, and completions

Standard VI: Planning, Resources, and Institutional Improvement

Membership

- Jaime Cacciola, Director of Grants and Sponsored Programs
- Dr. George Dimitoglou, Associate Professor of Computer Science and Graduate Program Director of Cybersecurity (Co-Chair)
- Susan Erb, Associate Director of Financial Aid
- Dr. David Gurzick, Professor of Management Science and Chair of the George B. Delaplaine, Jr. School of Business
- Bill Hobbs, Chief Information Officer
- Rob Klinedinst, Vice President for Finance and Treasurer (Co-Chair)
- Toby Peterson, Library Director
- Christine Sneeringer, Controller
- Cathy Thomas, Director of Facilities
- Christine Traini, Director of Human Resources
- Emily VanderWoude, Senior Director of Advancement

Charge

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

The purpose of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard VI: Planning, Resources, and Institutional Support). The Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;

3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;

4. planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;

5. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;

6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;

8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;

9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;

10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;

12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and

13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Lines of Inquiry

1. Are Hood College's objectives clearly stated, assessed appropriately, linked to mission and goal achievement, reflective of conclusions drawn from assessment results, and used for planning and resource allocation?

2. Are planning and improvement processes at Hood College clearly documented and communicated?

3. How do planning and improvement processes at Hood College include broad constituent participation and incorporate the use of assessment results?

4. How is the financial planning and budgeting process at Hood College aligned with the College's mission, goals, and strategic plans/objectives?

5. How do Hood College's financial, human, physical, and technological resources adequately support its operations?

6. Are decision-making processes at Hood College well-defined with clear assignment of responsibility and accountability?

7. How does Hood College engage in comprehensive planning for facilities, infrastructure, and technology linked to the College's strategic and financial planning processes?

8. Is an annual independent audit confirming financial viability of Hood College with evidence of follow-up on any concerns cited in the audit's accompanying management letter?

9. What strategies exist at Hood College to measure and assess the adequacy and efficient utilization of institutional resources required to support the College's mission and goals?

10. How does Hood College periodically assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

Relevant Evidence

- AIU (enrollment and finance data)

- Annual administrative assessment reports

- Annual Budget Book and budget materials

- Aramark commitments/contracts

- Audited Financial Statements (FY 2020, FY 2021, FY 2022, FY 2023)

- Campus Master Plan

- Landscaping Master Plan

- Capital budget and Five-Year Capital Plan

- Capital Project Request Form

- Diagram of IT infrastructure

- Enrollment projections and trends

- Facilities Report

  » Academic Facilities Plan

  » General Building Information

  » Residence Halls Assessment

- Finance & Facilities Committee Dashboard (performance ratios)

- FY24 Budget Review Process Outline (from PBAC PPT)

- Hood College organizational charts (overall, Staff Council, Faculty Senate, etc.)

- Housing Master Plan

- Insurance policies (summary for overall and athletics)

- IPEDS HR survey

- IPEDS Finance survey

- IT expenditure/licensing list

- IT Strategic Plan

- KAP (Key Action Plan) Form Template

- MICUA DEI Subcontractor List

- Planning, Budgeting, and Assessment Committee Assessment document

- Remote Learning Plan

- Recruiting Guidelines

- Sample agreements – third party vendors

- Senior team review of institutional data

Standard VII: Governance, Leadership, and Administration

Membership

- Dr. Liz Atwood, Associate Professor of Journalism

- Dr. Manuel Casiano, Trustee

- Dr. Paige Eager, Dean of Faculty and Professor of Political Science

- Nancy Gillece, Vice President for Institutional Advancement (Co-Chair)

- Biz Gomer, Senior Associate Director of Admissions

- Amanda Harris, Benefits Manager

- Dr. Jay Harrison, Associate Professor of History and Department Chair of History (Co-Chair)

- Dr. Nisha Manikoth, Assistant Professor and Director of the Doctoral Program in Organizational Leadership

- Britton Muir, Director of Conference and Event Services

- Dr. Carin Robinson, Associate Professor of Political Science

- Diane Wise, Executive Assistant to the President and Secretary of the Board of Trustees and College

Charge

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

The purpose of this Working Group is to evaluate the College through the Middle States Commission on Higher Education's Standards for Accreditation (Standard VII: Governance, Leadership, and Administration). The Working Group will evaluate evidence, through a rubric and report template, to show the relationship between the Standard and relevant institutional priorities of the College's past two strategic plans.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities;

2. a legally constituted governing body that:

   a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;

   b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;

   c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

f. appoints and regularly evaluates the performance of the Chief Executive Officer;

g. is informed in all its operations by principles of good practice in board governance;

h. is not chaired by an institutional or system representative to avoid conflict of interests;

i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;

j. supports the Chief Executive Officer in maintaining the autonomy of the institution;

k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.

3. Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

b. has appropriate credentials and professional experience consistent with the mission of the organization;

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

4. an administration possessing or demonstrating:

a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

e. regular engagement with faculty and students in advancing the institution's goals and objectives;

    f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

5. Periodic assessment of the effectiveness of governance, leadership, and administration.

Lines of Inquiry

1. Given the challenges Hood College has faced in recent years regarding leadership in the arena of faculty and staff governance, specifically for executive roles, what opportunities can the College utilize to develop a leadership cohort for faculty, staff, and students?

2. What opportunities are there to improve and assess the quality, diversity, and efficacy of student, faculty, and staff governance at Hood College?

3. To what extent is self-assessment of the Board of Trustees utilized to inform change within the Board of Trustees' governance structure?

4. What is the process for updating key governance documents like the Student Government Constitution and Bylaws, Staff Council Bylaws, and the Faculty Code?

5. To what extent have the activities and efforts of Hood College's Staff Council served the purpose of constituting a representative body for staff to have a voice in College-wide matters as well as promoting communication between staff as well as other College constituencies?

6. How have the efforts of Hood College's faculty, staff, and student governance bodies impacted and/or influenced the creation and execution of institutional priorities and strategic plans?

Relevant Evidence

Board of Trustees documents

- » Board of Trustees bylaws & articles of incorporation
- » Board committee charters
- » Board survey instruments, forms, and assessments
- » Biographical data for trustees
- » Evidence from governance review
- » Selected board meeting minutes: budgets, hiring of chief executive, restructuring]
- » Trustee recruitment documents

Executive Leadership documents

- » President and Senior Team role definitions and CVs
- » Board surveys of President & annual president performance report
- » Example reports to Board of Trustees from President Chapdelaine
- » Organizational chart for divisions
- » Division policies documents
- » Faculty governance documents
- » Faculty Code and Handbook, current and drafted working versions
- » Eckel consultation report, December 2022
- » Selected faculty meeting minutes

Staff Council documents

> » Staff Council bylaws
>
> » Staff Council annual reports
>
> » Any applicable staff survey instruments
>
> » Related Human Resources documents regarding staff responsibilities

Student Government Association documents

> » SGA Bylaws
>
> » SGA meeting minutes
>
> » Student surveys of administration, faculty, facilities, etc.

VI.   GUIDELINES FOR REPORTING

Clear and concise Working Group interim and final reports will address all the elements of the Working Group's charge and lines of inquiry. These reports serve as a formal method of reporting the results of the Working Group's efforts and will include the elements in the following template.

Working Group Report Template

1. Overview of Working Group's Charge: An overview of how the Working Group addressed aligned institutional priorities with their Standard;

2. Description of Lines of Inquiry: A synopsis of how lines of inquiry were decided upon as well as if and how they may have changed over the course of the Self-Study;

3. Collaboration, Connections, and Evidence Inventory Approach: A synopsis of how the Working Group collaborated with other Working Groups and contributed to the Evidence Inventory;

4. Assessment Information Utilized: A chart and/or narrative of the types of evidence analyzed by the Working Group;

5. Analytical Report: An analytical narrative that addressed the Standard and lines of inquiry;

6. Areas of Strength

7. Opportunities for Improvement and Innovation: provide no more than five key recommendations;

8. Initial Strategies on Continuous Quality Improvement;

9. A summary.

Key deadlines

- **12/15/23:** All Working Groups have codified their lines of inquiry and connected them to the institutional priorities.

- **6/1/24:** All Working Groups provide summer meeting plan and evidence analyzed to date.

- **8/1/24:** First interim Working Group report due to co-chairs of the Steering Committee. At a minimum, the first interim Working Group report must address #1-4 in the above template. The template for the Working Group report is located on the "General" channel in Teams.

- **8/15/24:** Written feedback will be provided to each Working Group regarding their first interim report.

- **10/1/24:** First draft of each Standard's Working Group report due. The template for the Preliminary Working Group should address the following areas points #1-9 in the previous list. The template is on the "General" channel in Teams.

- **10/18/24:** Written feedback provided to each Working Group regarding their preliminary Working Group report.

- **12/2/24:** Second draft of each Standard's Working Group report due.

- **12/12/24:** Steering committee meets to refine the recommendations from Working Groups into actionable set of recommendations to be included in the final Self-Study report

VII.   ORGANIZATION OF FINAL REPORT

The final Self-Study will include the following sections:

1. An executive summary which provides a brief description of major findings and opportunities for improvement and innovation identified in the Self-Study.

2. The introduction will include a summary of the history, type, size, and student population, a brief discussion of processes used to choose the College's institutional priorities, and a description of the approach the institution has chosen for self-study. The introduction will include a paragraph about how the remaining chapters are organized and how the Evidence Inventory will be used.

3. *Seven chapters (one for each Standard).* Each chapter includes:
   - a heading indicating the Standard under consideration
   - cross-references to relevant materials in other parts of the report and within the Evidence Inventory
   - analytically based inquiry and reflection
   - Conclusions, including strengths and challenges, with references to appropriate criteria
   - Opportunities for ongoing institutional improvement and innovation

4. A summary will articulate the major conclusions reached and the institution's self-identified opportunities for improvement and innovation. The conclusion also outlines initial plans for the institutional initiatives that will address identified opportunities, as well as concluding observations about how this process is being used to continuously improve student achievement and the institution's mission and goals

5. The final Self-Study will not exceed 200 double-spaced pages or 100 single-spaced pages and include a maximum of five hyperlinks.

Working Group Report Style Guidelines

Font, Margins, Headings, and Numbering
- Each report will be typed and saved in Microsoft Word on Microsoft Teams.
- Text will be single-spaced, typed in 12-point font Times New Roman-font and left-justified.
- All margins will be 1.0 inch.
- Headings will use only two levels: main heading (Heading 2 in Word) and sub-heading (Heading 3 in Word).
- Page numbers will appear in the bottom center; no other header or footer should be used.

Citations (Template created by the Evidence Inventory Working Group)

All evidence referenced in the Self-Study report will be identified and uploaded to the Evidence Inventory. Additionally, the EI working group will compile a table—essentially a work cited page—of all referenced documents and the Standard(s) in which they are referenced.

In the final table of references, each document referenced in the Self-Study narrative will be assigned a number based upon: a) the Standard in which it is cited and b) the order in which it appears in the narrative. (For example, the first document referenced in the narrative of Standard I would be 1.1; the second document in Standard I would be 1.2, and so on.) In the final report, citations should be inserted parenthetically and follow this model:

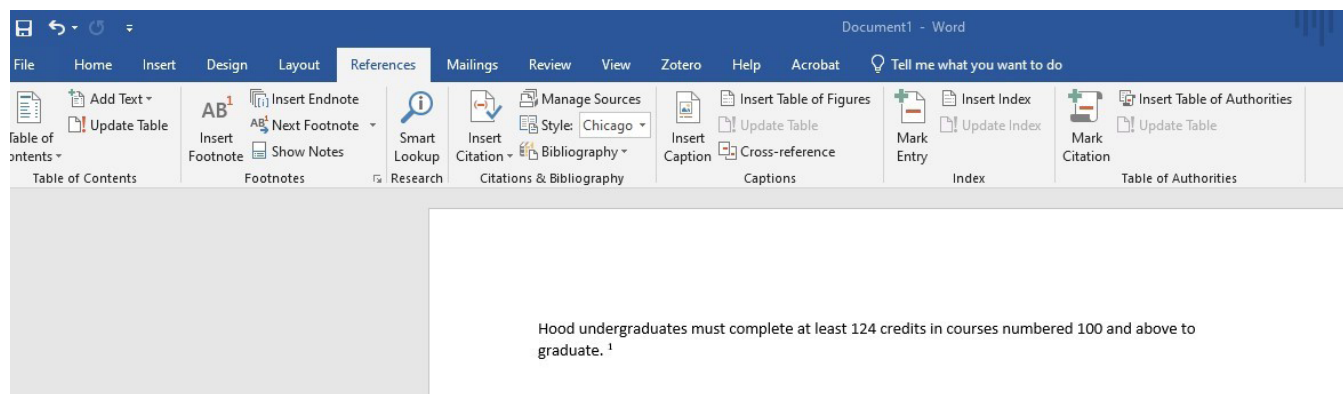**Number, Title, Date, Page**

For example,

Hood College undergraduates must complete at least 124 credits in courses numbered 100 and above to graduate (1.1, Hood College Course Catalog, 2023-2024,46).

How to Cite Documents

While working on the draft Self-Study, Working Groups will not know the order in which documents will be referenced or that order may change as the draft evolves. Because of this uncertainty, Working Groups should not assign numbers to referenced documents until finished with the narrative. Instead, Working Groups should use the footnote function in Microsoft Word to add in-text citations, making sure to link to the document in the vault with a citation. This will allow the Evidence Inventory team to upload the correct documents, compile the final table of evidence, and easily find the order of referenced documents to assign each document a number.

To reference a document in the Working Group's draft, navigate to the References tab in Microsoft Word and click "Insert Footnote." This will insert a superscript number in the text and send the cursor down to the footnote.

Follow this order in the citation:

Title, Date, Page, Link

The link must navigate to the document in the vault. (See the *Workflow FAQ* for more information about accessing and adding documents to the vault.) Although links are not allowed in the final Self-Study report, they are necessary here for the EI team to build the final table of referenced, uploaded evidence.

All footnotes should look like this:

---

[1] Hood College Course Catalog, 2023-2024, 46,
https://livehood.sharepoint.com/:b:/s/MSCHEEvidenceInventory/EQDJDA4eqyNEtHEJwKZT3yUB21MlcIqVAvITYYH
Hc62RDA?e=dXfUlR

Revising and Finalizing Citations

When the Working Group finalizes the narrative for its Standard, the co-chairs will send a copy of the report to the Evidence Inventory Working Group. The Evidence Inventory Working Group will use the footnotes to assign a number (1.1, 1.2, etc.) to each referenced document and create the final table of evidence for the Self- Study report. Once the Evidence Inventory group finalizes the table of evidence for each Standard, the co-chairs of the Working Group will work with the assigned Evidence Inventory liaison to remove the links and insert the assigned numbers into the in-text citations. Co-Chairs will then convert each footnote to an in-text parenthetical citation (see above). Each Working Group's Evidence Inventory liaison can help with this process.

Delivery
- Drafts should be in narrative form, but bullet points may be used when appropriate.
- Provide evidence to support conclusions and recommendations and include hyperlinks to documents that are referenced in the narrative.
- Use third-person voice throughout.

Capitalization and Other Editorial Notes when writing the Working Group report
- Use the Oxford/serial comma in a series (Example: I like the following foods: cheese, milk, bread, and grapes).
- Capitalize full, official titles and names, but do not capitalize short forms or disciplines (Examples: Board of Trustees, Faculty Executive Committee). Capitalize "the College" when referring to Hood College throughout the document.
- "Faculty" and "Staff" should not be capitalized unless referring to a particular governance body such as Faculty Senate or Staff Council.
- When abbreviating degrees, omit periods (Examples: BA, BS, MA, MS, DoL)
- "Standard" with a capital "S" refers to one of the seven Middle States Standards for Accreditation; however, "standards" with a lower case "s" refers to a benchmark or characteristic or a "standard operating procedure."
- "Alumnus" is a male graduate; "Alumna" is a female graduate; "Alumni" refers to multiple graduates.
- "Emeritus"- a male such as Professor Emeritus; "Emerita"- a female President Emerita; and "Emeriti" refers to more than one retired professor.
- Capitalized course titles and include them in quotation marks (Example: "Politics of Developing Countries").
- Capitalize titles when they immediately precede a name (Provost Ricker), but utilize the provost, president, and dean when no last name follows the title.
- e. g. (for example) and i.e. (that is to say) should be followed by a comma.
- Hyphenate modifying phrases such as "well-received feedback."

- Spell out numbers through nine in a narrative text. Use figures for numbers 10 and above.
- Use a single space after a period.

Charts, Graphs, and Tables
- Examples can take the form of a graph, flowchart, infographic, pie chart, or other visuals to allow evaluators to understand information and processes quickly. All tables should be sent to the Evidence Inventory Working Group for cataloging purposes.
- Use embedded tables where possible.
- Label tables and charts using 'figure" and ensure that each visual is linked to a specific Standard, criteria, and /or subcriteria.
- Ensure that visuals clearly identify the time period, sample size, and/or other important context.
- Make sure that a short narrative introduces the visual.

VIII. SELF-STUDY TIMELINE

The Self-Study Timeline was created by the co-chairs and approved by the senior team of the College in the spring of 2023. In May 2023, the co- chairs of the Self-Study convened an informational briefing for the Steering Committee and shared the timeline with them. A second information meeting for all Working Group members took place in September 2023. The timeline is available on the Microsoft Teams website and will be amended, if needed, as the Self-Study process evolves.

I. BUILDING THE LEADERSHIP TEAM	
SPRING 2023	
January	▪ Brainstorm about human capital and institutional resources
February	▪ Appoint self-study co-chairs and steering committee members
Ongoing	▪ Access Commission resources/webinars and learn about Commission expectations, including the standards for accreditation and requirements of affiliation, policies and procedures, and federal compliance requirements
SUMMER 2023	
June	▪ Identify working group members
Ongoing	▪ Think about evidence and identify gap
August	▪ Set up self-study shared drive and website (internal)
II. BUILDING SELF-STUDY DESIGN	
FALL 2023	
September-October	▪ Co-chairs and steering committee attend Self Study Institute (9/28, 10/5,12,19,26)
September-December	▪ Steering committee meet and begin work on Hood College's self-study design; first draft by 12/1/2023
November	▪ Co-chairs have a conference call with the MSCHE Vice President for Institutional Field Relations to discuss the premise for self-study review
SPRING 2024	
Monthly	▪ Starting this semester, include self-study updates as a standing agenda item for every Faculty Meeting, Staff Council, and SGA meeting
January-February	▪ Steering committee reviews and revises the design document and sends to senior team for approval by 2/1/2024.
March	▪ Steering committee update the design document by 3/1/2024

April	▪ Post self-study design online for community information
	▪ Submit draft self-study design to MSCHE Staff Liaison (two weeks before visit)
April-May	▪ MSCHE Staff Liaison visit
May	▪ Revise and submit self-study design to MSCHE for approval

III. IMPLEMENTING SELF-STUDY DESIGN AND WRITE THE REPORT

SUMMER 2024

| June/July | ▪ Working groups meet, gather data, evaluate data, and write the report |

FALL 2024

August-December	▪ Working groups continue to write the report
October	▪ Present design document to the Board and provide overview of upcoming processes
December	▪ Working groups finalize report and submit to steering committee for review by 12/2/2024

SPRING 2025

January-February	▪ Steering committee review and revise self-study report and send to senior team for approval by 2/1/2025
February	▪ Steering committee update self-study report based on senior team feedback
March/April	▪ Share draft self-study report with the College community (March/April Faculty Meeting, Staff Council meeting, and SGA)
April	▪ College community provide comments to the steering committee by 4/15/2025
May	▪ Steering committee update self-study report based on community feedback
June	▪ Self-study draft final review and approval by senior team and President

IV. PREPARING AND COMPLETING SITE VISIT

SUMMER 2025

| June/July | ▪ Block calendar and rooms for chair and team visits |

FALL 2025

August	▪ Develop and finalize agenda for the team chair visit
September	▪ Final version of the self-study report sent to Board of Trustees three weeks before meeting
October	▪ Final version of the self-study report approved by Board of Trustees
	▪ Send draft self-study report to the Evaluation Team Chair (one month before)
November	▪ Meet with MSCHE Staff Liaison for feedback
	▪ Evaluation Team Chair visit (4-6 months before team visit)
	▪ Approve evaluation team membership; develop and finalize meeting agenda
	▪ Final version of the self-study report approved by the steering committee, the Provost and the President by 11/30/2025

SPRING 2026

January	▪ All Self-Study materials uploaded to MSCHE portal (six weeks before site visit)
March	▪ On-Site Evaluation Team Visit
April	▪ College receives Team Report draft within 14 days of site visit (may correct errors of fact)
July	▪ Receive decision from MSCHE and plan follow-up actions if needed

IX. COMMUNICATION PLAN

Hood College serves and interacts with several stakeholder groups including students, parents, trustees, and alumnae. These groups all have a vested interest in Hood College's vitality and its reaccreditation. Our means of communication include: a dedicated Self-Study website, Faculty meetings (one per month during the academic year), Staff Council meetings (one per month during the academic year), town halls (as needed), forums (one each semester), Board of Trustees meeting (three annually), relevant information displayed on the electronic kiosks around campus, and official communication via emails from the President, Provost, and Co-Chairs of Steering Committee.

Other bodies, including Department Chairs, Provost Council, and Senior Team, have updates about the Middle States Self-Study as a standing agenda item. In addition, President Chapdelaine will provide updates about Middle States at the Fall Forum in 2024 and 2025. The co-chairs of the Steering Committee and/or the Dean of Students or Dean of Graduate School will provide updates to the Student Government Association and Graduate Student Association. Student engagement will be coordinated by the Dean of Students office in consultation with Drs. Eager, Ricker, and Wu. Drafts of the Self-Study will be made available on Microsoft Teams for comment and feedback by the campus community. The communication plan timeline is incorporated into the Self-Study timeline.

X. EVALUATION TEAM PROFILE

Team Chair: We would prefer a president from institutions similar in mission to Hood (not a large public university) in chairing our Self-Study evaluation team. Presidents from our peer or similar institutions, but not competing institutions, would be ideal.

Team Members: We prefer an evaluation team that offers breadth of experience, consisting of representatives from student life, institutional research/assessment, enrollment (with both undergraduate and graduate programs), and information technology.

Peer institutions in the MSCHE region:
- Alfred University (NY)
- Arcadia University (PA)
- Canisius College (NY)
- Chatham University (PA)
- Geneva College (PA)
- Georgian Court University (NJ)
- King's College (PA)
- Marywood University (PA)
- Moravian University (PA)
- Nazareth University (NY)
- Seton Hill University (PA)
- St. Thomas Aquinas College (NY)
- Waynesburg University (PA)

Competing institutions:
- Loyola University Maryland (MD)

- McDaniel College (MD)

- Stevenson University (MD)

- Mount St. Mary's University (MD)

XI.   STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

If needed, the data reported in the Annual Institutional Update (AIU) will be analyzed and integrated in the Self-Study report as it relates to student achievement, annual enrollment, financial health, and federal financial responsibility.

Since the last Self-Study, the College has strengthened its assessment infrastructure, as well as developed and implemented program assessment plans to ensure all programs (undergraduate and graduate) have appropriate goals, learning outcomes, key assignments, and rubrics to assess student performance. The College developed a systematic survey cycle for campus-wide surveys (internal and external) to ensure the outcomes are gathered in a consistent process. The survey cycle is reviewed annually.

XII.   EVIDENCE INVENTORY STRATEGY

This working group began meeting in the summer of 2023. They are utilizing a separate "channel" on Microsoft Teams to organize all documents. In addition, Mary Atwell and the co-chairs of the steering committee attended MSHEC webinars to learn about the types of evidence that should be cataloged and utilized by the Working Groups focused on the seven Standards.

Membership
- Mary Atwell, Archivist and Collections Manager (Chair)

- Jessica Hammack, Reference and Education Services Librarian

- Dr. Heather Mitchell-Buck, Associate Professor of English

- Krista Schaffert, Director of Advancement Services

- Jeff Whipp, Associate Director of Platform Group

- Dr. Shaowei Wu, Director of Institutional Research and Assessment

This working group met several times with the Steering Committee in the fall of 2023 and created a FAQ and Workflow document to assist the Working Group co-chairs. In addition, each Working Group has been assigned an Evidence Inventory liaison.

Using the MSCHE Evidence Inventory: FAQs and Workflow

What is "the vault?" The vault is a repository of college documents directly related to assertions made in the Self-Study Report. Working groups may consult a variety of other documents in drafting their reports and should submit documents to the vault only when they are sure the document is essential to their report.

What if a Working Group is not sure a particular document will be mentioned in the final report? Working groups should compile any documents that might be helpful to them in the Files section of their Team's channel. At various points during the Self-Study process, the EI working group will ask Working Groups to upload any document they know will be in the final report to the vault.

Can I make changes to the vault? Nope, sorry. All documents in the vault are "read-only." Working Groups can view, download, save, and use any document in the vault, but only members of the EI working group can make changes to the vault.

How to Access Documents Already Stored in the Vault

The EI Working Group will give each Working Group a link to view the documents held in the vault. As each Working Group collects documents to support its assigned Standard, please adhere to the following workflow:

1. Some files anticipated for use are prepopulated in the vault. Always check the vault before asking for files from departments. Use the "Search" feature if you do not see what you need by browsing

2. If the file is already in the vault, download and save a copy in the Working Group's Teams channel.

3. If co-chairs do not see what is needed, and the Working Group is unsure who to ask, contact the EI working group for assistance, preferably with the Teams chat feature. Be sure to use @Evidence Inventory or individual names within the EI working group (below).

4. If the document is not there (verified by the EI working group), reach out to the appropriate department as a request from the Working Group and obtain the document.

How to Add Documents to the Vault

1. Not all files that the Working Groups need will end up as part of the interim and final Working Group reports. At the end of the discovery and writing processes, the vault must only contain evidence referenced in the reports.

2. If a Working Group references a document in its report, it must be in the vault. If the document was received directly from a campus department rather than the vault, submit it to the EI working group via a Microsoft form.

3. When naming the file for submission, please use the file naming convention below:
   - "what-who-when"
   - Date ("when") as yyyymmdd or yyyy; if unknown, do not include a date
   - Use easily understandable terms for the "what" and "who" - avoid Hood-specific jargon
   - Example: MeetingMinutes-RiskMgmtComm-20230501