



# **N** NORTHAMPTON COMMUNITY COLLEGE



# **Self-Study Design Document**



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# **Northampton Community College Middle States Self-Study Design**

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## I. Institutional Overview

Since 1967, Northampton Community College (NCC) has educated more than 400,000 students and grown to become the region's largest open-access post-secondary institution. NCC offers more than 120 degree, certificate, and specialized diploma programs and more than 800 noncredit personal and leadership development classes. NCC serves students at three sites: the Bethlehem Campus, located in Bethlehem Township, midway between Northampton County's two largest cities, Bethlehem and Easton; the Fowler Family Southside Center, located in the heart of South Bethlehem; and the Monroe Campus, located in Tannersville, Monroe County.

The Bethlehem Campus occupies a suburban setting and offers the only residential community college opportunity in the state. The Fowler Family Southside Center is located on East Third Street in South Bethlehem in a former Bethlehem Steel office building. The Fowler Center offers services provided through Adult Basic Literacy Education, ESL, a Center for Business and Industry, a Center for Innovation and Entrepreneurship, a Fab Lab (an open-use fabrications lab), and robust community education programming, as well as NCC's Dental Clinic and St. Luke's Star Community Health Dental Center.

Forty miles north in Tannersville, Monroe County, NCC operates a branch campus to serve the needs of a community without its own sponsored community college. Monroe County is a rural area with no cities but several distinct population centers. NCC's Monroe campus is a multi-use, comprehensive community college campus that offers a full range of associate degree credit programs and noncredit educational uses, student space, training for business and industry, and a childcare center in a LEED Gold-certified facility. In addition to the three sites mentioned, NCC also provides programming at outreach locations in rural Wayne and Pike Counties.

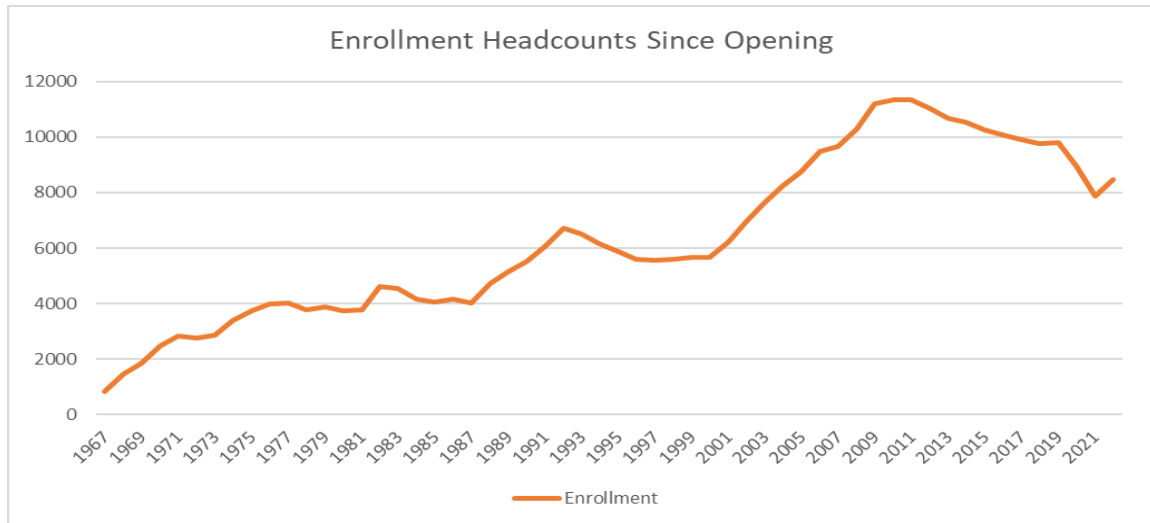
NCC is an open access institution that admits all applicants who are either high school graduates, General Educational Development (GED) recipients, or home-schooled students who have proven that they can achieve success in their chosen program of study. The college does not discriminate based on race, color, age, gender, sexual orientation, sexual identity, religion, national origin, veteran status, disability, genetic information, or any other basis of prohibited discrimination in its programs and activities.

NCC serves a varied student population aided by its multi-county presence, strong online programs, residence halls, and recruitment of international students. The table below reflects the geographical residency of students in the fall 2022 Census.

<i>Residency</i>	<i>Students</i>	<i>Percent Registered Students</i>
Northampton County	4,886	56.06%
Monroe County	2,110	24.21%
All Other PA Counties	1,359	15.59%
Out of State	203	2.33%
International	158	1.81%
Total	8,716	100%

Demographic trends include women's enrollment (63%) outpacing men (36%) and more students attending part-time (63%) than full-time (37%). Students under the age of 21 continue to comprise a large share of the enrollment at 39 percent in spring 2023. In recent years, NCC

has seen increased interest from the high school dual enrollment sector, with 1,096 high school students attending NCC in the fall of 2022. NCC has invested in three College Connections Specialists who are solely focused on the high school population and spend the majority of their time embedded in high schools located within Northampton and Monroe counties.



NCC offers a wide array of degree, certificate, and specialized diploma programs, allowing students to go directly into the workforce or to a transfer institution. The top five enrolled majors are General Studies AA, Health Sciences AAS, Business Administration AA, Psychology AA, and Early Childhood Education AAS.

The accessibility and affordability of a college education continues to be a high priority for the College. In spring 2023, 66 percent of the student population that the College serves is Pell Eligible. By the FAFSA definition, the College can glean that at least 39 percent of our students are from first-generation families. The diversity of our students is reflected in spring 2023 enrollment data that show that students reporting minority backgrounds represent 43 percent of the total credit enrollment. Approximately 90 percent of NCC financial aid applicants receive some form of aid. NCC has one of the largest scholarship programs in Pennsylvania, and awards over 1,000 scholarships annually (totaling over \$1 million), using qualifying factors including academic achievement, financial need, and program of study.

NCC remains committed to its mission:

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*Recognizing that students are the primary reason that Northampton Community College exists, we seek to provide excellent, accessible, and comprehensive learning experiences in partnership with the dynamic, diverse communities we serve.*

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To best serve our diverse population of learners, the College has made these important enhancements in recent years:

- grown and changed its approach to outreach for student recruitment;
- hired an Executive Director for Diversity, Equity, and Inclusion to guide the College in the implementation of its DEI Strategic Plan;
- made a College Success course mandatory for all incoming first-year students;
- completed an academic reorganization and implemented Guided Pathways to make a student's educational path more explicit;
- introduced an Exploratory Studies program that confers the General Studies AA degree for students "still deciding" to help explore a variety of fields to better plan for their future career and academic paths;
- brought eighteen Success Navigators on board to guide new students through their initial college semester;
- expanded its Center for Career Development to better guide students through choosing a path of study. Other services offered include job shadowing and internship opportunities, job search and job placement, and connections to alums. The Center works with the Institutional Advancement office to strengthen connections with regional employers;
- instituted a Culture of Caring (a body at NCC dedicated to student financial and mental health support) and the resources needed to meet the needs of the diverse student body.

Remaining a mission-driven institution has served the College well over the past few years as higher education weathered a worldwide pandemic and had to shift strategically and operationally to respond to a changing world. There are a number of key developments that are important to highlight as NCC embarks on its Self-Study. One notable attribute is the way in which students seek their learning experiences -- students are mixing and matching their course modalities to a greater extent than was seen in the pre-pandemic environment. The College traditionally offered most courses on-campus and had a robust array of courses and programs offered in an asynchronous format. Before the pandemic, approximately 25 percent of enrollment tended to be in the online format. The academic administration and faculty moved instruction online in the spring 2020 semester in response to the pandemic. New modes of course offerings implemented at that time have remained viable options for students. The four-course modalities and the percentages of our total enrollment for spring 2023 are reported below.

<i>Modality</i>	<i>Definition</i>	<i>% of Spring 2023 Registrations</i>
In Person	100% in-person	41.0%
Hybrid	50% in-person, 50% online	9.6%
Blended	50% live online, 50% asynchronous online	10.0%
Online	100% asynchronous	39.6%

Another significant change that happened simultaneously with the unfolding of the pandemic was the implementation of a new student information system. The College strategically decided

to invest in replacing a nearly 25-year-old legacy system with a new system called Workday Student, a cloud-based solution. The implementation is complete, however, ongoing efforts continue in several areas to: leverage the new system's capabilities, continue to refine its use, and ensure users can adapt and maximize the system's potential.

The institutional context was also impacted by changes in leadership at the most senior levels. Our president of ten years, Dr. Mark Erickson, who successfully guided us through the most challenging times of the pandemic, retired in 2022. After a national search, Dr. David A. Ruth became the College's fifth president and was inaugurated in March 2023; Dr. Ruth formerly served as NCC's vice president/chief of staff. As a new president, Dr. Ruth embarked on a listening tour in the fall 2022 semester, and the College is currently in the process of constructing a new strategic plan. The Self-Study process will dovetail with the development of a strategic plan, helping to inform where NCC will place its focus in future years.

Additional senior leadership transitions are also taking place. The vice president of academic affairs retired in December 2021, and the associate vice president of academic affairs left the institution in September 2022 to take a new position. The responsibilities of the two positions were divided among the academic deans for the academic year 2022-23. After a national search, Dr. Marc Singer was named to a new position, provost and vice president of academic and student affairs, and will join NCC in May 2023. The president decided to take the opportunity presented by these leadership changes to combine the oversight of academic and student affairs to increase the synergy between these two major areas of the College. In addition, the former vice president of student affairs, Dr. Sedgwick Harris, has moved to the position of vice president of administrative affairs. Finally, after the departure of the vice president for the Monroe Campus, Dr. Michael McGovern is serving as the Interim Campus Executive. This academic year has undoubtedly been one of transition – the College is moving out of crisis management mode and into embracing a higher education landscape that the pandemic experience has altered. The leadership now in place at NCC has brought energy and a new shared vision of our future as the College is poised to start its Self-Study.

## **Mission, Vision, and Core Values**

*Mission Statement: Recognizing that students are the primary reason that Northampton Community College exists, we seek to provide excellent, accessible, and comprehensive learning experiences in partnership with the dynamic, diverse communities we serve.*

*Vision: As one of the leading community colleges in the nation, we will:*

- Promote the highest level of student success in achieving academic, personal, and professional goals
- Provide state-of-the-art education and training in every community we serve
- Be the college of choice for innovative programming
- Encourage every member of our community to have a lifelong connection to the College
- Respect and affirm the dignity of all people

*NCC's Statement of Values: We believe that learning thrives when there is a sense of curiosity and excitement about the world in which we live. As such, we value:*

Excellence: Quality in the educational and training experiences that we provide, which is based on our dedication to teaching and learning

Innovation: Creative problem solving, responsiveness, entrepreneurship, and our ability to adapt quickly to a changing world

Sustainability: Commitment to the long term health of the institution, the community, the economy, and the environment

Accountability: Institutional and individual responsibility for our actions, growth, and development

Integrity: Academic and personal honesty, fairness, ethical conduct, and respect for others in our learning and working environments

Diversity, Equity, & Inclusion: An environment that fosters and values every person's contribution, celebrating the ways in which cultures, identities, and backgrounds enrich the College community and enhance our academic excellence

Engagement: Involvement in and collaboration with the College, as well as with local and global communities

## II. Institutional Priorities to be Addressed in the Self-Study

The Self-Study Leadership Team (SSLT) devised a strategy to develop institutional priorities for self-study using an adaptation of the Delphi method. The first round of the Delphi method utilized a survey distributed to all NCC faculty and staff members, as well as all NCC students, in December 2022. The survey asked respondents to rank priorities, which included our six Strategic Focus Areas, and a selection of priorities gleaned from our new president's listening tour; an option to write in any missed priorities was also provided. The responses conclusively gravitated to three top priority areas:

1. Student Focus: Increasing student enrollment and persistence
2. Academic Focus: Inspiring academic and program excellence
3. Staffing Focus: Recruiting, retaining, and developing talented employees

The second step in the Delphi method was completed using a second survey, distributed in January 2023, which asked participants to rate how well the statements captured NCC's priorities, with a write-in option provided for any suggestions of items that may have been overlooked. The College community was also asked to vote on a theme for the self-study, or to write in a suggested theme.

The results of the second survey were presented at a cabinet retreat in February 2023 to confirm leadership's agreement with the institutional priorities and the overall theme. At the March 2<sup>nd</sup> meeting with the Board of Trustees, the members were asked for their input on the institutional priorities and theme, which fully correlated with the survey findings.



The title and theme for the NCC self-study is:

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*Transforming the Northampton Way:  
Re-envisioning NCC for a Changing World*

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The chart below provides an overview of how the final institutional priorities align with the College's mission:

Mission	Institutional Priorities		
	Priority 1: Student Focus	Priority 2: Academic Focus	Priority 3: Staffing Focus
Recognizing that students are the primary reason that Northampton Community College exists	X	X	X
we seek to provide excellent, accessible, and comprehensive learning experiences	X	X	X
in partnership with the dynamic, diverse communities we serve	X	X	

The next chart aligns these same priorities to the Middle States Standards:

Accreditation Standard	Institutional Priorities		
	Priority 1: Student Focus	Priority 2: Academic Focus	Priority 3: Staffing Focus
I: Mission & Goals	X	X	X
II. Ethics & Integrity	X	X	X
III. Design & Delivery of the Student Learning Experience	X	X	X
IV. Support of the Student Learning Experience	X	X	X
V. Educational Effectiveness Assessment	X	X	X
VI. Planning, Resources, & Institutional Improvement	X	X	X
VII. Governance, Leadership, & Administration	X	X	X

### III. Intended Outcomes of the Self-Study

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
4. Inform the development of a new strategic plan
5. Inspire faculty and staff to reengage and reinvest in the future of the College
6. Develop a framework for optimizing academic programs and resources

### IV. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

- Standards-Based Approach
- Priorities-Based Approach

The Self-Study Leadership Team decided that the Standards-Based Approach was the best choice since the institution is concurrently developing a new strategic plan. Although the priorities selected to focus on during the self-study will remain in line with the strategic priorities, there will most likely be changes and additions to the institution's priorities during the planning process.

### V. Organizational Structure of the Steering Committee and Working Groups

The overall leadership structure of the self-study process is being led by a five-member team proposed in spring 2022 by the outgoing president, Dr. Mark Erickson, and confirmed in summer by the current president, Dr. David Ruth. The Self-Study Leadership Team (SSLT) includes the Accreditation Liaison Officer, Dorothy Schramm, who serves in the position of Senior Director of Institutional Effectiveness, and a long-serving dean, Dr. Elizabeth Bugaighis, Dean of Academic Affairs. Professor Andrew McIntosh represents the faculty perspective, and Dr. Cathie Given, Associate Dean of Academic Success and Foundations, brings additional administrative acumen to the team. Matthew Bartholomew, Associate Professor of Counseling and proud alumnus of NCC, has served both as an administrator and as a member of the non-teaching staff over his long career at the College.

The SSLT will ensure that the Steering Committee is well-trained and prepared to lead their respective Work Groups. Training will include orientation to the MSCHE Standards and Requirements of Affiliation, as well as the Self-Study Design Document, which outlines the Institutional Priorities as well as the intended outcomes of the self-study. Attention will be paid to acquainting all Steering Committee members with the scope of all the standards so they can see common touchpoints. The Evidence Inventory will include institutional resources, information, and data that multiple Working Groups will call upon to answer their lines of inquiry. Working Groups asking for additional mechanisms to gather data, such as surveys, interviews, or focus groups, will channel their requests through one point of contact so that the College can minimize the number of surveys and focus groups, thus leveraging those efforts for maximum benefit without causing survey fatigue.

NCC took advantage of the ability to have up to ten people attend the Self-Study Institute in fall 2022. All ten staff members that participated in the SSI serve in a key role on the leadership team, as a chairperson, or as a Working Group member.

Name	Title/Role
Matthew Bartholomew	Associate Professor, Counseling
Elizabeth Bugaighis	Dean, Academic Affairs
Catherine Given	Associate Dean, Academic Success and Foundations
Andrew McIntosh	Associate Professor, Sociology
Dorothy Schramm	Senior Director, Institutional Effectiveness and Research, ALO
James Dunleavy	VP, Finance and Operations
Andrew Gluszynski	Associate Director, Assessment
Christine Pense	Dean, Arts, Humanities, and Social Science
Eric Rosenthal	Dean of Students
Precie Schroyer	Associate Dean, Monroe Campus

The organizational structure of the Steering Committee and Working Groups is consistent with a standards-based approach to the self-study, with a Working Group for each standard co-chaired by an administrator and (typically) a faculty member. The co-chairs will serve as members of the Steering Committee; there are also two smaller Working Groups chaired by one individual: a group for the Evidence Inventory and a group for Communication.

Members of the NCC community were given several opportunities to signal their willingness to serve in some capacity in the self-study process using a survey to collect responses in late fall 2022 and again in early spring 2023. In addition to volunteers, nominations were sought from the president's Senior Leadership Team to round out the slate of those asked to serve. The Senior Leadership Team reviewed the slate of names several times before the invitation to serve came from the president's office. Attention to college-wide representation of the groups resulted in a team that draws on individuals across all campuses, representing a great cross-section of faculty and staff who are a healthy mix of those who have served NCC for many years and those who may be relatively new to the College. The charges and membership for all three levels of the self-study organizational groups follow below: The Self-Study Leadership Team (SSLT), the Steering Committee, and the Working Groups.

### **The Self-Study Leadership Team (SSLT)**

#### *Charge*

The Self-Study Leadership Team is responsible for the organization and oversight of the entire MSCHE self-study process, including but not limited to drafting the design document, leading the Steering Committee, and ensuring the Working Groups research and produce a strong draft of the final Self-Study Report.

Specific responsibilities include:

1. Lead a collaborative, inclusive, transparent self-study process
2. Develop a deep understanding of the Standards for Accreditation and Requirements of Affiliation by attending the MSCHE Self-Study Institute
3. Design and recommend the Self-Study committee structure and membership
4. Lead, train, and oversee all aspects of the Working Groups engagement
5. Develop the Steering Committee and Working Group charges, including lines of inquiry, and communicate expectations for deliverables
6. Meet regularly with the Steering Committee to ensure the expected outcomes and due dates are achieved
7. Communicate often and effectively with key stakeholders, including the Board of Trustees, President and Senior Leadership, and the entire NCC community
8. Oversee production of the final Self-Study Report in collaboration with key individuals
9. Coordinate and host visits by the MSCHE VP Liaison and Accreditation Team

*Members*

Name	Title/Role
Matthew Bartholomew	Associate Professor, Counseling
Elizabeth Bugaighis	Dean, Academic Affairs
Catherine Given	Associate Dean, Academic Success and Foundations
Andrew McIntosh	Associate Professor, Sociology
Dorothy Schramm	Senior Director, Institutional Effectiveness, ALO

**Steering Committee**

*Charge*

The Steering Committee is responsible for ensuring that the Working Groups approach the self-study process with integrity, diligence, and the spirit of continuous improvement, while also ensuring that all required timelines for delivery of the Self-Study Report are met.

Specific responsibilities include:

1. Facilitate a collaborative, inclusive, transparent Self-Study process
2. Develop a deep understanding of the Standards for Accreditation and Requirements of Affiliation
3. Communicate a clear, compelling reason to engage with the Self-Study process with clear benefits to the College
4. Ensure Working Groups follow the lines of inquiry to examine data and information to demonstrate how the College meets the Standards for Accreditation and the Requirements of Affiliation
5. Ensure institution-wide reviews and feedback collection of Self-Study drafts
6. Assist with the site visits associated with the Self-Study process

## Members

The Steering Committee is comprised of the SSLT, the co-chairs of the Working Groups, and a few additional members of college leadership.

Name	Title/Role
Matthew Bartholomew (co-chair)	Associate Professor, Counseling
Elizabeth Bugaighis (co-chair)	Dean, Academic Affairs
Catherine Given (co-chair)	Associate Dean, Academic Success and Foundations
Andrew McIntosh (co-chair)	Associate Professor, Sociology
Dorothy Schramm (co-chair)	Senior Director, Institutional Effectiveness, ALO
Mark Henry (Standard I)	Director, Advising
Sherri Meyers (Standard I)	Director, Dental Hygiene
Karen Angeny (Standard II)	Chief Human Resources Officer
Cleveland McCray (Standard II)	Academic Advisor I
Leann Cocca (Standard III)	Professor, Academic Literacy
Precie Schroyer (Standard III)	Associate Dean, Monroe
Jen Bradley (Standard IV)	Associate Professor, Psychology
Eric Rosenthal (Standard IV)	Dean of Students
Rebecca Heid (Standard V)	Associate Professor, Hospitality Management
Christine Pense (Standard V)	Dean, School of Arts, Humanities, and Social Sciences
Jessica Bacho (Standard VI)	Assistant Professor, English
Jason Laubach (Standard VI)	Controller
Brian Gardner (Standard VII)	Chief Information Officer
Tim Molchany (Standard VII)	Professor of Communication/Theater
Barry Saturen (Evidence Inventory)	Interim Director, Learning Center
Brad Drexler (Communication)	Executive Director, Marketing & Communications
Marc Singer	Provost and Vice President of Academic and Student Affairs
Sedgwick Harris	Vice President of Administration
Sharon Beales	Vice President of Advancement
Mariann Fuller will serve as Steering Committee Secretary	

### *Strategies for Interaction and Oversight:*

Each Working Group is assigned a specific standard or function of the Self-Study and has two co-chairs that are members of the Steering Committee. Deadlines for reporting back to the Steering Committee are set, with the Working Group co-chairs sharing the report with the entire Steering Committee. Any specific Working Group needs will be articulated, and other members of the Steering Committee will provide feedback regarding similarities with other Working Groups. The co-chairs of the relevant Working Groups will schedule their own joint meetings with their committee members to discuss commonalities, needs, and distribution of work. This information will be exchanged with the Steering Committee and Working Group members via the NCC Middle States SharePoint page. In this way, the Middle States Self-Study Steering

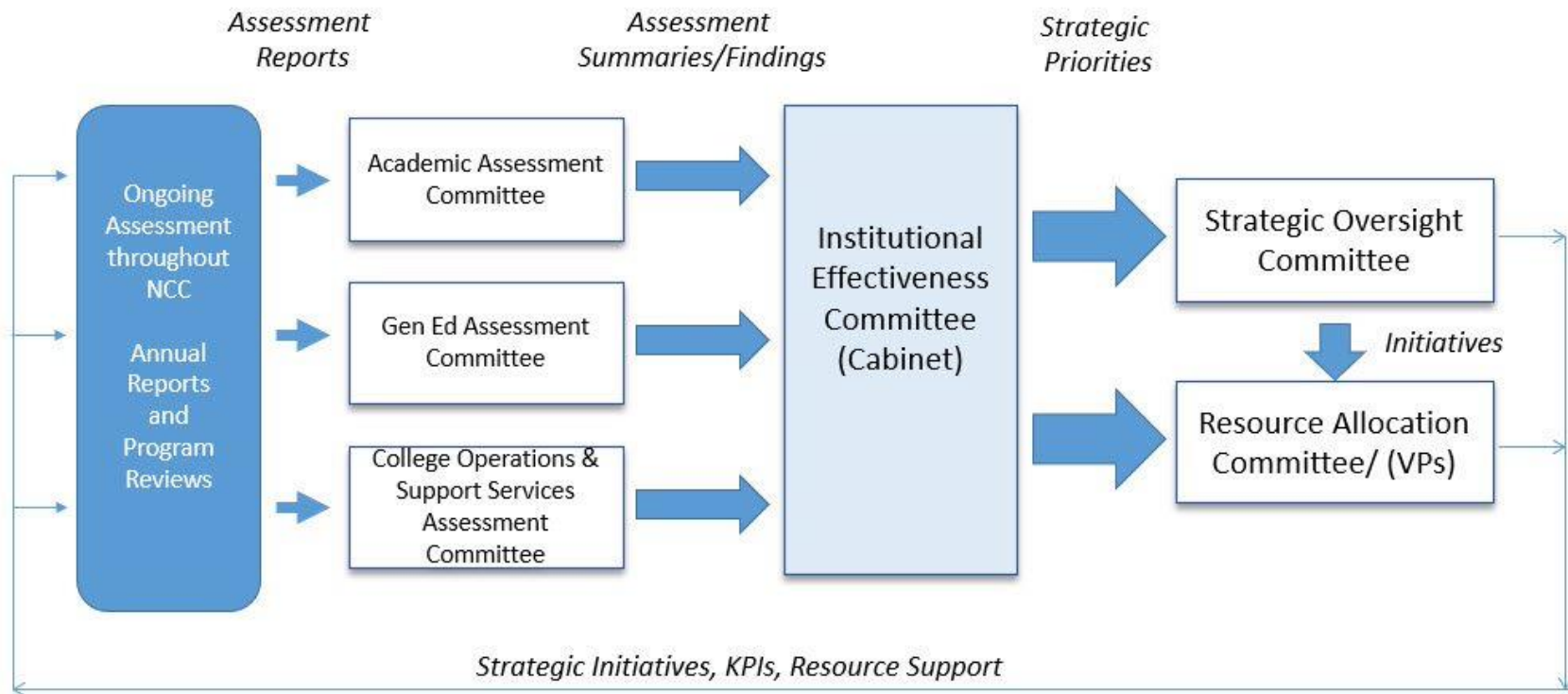
Committee will be able to view all collective work, helping to prevent duplication of efforts and provide oversight of the Working Groups. The Working Group's Evidence Inventory Manager will report document needs to the Evidence Inventory Working Group for identification and direction.

One of the strategies adopted to promote cohesion between the SSLT and the Working Groups is to assign each leadership member as the primary point of contact for the chairs of each Working Group. In addition, one member from each Working Group will be assigned to work with the SSLT to incorporate the Requirements of Affiliation.

<b>Work Group</b>	<b>SSLT Liaison</b>
Standard I – Mission and Goals	Andrew McIntosh
Standard II – Ethics and Integrity	Matt Bartholomew
Standard III – Design/Delivery of Student Learning Experience	Catherine Given
Standard IV – Support of Student Experience	Matt Bartholomew
Standard V – Education Effectiveness Assessment	Elizabeth Bugaighis
Standard VI – Planning, Resources, and Institutional Improvement	Andrew McIntosh
Standard VII – Governance, Leadership, and Administration	Dorothy Schramm
Evidence Inventory	Dorothy Schramm
Communication	Catherine Given
Requirements of Affiliation	Elizabeth Bugaighis

The Steering Committee's charge is to ensure that all Working Groups accurately depict the way NCC complies with the Requirements of Affiliation and the Standards for MSCHE Accreditation. NCC embraces an overarching process for assessment, reporting, and institutional improvement that will assist in the charges put forth to the Steering Committee. This process ensures all areas of the institution are assessing what they do, reporting their findings, and implementing improvements. This process for institutional effectiveness is depicted in the graphic on the next page.

## Process for Ensuring Institutional Effectiveness



## **Working Groups**

### **Charge**

Each Working Group is responsible for engaging in active, open, evidence-based inquiry about compliance with their respective standard or assigned area.

All members of the Working Group will:

1. Engage in a collaborative, inclusive, transparent self-study process
2. Develop a deep understanding of the Standards for Accreditation and Requirements of Affiliation
3. Establish roles within the Working Group for the completion of the following areas and work:
  - a. Secretary – ensures accurate minutes are recorded and uploaded to SharePoint site for all Working Group meetings
  - b. Evidence Inventory Manager – In partnership with the Evidence Inventory Working Group, organizes required documents, ensures compliance with naming conventions, and uploads to Evidence Inventory repository in SharePoint site
  - c. Writer(s) - creates the narrative to go into Self-Study Report
  - d. Editor(s) - reviews the narrative for grammar, understanding, cohesiveness, and removal of NCC jargon or defining of acronyms
  - e. Data Manager – helps to locate data sources or seeks new data to support Working Group efforts; supplies data to Working Group for discussion, organization, and use
  - f. Communication Manager – shares pertinent information with relevant stakeholders
4. Attend all trainings and meetings called by the Self-Study Team Chairs
5. Follow the lines of inquiry structure to research and draft a chapter that cites evidence and demonstrates how the College meets the Standards for Accreditation and Requirements of Affiliation
6. Identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study
7. Honestly note any areas where the College needs to improve
8. Meet all deadlines established by the Steering Committee and deliver draft chapter on time
9. Contribute to the communication plan designed by the Communication Working Group that provides multiple communication channels across stakeholders

Working Group Co-Chairs will:

1. Be members of the Steering Committee and assume all responsibilities defined for that committee
2. Lead the Working Group and be accountable to ensure that timelines are met for all deliverables

### ***Working Group 1, 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.



<b>Working Group 1 Standard I: Mission and Goals</b>	
<b>Name</b>	<b>Title/Role</b>
Mark Henry, Co-Chair	Director, Advising
Sherri Meyers, Co-Chair	Director, Dental Hygiene
Randy Boone	Professor, English
Alex Briggs	Assistant Professor, Communication/Theatre
Maria Dietrich	Associate Director, International Student Services
Morgan Flagg-Detwiler	First Year Experience Administrator
Tracey Johnson	Director, Grants
Barbara Lekon	Interim Assistant Director, Learning Center
Megan McIlvaine	Academic Advisor I
Kathi Jo Weinert	Professor, Disability Services Specialist

*Lines of Inquiry for Standard I:*

1. How does the NCC community develop, approve, implement, and assess NCC's Mission, Vision, and Values? Which segments of NCC's Community participate, and how are they represented? To what extent is the process regular, inclusive, and collaborative?
2. How have the Mission, Vision, and Values statements evolved at NCC? Do Mission and Goals inform the work of NCC's administration, faculty, and staff, addressing student learning needs and experiences throughout the College?
3. How is the mission considered when adding or revising programs and services?
4. How are the Mission, Vision, and Values communicated clearly and regularly to NCC's students, faculty, staff, alums, and all those with a vested interest?

***Working Group2, Standard II: Ethics and Integrity***

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

<b>Working Group 2 Standard II: Ethics and Integrity</b>	
<b>Name</b>	<b>Title/Role</b>
Karen Angeny, Co-Chair	Chief Human Resources Officer
Cleveland McCray, Co-Chair	Academic Advisor I
Susan Davidson	Assistant Professor, Sonography
Megan Geklinsky	Associate Director, Admissions
Ariane Medero	Instructor, Counseling
Keith Morris	Chief, Public Safety and Security

Jen Napierkowski	Assistant Director, Career Services
Lori Perez-Ruffo	Associate Professor, Disability Services
Karen Veres	Associate Director, Career Services
Erin Ward	Academic Advisor I

*Lines of Inquiry for Standard II:*

1. How does NCC promote and communicate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights while avoiding conflicts of interest? How are policies and procedures communicated to faculty, staff, and community members?
2. What progress is NCC making regarding fostering a campus climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives? What practices are in place as proof of progress being made?
3. How does NCC evaluate the effectiveness of its grievance policies for addressing the complaints or grievances raised by students, faculty, or staff?
4. What policies and procedures exist to ensure fair and impartial practices in hiring, evaluating, promoting, disciplining, and separating employees? What is the evidence that these procedures are being followed? What process is in place for reviewing vacant positions?
5. In promoting the College's mission, how does NCC's Marketing and Communication team, in partnership with the Enrollment Services team, ensure the honesty and truthfulness of public relations announcements, advertisements, recruiting, and admissions materials and practices, as well as in internal communications?
6. How does NCC ensure compliance with the Commission's Requirements of Affiliation and all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates?
7. How does NCC communicate processes related to strategic planning and strategic focus areas to the College Community?

***Working Group 3, Standard III: Design and Delivery of the Student Learning Experience***

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.

### Working Group 3

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

Name	Title/Role
Precie Schroyer, Co-Chair	Associate Dean, Monroe
Leann Cocca, Co-Chair	Associate Professor, Academic Literacy
Kelly Allen	Professor, English
Farah Bennani	Dean, School of Science, Technology, Engineering, and Math
Elba Carides	Professor, Counseling
Patrick Grubbs	Associate Dean, School of Arts, Humanities, and Social Sciences
Chris Lincoln	Director, Education Department
Tina Recchiuti	Associate Registrar
Beth Ritter-Guth	Associate Dean, Online Learning & Educational Technology

#### *Lines of Inquiry for Standard III:*

1. How does NCC ensure its credit and noncredit degree programs and other credentials are structured to create coherent learning experiences that reflect the College's mission and goals and align with competitive job market skills?
2. How do the course catalog, program maps, and academic planning work in concert to clearly communicate degree and program requirements in a manner that facilitates timely completion?
3. How does NCC ensure that full-time and part-time faculty and staff design effective and rigorous curricular and co-curricular experiences that engage, enrich, and support student academic progress and learning experiences?
4. How has assessment resulted in program, course, and modality improvements that enhance the student learning experience?
5. How do the size, mix, credentials, and diversity of NCC faculty address the needs of students and the institution?
6. How does professional development for NCC faculty support institutional priorities, and how do faculty use these opportunities?
7. How are the criteria and expectations for faculty performance communicated and evaluated?
8. How does the General Education core curriculum provide an intellectual foundation that expands students' cultural and global awareness, cultural sensitivity, and personal and professional competence?
9. How do the five key abilities embedded in the General Education Core allow students to acquire and demonstrate oral and written communication, scientific and quantitative

reasoning, critical analysis and reasoning, technological competency, information literacy, as well as values, ethics, and diverse perspectives?

10. How does NCC review and approve learning opportunities designed, delivered, or assessed by third-party providers?

**Working Group 4, Standard IV: Support of the Student Experience**

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

Working Group 4 Standard IV: Support of the Student Experience	
Name	Title/Role
Eric Rosenthal, Co-Chair	Dean of Students
Jen Bradley, Co-Chair	Professor, Psychology
Anne Bittner	Associate Professor, Cataloger, Bibliographer
James Colon	Associate Professor, Counseling
Jamie Gallagher	Assistant Professor, English
Jessica Leese	Academic Advisor I
Doug Smith	Director, Student Life, and Leadership Development
Alicia MacKenzie	Program Manager, College and Career Readiness
Rob McGann	Associate Vice President, Enrollment Management
Stephanie McLaughlin	Associate Advisor
Tom O'Connor	Director, Prior Learning Assessment
Alexis Sullivan	Program Manager, Adult & Military Affiliated Student Services

*Lines of Inquiry for Standard IV:*

1. To what extent does NCC provide consistent and accurate information to students regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds?
2. How effective are NCC's communication, processes, and policies that support the student experience from onboarding to graduation?
3. To what extent does NCC enhance the achievement of students' educational goals by assessing career and transfer placement or readiness?
4. How do NCC faculty and staff implement and evaluate experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches?

5. To what extent does NCC create policies and procedures for the safe and secure maintenance and appropriate release of student information and records?
6. To what extent does NCC offer student support services and extracurricular activities that represent the diverse student experience and needs, and what structure exists to ensure that NCC implements periodic assessments of the effectiveness of programs supporting the student experience?

### ***Working Group 5, Standard V: Educational Effectiveness Assessment***

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.

<b>Working Group 5 Standard V: Educational Effectiveness Assessment</b>	
<b>Name</b>	<b>Title/Role</b>
Christine Pense, Co-Chair	Dean, School of Arts, Humanities, and Social Sciences
Rebecca Heid, Co-Chair	Associate Professor, Hospitality Management
Elena Brobyn-Navarro	Academic Advisor I
Allison Carpenter	Professor, English
Jacey Mitchell	Assistant Professor, Dental Hygiene
David Schweiger	Director, Culinary Arts, Hospitality, and Sports Management
Beatriz Villar	Professor, Biology
Rachael Weidlich	Academic Advisor I

#### *Lines of Inquiry for Standard V:*

1. How does NCC ensure effective, systematic, organized, and sustainable assessment methods are used to measure student learning and achievement?
2. How does the College demonstrate the interrelationship of educational experiences with learning outcomes and the College mission?
3. Describe and demonstrate how assessment results inform decisions about how to improve measures of retention, graduation, transfer, and placement rates.
4. How does NCC demonstrate the use of assessment results to inform decisions about learning and instruction and advocate for resources to support continuous improvement?
5. What means does NCC use to conduct periodic assessment of the overall approach, design, and delivery of student learning and related services to improve educational effectiveness outcomes?

## **Working Group 6, Standard VI: Planning, Resources, and Institutional Improvement**

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

<b>Working Group 6 Standard VI: Planning, Resources, and Institutional Improvement</b>	
<b>Name</b>	<b>Title/Role</b>
Jason Laubach, Co-Chair	Controller
Jessica Bacho, Co-Chair	Associate Professor, English
Karen Britt	Professor, Business
Virginia Coleman	Associate Director, Advising and Transfer Services
James Dunleavy	Vice President, Finance & Operations
Meredith Koncz	Assistant Professor, Accounting
Denise Holub	Senior Business Manager, Community Education
Sandy Sander	Director, Library Services
Brian Shegina	Director, Human Resources

### *Lines of Inquiry for Standard VI:*

1. How does NCC demonstrate and practice planning and resource allocation in line with its Mission, Vision, and Values? How are prior assessment results incorporated into the culture of data-driven decisions? How is this accomplished both college-wide and in individual initiatives?
2. How is assessment data communicated, discussed, and distributed to the NCC community? How does it inform strategic planning? How is institutional improvement measured between accreditation periods?
3. To what degree does NCC's physical and virtual infrastructure meet the needs of academic and instructional program development and assessment? How are both linked to Mission, Vision, and Values and how is that assessed?
4. How does NCC establish, create, and implement a successful annual independent audit? How are audit findings addressed?
5. In what ways is the budget process communicated and explained to NCC staff and stakeholders, and how effectively is it communicated and explained?

**Working Group 7, Standard VII: Governance, Leadership, and Administration**

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

Working Group 7 Standard VII: Governance, Leadership, and Institutional Improvement	
Name	Title/Role
Brian Gardner, Co-Chair	Chief Information Officer
Tim Molchany, Co-Chair	Professor, Communication/Theatre
Ross Bandics	Professor, Counseling
Susan Bortz	Assistant Controller, Operations
Audree Chase	Associate Dean, Community Education
Denise Francois	Dean, School of Business and Industry
Catherine Kehler	Associate Advisor
Tony Moore	Director, Funeral Services Education
Alyson Patascher	Associate Dean, School of Health Sciences and Education
Tammy Tucker	Assistant to the President/Secretary to the Board
Amy VanVarick-Colarusso	Associate Professor, Business Law/Paralegal

*Lines of Inquiry for Standard VII:*

1. How do various councils, cabinet, the Board of Trustees, senates, committees, faculty, staff, and students communicate and participate in governance and decision-making? Are all appropriate groups represented and informed in shared governance?
2. How does the NCC governing body demonstrate clearly defined roles, operating with independence and expertise, without outside influence, to ensure that NCC fulfills its mission with quality outcomes across the College in a fiscally responsible manner?
3. How does NCC select its president and ensure that the president's role is appropriately designed so that the obligations of the role can be fulfilled?
4. Does the president have the proper credentials, authority, autonomy, qualified administrators, and resources to ensure that NCC can accomplish its mission and goals?
5. How does NCC ensure roles and responsibilities of administrative offices are clearly defined, understood across the College, effectively deployed, appropriately and effectively resourced, and periodically assessed?
6. How does NCC ensure that the administration regularly engages faculty and students in advancing the institution's goals and objectives?

7. How does NCC ensure the effectiveness of governance, leadership, and administration through periodic assessment?

### **Other Working Groups**

In addition to the Working Groups assigned to each Standard, there are two other Working Groups: The Evidence Inventory Working Group and the Communication Working Group. Their members are detailed below.

<b>Working Group 8: Evidence Inventory</b>	
<b>Name</b>	<b>Title/Role</b>
Barry Saturen, Chair	Interim Director, Learning Center
Andrew Gluszynski	Associate Director, Assessment
Diana Hahn	Assistant Professor, Information Services Librarian
Marshal Miller	Assistant Professor, Computer Technology
Cassandra Nieves	Assistant Professor, Information Services Librarian
<b>Working Group 9: Communication</b>	
<b>Name</b>	<b>Title/Role</b>
Brad Drexler, Chair	Executive Director, Marketing and Communications
Emily Betley	Director, Marketing & Communications
Meghan Devlin	Academic Advisor I
Alyson Krawchuk	Assistant Dean, School of Arts, Communication, and Social Sciences

## **VI. Guidelines for Reporting**

To guide the Working Groups' efforts, the Steering Committee, which includes the Self-Study Leadership Team (SSLT) and the 9 Working Group co-chairs, will meet monthly to receive updates on progress and offer feedback on reports. In addition to these two scheduled Steering Committee meetings, the Working Group co-chairs will meet with the SSLT regularly and hold regular meetings with their group throughout the semester.

Working Group Chairs will provide progress reports, both verbally and in writing, to the Steering Committee. In addition, a progress report template will be provided to the Chairs, as will a template for them to use with their Working Group members, along with a template for completing the chapter draft.

Progress Report Template will include:

1. General Info: Standard/Criteria
2. Bulleted summary of findings to date
3. Evidence/documentation needed not currently in inventory
4. Challenges encountered and needs/assistance to move forward
5. Next Steps

The template for the drafts of the chapters from each Working Group will be provided in each group's SharePoint folder.



The Self-Study timeline, found later in this document, was developed by the SSLT and shared with the Steering Committee and Working Groups. Additionally, a timeline lists the deliverable dates for SSLT, Steering Committee, and Working Group tasks, including the development of the lines of inquiry, outlines, drafts, and final chapter reports. The Working Group Co-Chairs are responsible for scheduling meetings to adhere to the deliverable dates indicated on the timeline. As Working Groups gather evidence, collaborate, and advance their lines of inquiry, they will develop a clear roadmap on how potential recommendations align with our Mission, Institutional Priorities, and the Self-Study Intended Outcomes with their co-chairs.. Working Group Co-Chairs regularly report on group progress at Steering Committee meetings. To assist with communication between the SSLT and the Working Group Co-Chairs, an SSLT member is assigned to each Working Group to serve in a liaison role as shown in the section above on the SSLT. The SSLT members work with the Working Group Co-Chairs between Steering Committee meetings to deliver updates, answer questions, and attend Working Group meetings when available.

Each Working Group will put forth a limited number of recommendations that will go through several layers of discussion and revision. First, the Steering Committee will review, discuss, and streamline the recommendations. Then, upon further consultation with college leadership and governance, as well as those groups who would potentially be responsible for the implementation of the recommendations, they will be reviewed by the wider College Community as part of the discussion and feedback on the Self-Study Report draft. Finally, in consultation with NCC's Senior Leadership and the Steering Committee, the president will decide which recommendations to include in the final Self-Study Report.

SharePoint will be used to organize the Steering Committee and Working Group materials. Steering Committee minutes and associated accreditation documents are located in the Steering Committee Meeting folder on SharePoint. Each Standard Working Group has a designated folder in SharePoint as well. The Working Groups store notes, minutes, completed documents, working drafts, and group activities within the folder. The drafts will be edited live on the SharePoint site. The Committee Chairs will save backups periodically to a backup folder to easily return to prior written work. This process will only be necessary once or twice a month, as SharePoint utilizes versioning and a previous version can be restored if needed.

Note that the NCCGo microsite/intranet will be used to provide the College Community with pertinent updates about the Self-Study, and the College website will be used to keep the community at large informed. This approach reflects our transparent and inclusive process.

#### Calendar of Deliverable Due Dates by Working Groups

Deadline	Working Group	Steering Committee	SSLT
28-Mar-23			Draft of SSDD sent to Dr. McKitrick
30-Mar-23		Initial Training/kick-off meeting	

April	Start review of Standard, Lines of Inquiry, and MSCHE SharePoint	Steering Committee Co-Chairs send SSDD edits to SSLT	
18-May-23		WG member roles assigned	SSLT Final Draft of SSDD to VP
SUMMER 2023			
24-Aug-23	Opening Days Training	Opening Days Training	Opening Days Training
	Data gathering, ongoing requests for EI artifacts		
Fall 2023		Ongoing Progress Reports	Feedback to WG Chairs
1-Dec-23	Chapter Outlines Due		
2024			
1-Feb-24	First Draft of chapter due to SSLT		
16-Feb-24			Feedback to WG Chairs
8-Mar-24	Revised first draft of chapter due		
			Full Draft shared w/ NCC Community
April		College-wide forums for review and providing feedback on the draft	
April/May			Finalize dates for the Site Visit
May thru July	Updates of chapters due to feedback		
SUMMER 2024			
6-Jan-24	Chapter updates due		
1-Aug-24			Second Full Draft Complete
Aug.			Presentation to BOT
15-Aug-24			Presentation at Opening Days
<b>Deadline</b>	<b>Working Group</b>	<b>Steering Committee</b>	<b>SSLT</b>
30-Aug-24			Draft to Team Chair
30-Sep-24		Final Draft of Complete Self-Study	
Sept-Nov		Reviews by President, Cabinet, BOT, Team Chair	
Nov.		Preliminary Visit by Site Team Chair	

Dec.			Final Self-Study Version Complete
2025			
Jan/Feb 2025			Final to team 6 weeks prior to visit
March-April	Host site team visit		
April	Respond to Site Team report		
June	Receive accreditation action		

**Draft and Final Chapters from Each Working Group**

The following format is recommended for the draft and final reports from each Working Group:

1. Introduction: Provide a general overview of how the Working Group addressed criteria in light of the institutional priorities considered; this section can be relatively brief.
2. Method and analysis: Describe what data were compiled and analyzed. Provide a narrative on how NCC adheres to each criterion for the Standard. Identify appropriate evidence. This narrative constitutes the most significant component of the chapter.
3. Strengths: Enumerate the institution's strengths concisely, as explained in the analysis.
4. Areas for Improvement: Briefly list the issues which need to be addressed by the Institution.
5. Recommendations: Identify major suggestions for how NCC could address the areas for improvement listed above. Keep in mind that not every recommendation will be included in the final version of the Self-Study. Still, all recommendations will be compiled as an outcome of the Self-Study process and referred to existing processor or governance bodies for appropriate consideration.

## Editorial Style

Since the Working Groups represent a diverse constituency, providing a standard editorial style makes sense. Each Working Group will be responsible for drafting each chapter, but the Steering Committee Co-Chairs will edit and revise the document's final version to give it a cohesive voice. The following guidelines will be provided to all Working Groups to ensure consistency.

Option	Format/Style
Overall Format	<ul style="list-style-type: none"> <li>• 1-inch margins; Header/Footer margins should be ½ inch</li> <li>• Font: Arial 11</li> <li>• Left Justified</li> <li>• Single Line Spacing</li> <li>• Paragraph Indentation               <ul style="list-style-type: none"> <li>○ No indentation</li> <li>○ Use a space of 2.0 to separate different paragraphs</li> <li>○ Use a space of 2.0 to separate bullet points</li> </ul> </li> <li>• Headings               <ul style="list-style-type: none"> <li>○ Major: Left Justified in bold, upper and lower case, 14 point. Use a space of 2.0 before and afterward</li> <li>○ Level 1 Sub-Heading: Left Justified in bold, italics, and upper and lower case; 12 point. Use a 2.0 space before sub-heading. Text starts a new paragraph on a new line after a 1.0 space</li> <li>○ Level 2 Sub-Heading: Left Justified in bold, 11 point. Use a 2.0 space before sub-heading. Heading ends with a period. Text continues on the same line.</li> </ul> </li> <li>• Tables: Center tables on page. Content should be single spaced, left justified. Tables should be labeled and numbered with Standard number, Table number, and Title. For example, the first table in Standard II reads: Table 2.1 Meaning of Ethics. Tables should be listed in a Table of Contents</li> <li>• Page Numbers: bottom right corner</li> <li>• Header/Footer: Arial, 10 point</li> </ul>
Stylistic Guidelines	<ul style="list-style-type: none"> <li>• Comma usage: use the serial comma before the "and" in a sentence featuring a series of items</li> <li>• Use "NCC" or "College" to refer to Northampton Community College</li> <li>• Write in active voice, use present tense, and third person</li> <li>• Use the MS Word default format for bulleted or numbered lists</li> <li>• Refer to positions or titles rather than the names of individuals</li> <li>• Use APA format for all citations</li> <li>• Avoid excessive use of jargon</li> <li>• Do not use contractions</li> <li>• When listing names, order them alphabetically</li> <li>• When creating a bulleted list, do not use punctuation when providing a sample list</li> <li>• Spell out 0-9 but use numerals for ten and above</li> </ul>

	<ul style="list-style-type: none"> <li>• Dates: Spell out months and days of the week. Abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. when used in a date. Do not separate with a comma when listing only the month and the year. Use commas when the month, year, and date are used. Do not use th, st or nd superscripts with dates.</li> <li>• Full time/full-time: Hyphenate when used as an adjective.</li> <li>• Monetary figures: Do not use decimal places for financial figures. For amounts over \$1 million, use up to two decimal places.</li> <li>• Percentages: Use the word in-text, not the symbol. Always use numerals with percentages; do not spell them out.</li> <li>• Use "Working Group" to refer to Standards Working Group(s); Use Roman Numerals to refer to Standards</li> <li>• When using acronyms or abbreviations, introduce the acronym or abbreviation in parentheses after the first use of the full term in each section of the document. List the acronym in an end of chapter appendix.</li> </ul>
Capitalization	<ul style="list-style-type: none"> <li>• Academic titles: Lowercase titles when they appear after a name or are separated by commas; capitalize when the title precedes a name. Words that describe an occupation, such as author, professor, or architect are never capitalized unless they begin a sentence.</li> <li>• Capitalization: College Community, College Family: Uppercase these terms when speaking about the students and employees of the College as a whole. Capitalize "College" when referring to our Institution.</li> <li>• Use capital letters when referring to the Self-Study Leadership Team, Evaluation Team, Evidence Inventory, Self-Study Design, Self-Study Report, Self-Study, Steering Committee, and Working Group.</li> <li>• Use capital letters when referring to institutional documents and processes.</li> <li>• Degrees and majors: Capitalize full degree titles; lowercase the shorter form. Use periods in abbreviations of academic degrees. When referring to degrees in general, lowercase the first letter and uses.</li> <li>• Do not capitalize degree names when referenced partially (certificate, specialized diploma, associates).</li> <li>• Do not capitalize discipline names that are not proper nouns (e.g., history, biology, nursing, etc.). English would be the exception as it is a proper noun.</li> <li>• Departments and divisions: Capitalize names of departments, offices, and divisions. Only capitalize the words department, office, or division if it is an official title.</li> <li>• Course titles: Capitalize and do not put in quotations when the formal name of the course is written as it appears in the College catalog. When referring to course areas in general, use lowercase.</li> <li>• Fall, winter, spring, and summer may not be capitalized.</li> </ul>

## VII. Organization of the Final Self-Study Report

Utilizing a Standards-Based approach, NCC's Self-Study Report will be organized into chapters by MSCHE's Standards of Accreditation. The Requirements of Affiliation, as well as the connections to institutional priorities, will be embedded within the relevant Standard chapters. In addition, the report will be framed by an Executive Summary, Introduction, Conclusion, and Appendices as appropriate. As a result, we anticipate using the following structure:

1. Executive Summary
  - a. Brief description of significant findings
  - b. List of opportunities for improvement and innovation identified
2. Introduction
  - a. Summary of the history, type, size, and student population
  - b. Brief discussion of processes used to choose institutional priorities
  - c. Description of the Standards-Based approach selected for Self-Study
  - d. Preview of report organization
3. Standard I: Mission and Goals
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 7, 8, 10
4. Standard II: Ethics and Integrity
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 1, 4, 5, 6, 8
5. Standard III: Design and Delivery of the Student Learning Experience
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 2, 9, 10,11,15
6. Standard IV: Support of the Student Experience
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 3, 8, 9, 10, 11, 15
7. Standard V: Educational Effectiveness Assessment
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 8, 9, 10
8. Standard VI: Planning, Resources, and Institutional Improvement
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 10, 11, 14
9. Standard VII: Governance, Leadership, and Administration
  - a. Lines of Inquiry Discussion
  - b. Requirements of Affiliation included: 7, 12, 13
10. Conclusion
  - a. Summary of major conclusions
  - b. Summary of opportunities/recommendations for ongoing institutional improvement and innovation
  - c. Initial plans for addressing identified opportunities, including how this process supports continuous improvement
11. Appendices

Each chapter addressing Standards will have the following format:

- Header for and description of Standard;
- 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; and
- Opportunities/recommendations for ongoing institutional improvement and innovation.

### VIII.Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

Each Working Group have been assigned components of the Verification of Compliance that align with their respective standard, as shown in the Self-Study Report format in section VII of this document. We recognize that many of the requirements touch upon multiple standards, and thus will be addressed in the work of more than one Working Group and in more than one chapter of the self-study. The Self-Study Leadership Team (SSLT) will ensure the Requirements of Affiliation are all addressed within various standards. The Standard II Working Group will address federal or overall institutional requirements in that chapter of the Self-Study.

### IX. Self-Study Timetable

Prior to Fall 2022	
	Confirm Self-Study Co-Chairs
Fall 2022	
Oct	Confirm Self-Study Core team
Oct-Nov	Co-Chairs attend Self-Study Institute
Dec	Annual MSCHE Conference
Dec	Begin draft of Self-Study Design Document
Spring 2023	
Jan	Co-Chairs present at Opening Days on Self-Study process
Feb	Draft of Self-Study Design Document started
March	Confirm Working Groups, chairs, and members
March	President sends letter of Invite to Working Group members
March	Charges for Working Groups and research questions/lines of inquiry for respective standards written
March	Confirm Steering Committee members

March 23	One-day orientation for Steering Committee
March 28	Self-Study Design Draft to VP Liaison (Dr. McKitrick) (two weeks prior to visit)
April 6	Self-Study preparation visit by VP Liaison (Dr. McKitrick)
May-June	Revise Self-Study Design and have approved
May-June	Update College Leadership on progress
<b>Summer 2023</b>	
July-Aug	Co-Chairs begin front-loading known elements into Evidence Inventory
<b>Fall 2023</b>	
Sep	Standards Working Groups submit outlines and evidence needed for Standards
Oct	Special Groups start work: The document inventory team starts organizing the evidence The communication team builds up communication plan to include town halls, forums, website, etc.
Oct-Dec	Working Groups involve the College Community in gathering feedback via surveys, town halls, and focus groups
Oct-Dec	Working Groups continue to gather evidence and determine strategies to address gaps
Dec	Chapter outlines due for all Standards Working Groups
<b>Spring 2024</b>	
Feb (early)	First Draft of chapters due from co-chairs for all Standards Working Groups
Feb	Team Chair & Evaluation Team Selected by the Commission
March (early)	Revised and completed chapters due from all Standards Working Groups
Mar-Apr	First draft of entire Self-Study Report
April	Hold college-wide town halls and forums; College Community reviews draft of the Self-Study Report
April	MSCHE selects the Evaluation Team chair, and the College approves the selection.
Apr-May	Team Chair & institution select dates for team visit and for Team Chair's preliminary visit (to be completed in spring 2025)
May	Steering Committee and Working Groups coordinate and complete revisions incorporating college feedback
<b>Summer 2024</b>	



June-July	Working Groups revise chapters based on college community feedback
June-July	Compliance Team submits draft of Compliance Reports
July	All chapter updates due from Working Groups
Jul-August	Second Draft of Self-Study Report complete
August	Presentation to the Board of Trustees
August	Draft of Self-Study Report sent to Team Chair
<b>Fall 2024</b>	
August (Opening Days)	Presentation to the College Community
Aug-Sept	Third Draft of Self-Study Report completed
Sept-Oct	Review of Draft by: President President's Cabinet Board of Trustees Evaluation Team Chair
Nov	Preliminary visit by Site team Chair (at least 4 months prior to team visit)
Nov-Dec	Final Version of Self-Study Report completed
<b>Spring 2025</b>	
Jan-Feb	Final version of Self-Study Report sent to Site Team (at least 6 weeks prior to visit)
Mar-April	Host MSCHE Site Team at NCC
April	Receive written report from Site team
April	NCC responds to Site team report
May-June	MSCHE Commission meets to review Self-Study Evaluations
<b>June</b>	<b><i>Receive Accreditation Action from MSCHE Commission</i></b>

## X. Communication Plan

To keep the College Community and external stakeholders informed about the Self-Study process, the Self-Study Leadership Team (SSLT) has developed a Communication Plan in conjunction with the College's Marketing and Communication Department. Aspects of the Communications Plan are as follows:

<b>NCC MSCHE Self-Study Communication Plan</b>				
<b>Purpose</b>	<b>Target Audience</b>	<b>Tactics</b>	<b>When</b>	<b>Frequency</b>
Share relevant data, documents and findings	<b>Steering Committee and Working Group Members</b>	Face-to-face and virtual meetings Shared documents via SharePoint folders	Monthly meetings through self-study process	Ongoing – Monthly
Inform College Community and obtain feedback from constituencies about the Self-Study process and related progress	<b>Students, Faculty, Administration and Staff.</b>		Fall 2023 /Spring 24/Fall 24	
		NCCGo microsite/intranet	Continuous/ongoing	Dynamic updating by committees
		Emails	As needed	As needed
		Face to face meetings	Update included in professional & administrative staff meetings	1x per semester
		Inclusion of info in Today@NCC	Include update once a month second week	Monthly
		Small group meeting with faculty, staff, student, trustee groups as needed	As Needed Updates provided at meetings with student leaders	As Needed 1x per semester
		Web news story	Per semester	1x per semester
	<b>Board of Trustees</b>	Face-to-face and virtual meetings	Fall '23/Spring '24/Fall '24	1x per semester
		Email	As needed	As needed
	<b>Alumni and Community at-large</b>	Email/Alumni Newsletter	Fall '23/Spring '24/Fall '24	1x per semester
		Web news story	Per semester	1x per semester

## **XI. Evaluation Team Profile**

President Dr. David Ruth, along with input from the Board of Trustees, and members of the Self-Study Leadership Team (SSLT), have identified desired characteristics for the members of the Evaluation Team to enable them to best understand the mission and functions of Northampton Community College and provide valuable, meaningful feedback. In addition, a list of institutions is provided that identifies comparable institutions, aspirational institutions, and primary competitors with common recruitment areas.

### **Team Chair**

The Team Chair should be a President or Provost that either currently serves or has years of prior service at this leadership level at a community college. It is preferable that this person have experience with multi-campus institutions, as well as with credit and noncredit programs offered in technical, trade, workforce, and academic areas. This person needs to understand the unique challenges of serving students from a broad array of backgrounds, many with significant financial and personal challenges; these challenges may impact their ability to continue their studies. Most of these are first-generation college students, representing a growing population of underrepresented students. A Team Chair with expertise in strategic planning, shared governance, and community engagement would be preferred. Additionally, some areas of expertise that could be beneficial are housing/residence life, new program development, community education, and Guided Pathways.

### **Team Members**

The Evaluation Team members should have current or prior experience in community college leadership, working with diverse student populations, and institutions with academic and technical, trade, or workforce programs. An academic member with some expertise in Guided Pathways, program optimization, a provost model with combined academic and student affairs, or assessment would be beneficial. All members should understand the challenges of public, open-enrollment, two-year institutions that serve students of diverse backgrounds with various barriers to completing their education. These students are often first-generation college students, many of whom are from under-represented populations. The entire team should have some experience with dorms/residence life, shared governance, Guided Pathways, community education, strategic planning, new program development or optimization, community engagement, and multi-campus institutions.

### **Peer Institutions**

These institutions are similar to NCC and are located in competing geographic areas:

- Bucks County Community College
- Lehigh Carbon Community College
- Luzerne County Community County
- Montgomery County Community College

Peer or aspirational institutions with whom we compare ourselves would include:

- Dutchess Community College
- Hagerstown Community College
- Mercer County Community College
- Middlesex County College

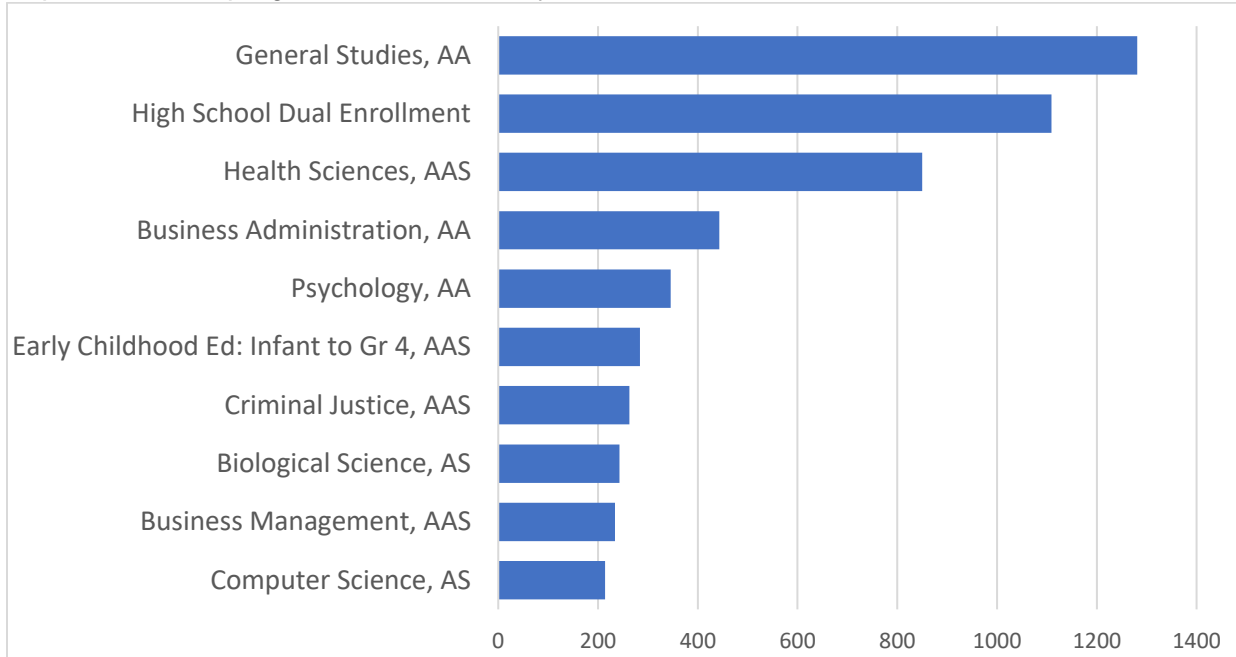
- Raritan Valley Community College
- Rowan College at Burlington County

### Conflicts of Interest

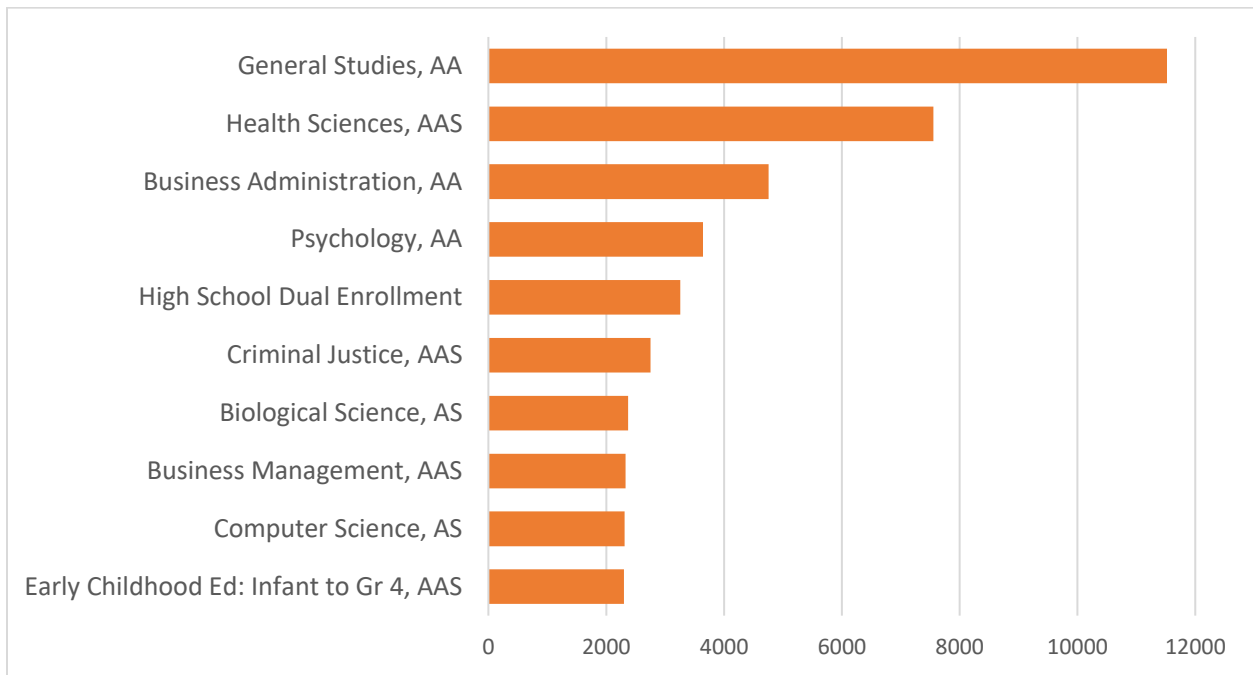
After going through a highly competitive Presidential and Provost search in the last few years, NCC would like the option to decline a team leader or member who was involved in the late stages of those searches.

### Top Enrolled Programs

Top ten enrolled programs for fall 2022 by student headcount.



Top ten enrolled programs for fall 2022 by credit hours attempted.



## XII. Evidence Inventory Strategy

NCC's strategy for the Evidence Inventory is to create a small Working Group for this purpose and to designate an Evidence Inventory manager for each of the standards Working Groups. The charge for this group is to ensure that each assertion made within the Self-Study is supported by evidence, and that the evidence is organized and annotated in the Self-Study document for ease of reading and finding the evidence. There is one chair of the Evidence Inventory group who also serves on the Steering Committee. Through regular meetings of the Steering Committee, the chair can address requests, prevent duplication of requests, and ensure the standards for the evidence inventory are being followed.

The evidence for the self-study is collected from areas across the institution, including, but not limited to the Office of Institutional Effectiveness, Human Resources, Registrar, and various college committees. The evidence will be maintained and managed using OneDrive folders organized on a SharePoint site. The Self-Study Leadership Team (SSLT) created a SharePoint site for the Self-Study process where the Working Groups can communicate, share drafts, and post resources. As part of the site, OneDrive folders were created by Standard and Criterion. All members can view the Evidence Inventory, but the Evidence Inventory Manager and Working Group are responsible for uploading and naming files with an established naming convention.