

Self-Study Design

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Prepared for the Middle States
Commission on Higher Education



Lehigh Carbon
COMMUNITY COLLEGE



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I. Institutional Overview

Introduction

At the heart of Lehigh Carbon Community College (LCCC), since its founding more than 58 years ago, lives accessibility for all students and a community-responsive focus that strives to provide quality higher education in the Lehigh and Carbon counties and their surrounding regions. Meeting the needs of our students has always been the top priority for the trustees, faculty, administration, and staff of LCCC, and this focus is apparent in the College's Strategic Plan, *Many Voices, One Vision 2023-2026*, and is well documented in this Middle States Commission on Higher Education Accreditation (MSCHE) Self-Study Design (SSD).

By providing responsive, intrusive, wraparound student services; delivering high-quality academic experiences through engaging and relevant curriculum; supporting students through scholarship opportunities; offering a myriad of transfer options through dynamic articulation agreements; and promoting student success in all decisions, the College addresses the needs of students by prioritizing their growth and well-being in every facet of the Institution's endeavors.

These are exciting times for the College, though LCCC is aware of the multitude of challenges facing all institutions of higher learning. As LCCC looks forward, the Self-Study Report (SSR) and the site visit in Spring 2027 will document the Institution's progress, the successes LCCC's students have enjoyed, and the challenges the College will face in the ever-changing landscape of higher education in Pennsylvania.

LCCC's Self-Study Report, which is guided by the 14th edition of the Middle States Commission on Higher Education's *Standards for Accreditation and Requirements of Affiliation*, is designed to be a collaborative and transparent assessment of the College's present circumstances and our intended destinations. To prepare for this self-study, the Institution's Accreditation Liaison Officer (ALO) attended the Self-Study Institute (SSI) presentations in real time while other administrators viewed the recordings asynchronously. Afterwards, the chosen Steering Committee, composed of faculty leaders and administrative representatives from all areas of the College, began developing the self-study process through data collection from the trustees, faculty, administration, and students that helped shape the institutional priorities and intended outcomes. From there, the Steering Committee created the Working Groups assigned to each standard of accreditation, the Communication Plan, and the Evidence Inventory. Once this infrastructure was in place, the Self-Study Design was drafted. In order to officially kick off the self-study process, an in-person kickoff event was held on April 4, 2025, to bring together the Steering Committee, Working Group co-chairs, and Working Group Members. During this time, the entire team reviewed the upcoming MSCHE self-study process, and it afforded each Working Group time to review individual criteria and evidence criteria while also reviewing the plans and timeline for the writing process in AY 25/26. The Steering Committee and Working Group co-chairs have been meeting monthly and will continue to meet over the summer to work on the Inquiry Plans and finalizing the Evidence Inventory to prepare for SSR writing in Academic Year 25/26. With these initial steps completed, we look forward to this process of self-reflection and improvement because the continual evaluation of the Institution's progress allows LCCC to reflect on our successes while confronting the challenges ahead.

LCCC was pleased to have received no recommendations from the previous Self-Study Site Visit in 2017; however, we received some suggestions for six of the seven standards. Since that time period, LCCC has worked towards improving upon that valuable feedback, and we will address these more specifically in the upcoming Self-Study Report. A few of these initiatives are briefly summarized here:

- In that past decade, we have expanded our recruitment efforts to hire employees who reflect the demographic variety of our student population. The College utilizes up to 17 different job

posting sites to advertise openings. Five unique sites are used for every open position, and our subscriptions include specific packages to reach target audiences. Other sites are used strategically for geographic areas or specialized positions. Currently, Hispanic/Latino and African-American employees represent 14.5% of total full-time employees compared to only 4.2% during our last self-study for accreditation. The comparative student population is 38% of total students.

- LCCC continues to improve upon the process for certifying courses as Quality Matters (QM) and involving more faculty in this process. From 2020-2025, 311 trainings and workshops were completed by faculty, with an impressive 186 training sessions on Applying the QM Rubric (virtually) and seven courses successfully reviewed and certified as QM compliant. The QM Committee plans programs and professional development opportunities every semester to ensure faculty have opportunities to improve their online instruction.
- LCCC has examined how to improve outcomes for developmental education, specifically implementing *EdReady* as the placement test in 2024. The software allows students to work through a pathway based on their placement test score and work to the next level of math. Data on the success rates of this program are currently being compiled and will be ready for the SSR.
- LCCC has bolstered training for our Early Alert program, and we have done this in a variety of ways through success coaches, learning specialists, advisors, and faculty instruction.
- In response to suggestions about professional development around data and analytics, the Assessment Council and Curriculum Committee seek in-person and webinar training opportunities through federal, state, and accrediting body offerings. The Office of Institutional Research is embedded in additional committee meetings to provide guidance on data analytics and interpretation.

As the College embarks on this new rigorous self-assessment, the trustees, administration, faculty, and staff of Lehigh Carbon Community College are positive that this self-study will fulfill the requirements for MSCHE accreditation, and we look forward to gaining the valuable opportunity for reinvigoration and purposeful improvement and growth.

History and Demographics

Although 58 years have passed since the founding of Lehigh Carbon Community College, little has changed regarding the College's attention to community needs. LCCC was born on March 31st, 1966, because of the positive results of a survey of high school seniors who expressed interest in attending a community college. This first instance of data-driven decision making by LCCC established the College's responsiveness.

LCCC is a comprehensive, publicly supported, two-year community college with a mission to empower learners through a variety of affordable educational pathways. Sponsorship of the community college totals 13 school districts, including the nine Lehigh County school districts and four of the five Carbon County school districts. The College serves Lehigh and Carbon counties in eastern Pennsylvania, with the main campus located in Schnecksville, approximately ten miles north of Allentown in Lehigh County. Additional locations are based in Allentown (Donley Center and Lehigh Valley International Airport) and through a special relationship with Schuylkill County, Tamaqua (Morgan Center). Along with LCCC's Additional Locations, Dual Enrollment courses are offered by LCCC at Other Instructional Sites in 26 different high schools in 16 school districts, charter schools, private schools, and career and technical institutes across Lehigh, Carbon, and Schuylkill counties.

Schnecksville Campus (Main Campus)

Dr. John G. Berrier was appointed as the founding president, and he began leading the College on September 1, 1966. For the first three semesters, September 1967 to February 1969, classes were held in the Old Lehigh County Courthouse and its Annex. Additional facilities were made available by the Allentown School District to meet laboratory needs, and the much-needed move to the Main Campus was completed in the Spring 1969 semester. At that time, classes and college offices were housed in the Administration Building. After a complete renovation in 2015, the Administration Building's name was changed to the Student Services Center. In 2021, it was named the Clifford R. Miller Student Services Center in recognition of a generous donation from one of the College's first faculty members.

The second building erected on the Main Campus was the Science-Technology building in September 1971 and housed the College's daycare center, Stay 'N Play, which opened in August 1973. In 2022, the space was transformed into a makerspace called the Design Den. The building provides laboratories, classrooms, lounges, and study areas. The gymnasium (Berrier Hall) and original library (Learning Resource Center) were completed for occupancy in September 1974.

The new Technology Center on the Main Campus opened in conjunction with the start of the spring semester on January 19, 2004. The College acquired ownership of the 50,000-square-foot center in 2018, and in 2021 it was renamed the Nevin Earl Remaley Technology Center in recognition of a \$1 million gift. In March 2008, the Rothrock Library opened in the former building of the Carbon-Lehigh Intermediate Unit No. 21, housing an Alumni Conference Center. Today this beautiful building includes the Glass Box Art Gallery and the Success, Engagement, Education, Determination (SEED) program that provides services for students with disabilities who are enrolled in college courses. Renamed in August 2008, the newly renovated Academic Resource Center (the original library building) housed a brand-new cafeteria and bookstore.

In 2010, LCCC added the Lisa Scheller Community Services Center, housing the Public Safety, Criminal Justice, CDL, and the Center for Workforce and Community Education. Music, art rooms, and a ceramics studio, equipped with a kiln, are also located in the center as well as a full conference center facility.

In Spring 2011, Berrier Hall was also renovated to house additional changing rooms, an all-new fitness center, the Student Government Association and athletic offices, the game room, a new dance studio, and an auxiliary gym. The construction of the College's Athletic Fields (soccer, baseball and softball) were completed in 2013 for use in Spring 2014.

In December 2018, renovations were completed on the WXLV Media and Design Center, which serves the digital media, fine arts, and communications programs. This collaborative workspace includes a recording studio, music/sound production, computer workstations, and a state-of-the-art makerspace.

LCCC Allentown at the Donley Center

To make its offerings accessible to as many citizens as possible, LCCC established several off-campus Additional Locations. In August 1987, the College opened its Allentown city facility in the Sovereign Building on Hamilton Mall. The downtown Allentown facility was relocated in January 1999, and in November of that year, it was rededicated as the Donley Center. This LCCC location received several improvements in 2019, including an updated layout to better accommodate student services; renovation to the seventh floor that includes two cutting-edge tech classrooms; and a simulation lab for students in Licensed Practical Nursing.

About two-thirds of the students at LCCC's Donley Center in downtown Allentown are Hispanic or Latino (69 percent) and, in addition to 457 students taking college credit classes at this Additional Location, another 459 students are enrolled in non-credit programs. These include literacy, English as a Second

Language, GED, and job training classes, and a range of workforce initiatives providing vocational training. In response to the needs of students attending the LCCC Allentown at the Donley Center, LCCC received a challenge grant from the Century Fund during the years of 2016-2021 to develop scholarship opportunities for students living in Allentown. Additionally, during this period, LCCC was also part of a statewide consortium for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) 1 grant program, which was a \$20 million federal grant running from 2011 to 2015, and a regional consortium for the TAACCCT 4 grant program, which provided \$10 million in federal grants for workforce training programs between 2014 and 2018.

LCCC at Lehigh Valley International Airport

Dedicated in 1993, LCCC's Airport location at Lehigh Valley International Airport offers two programs: Professional Pilot A.A.S. (AVP) allows students to earn the commercial pilot certificate for single and multi-engine airplanes, an airplane instrument rating, and the Certified Flight Instructor certificate; and Aviation Science A.A.S. (AVS), which blends aviation and management studies into a degree that includes earning the private pilot certificate as well as business, computer, and liberal arts courses. LCCC is an FAA-approved Part 141 school that provides both ground and flight training through the expertise of credentialed faculty and a liaison with the Federal Aviation Administration (F.A.A.) to ensure regulatory compliance. This cutting-edge facility offers multiple FRASCA RTD simulators that provide an immersive flight training experience with the use of Garmin software and an IOS interface that allows the instructor to control the simulated environment and learn from simulated failures.

Lehigh County Demographics

The College's Main Campus, as well as the Donley Center, and Airport Additional Locations are located in Lehigh County, the largest and most diverse area in the region served by LCCC. More than 377,000 residents live in Lehigh County, with 28.6 percent identifying as Hispanic, according to the U.S. Census Bureau's 2023 population estimates. (The U.S. Census Bureau defines Hispanic as Hispanic or Latino of any race). Despite their proximity to each other, the students in Lehigh County often have very different economic, educational, housing, and health experiences depending on the communities in which they reside.

Allentown is the county's urban center with approximately 125,000 residents and a 53.8 percent Hispanic population. LCCC Allentown at the Donley Center provides programming that serves the needs of this inner-city population. The city-wide poverty rate in Allentown is 21.6 percent, according to the U.S. Census Bureau's 2023 estimates. This is significant because 69 percent of LCCC's students in 2023-24 live in Lehigh County, with 34 percent being Allentown residents. Significantly, 24 percent of adults in the Center City Allentown neighborhood do not have a high school diploma, GED, or the equivalent, nearly three times the regional rate of 8.4 percent or statewide rate of 8.1 percent. According to the Greater Lehigh Valley Chamber of Commerce, students in the Allentown School District originate from 43 countries and speak 26 languages, while 74 percent of the students in the Allentown School District are Hispanic or Latino.

LCCC Nesquehoning and Jim Thorpe

In 1992, LCCC's Carbon facility was dedicated at Carbon County Vocational Technical School in Jim Thorpe to provide affordable, accessible education to the county north of Lehigh where citizens had to travel nearly an hour to access any higher education institutions. Due to this new relationship, in January 1994, the College officially changed its name to Lehigh Carbon Community College to represent the counties it serves. In 1996, the Carbon location was moved to Nesquehoning. Then, in January 2014, LCCC Carbon relocated to the west wing of Jim Thorpe Area High School in time for the Spring 2014

semester. Unfortunately, due to low enrollment and the effects of COVID-19 pandemic, the College had to make the difficult decision to close this location in 2020.

Carbon County Demographics

Carbon County boasts a population of 65,458 and is very rural. Only 7.4 percent of Carbon residents identified as Hispanic or Latino and 2.9 percent as Black or African American, and the county's overall poverty rate is 12 percent, as per the U.S. Census Bureau's 2023 estimates. Despite the lack of diversity in Carbon County and nearby Schuylkill, the Hispanic population in both counties increased by 107 percent and 169 percent, respectively, between the 2010 Census and 2020 Census. In the same timeframe, the Black or African-American population also increased by 52 percent in Carbon County.

LCCC Tamaqua at the Morgan Center

The College extended its accessibility to students in Schuylkill County by opening the Morgan Center in Tamaqua in August 2003. Constructed at the site of the former 1927 Tamaqua High School, LCCC Tamaqua at the Morgan Center is a collaborative effort between LCCC, Tamaqua Area School District, and the Borough of Tamaqua. As a result of a generous gift from John E. Morgan Trust, founder of J.E. Morgan Knitting Mills, and the state of Pennsylvania, the new center was announced in person by Pennsylvania Governor, Mark Schweiker. Over the past 20 years, LCCC Tamaqua at the Morgan Center has become an educational hub with offerings including general education coursework; Business and Criminal Justice; the Schools and Homes in Education (SHINE) after-school administrative offices and makerspace; workforce training; and a multitude of non-credit programs including EMT, CPR, Phlebotomy, Certified Nursing Assistant, and non-credit GED and ESL classes in partnership with the Schuylkill County Education Council. In 2013, the Lisa Jane Scheller Student Center was completed adjacent to the Morgan Center, and it was renovated in 2021 to house the new, state-of-the-art Scheller Nursing Simulation Center for the registered and practical nursing programs.

Schuylkill County Demographics

LCCC Tamaqua at the Morgan Center primarily serves residents of Schuylkill and Carbon counties. With a population exceeding 143,000, Schuylkill County was once known for its history as a region rich in anthracite coal, but today the county seat and small city of Pottsville, which is the home of D.G. Yuengling and Son Brewery, the oldest brewery in the country still in operation, no longer relies on the coal industry as part of its economy. According to the U.S. Census Bureau's 2023 estimates, in this region, only 8.6 percent of residents identified as Hispanic and 4.7 percent as Black or African American. The latter is a 13 percent increase between the 2010 Census and 2020 Census. However, Schuylkill County also recognizes a 14.2 percent poverty rate, well over the 12 percent statewide poverty rate, with extreme pockets of poverty existing in the boroughs of Mahanoy City (34.2 percent) and Shenandoah (32.4 percent). It is notable that 36 percent of Shenandoah citizens identify as Hispanic, compared to 2.8 percent in the 2000 Census and 16.7 percent in the 2010 Census and 13 percent in Schuylkill.

Our Virtual Campus

In addition to the beautiful urban and rural facilities throughout our region, between 2001 and 2007, the student desire for online education grew more than 600 percent, resulting in more online course offerings and the creation of the Department of Distance Education, which is known today as the Online Learning Department. As of Spring 2025, LCCC has offered 512 sections of 254 distinct courses, with 3,506 students attending at least one online course. During the same period, 210 students took a distance course concurrently with courses at the Additional Locations of Donley and Morgan. These offerings extended into all semesters; for instance, we offered 214 sections of 121 distinct courses in Summer 2024, and 68 sections of 58 distinct courses in Winter 2024. To support this ever-expanding

department and educational modality, LCCC has invested in Instructional Designers, a rigorous Quality Matters training program, and multiple trainings in our Learning Management System (LMS). Currently, we offer ten degrees and certificates that can be completed entirely online, and another 19 degrees and certificates that can be completed 80 percent online.

Vision, Mission, and Values Statements

Lehigh Carbon Community College's Vision, Mission, and Values statements guide who we are as a leader in higher education and govern our pursuit of excellence in service to our students, faculty, employees, and community. As such, the College considers the caretaking and fulfillment of these statements to be of such importance that they grew from the robust discussions and reviews among an assessment council formed by President Dr. Ann D. Bieber, students, staff, faculty, advisory committees, and community partners who all had input in shaping and refining the statements.

The most recent edition of our Vision, Mission, and Values statements was approved by our Board of Trustees in April 2025 after the College's many constituents requested guidance on how to treat the Equity Statement that was part of the College's aspiration to be a welcoming institution that practices behaviors and employs language that celebrates each other. In response to presidential Executive Orders and Department of Education directives, the college community agreed that before the MSCHE Self-Study Design was completed, the essence of the Equity Statement could be reincorporated into the Vision, Mission, and Values statements, as it was during our previous MSCHE review. Consequently, the College revised the statements and determined that these will remain active until 2026, when they were previously scheduled to be reviewed again as part of a planned collegewide initiative. In this way, the College has been proactive in reacting to our constituents and government requirements and demonstrating our devotion to the education and well-being of our students.

Vision Statement

Lehigh Carbon Community College strives to maximize the potential of all learners, maintain educational standards, take an active role in community and workforce development, and become a leader in providing an academically supportive environment that assists all students in achieving their goals.

Mission Statement

Lehigh Carbon Community College dedicates itself to empowering learners through a variety of affordable educational pathways and services to achieve their individual academic and career goals.

Value Statement

As a student-centered learning institution, Lehigh Carbon Community College values:

- **Access:** Create learning environments and experiences that allow students to identify and achieve their goals.
- **Civic Engagement and Service Learning:** Encourage leadership and civic responsibility through academic studies, student activities and community participation that fosters a universal sense of engagement, belonging, and well-being.
- **Community:** Embraces, celebrates, and champions its commitment to building a supportive community in which everyone feels welcome, respected, and safe to engage fully in a learning experience.
- **Continuous Improvement:** Make decisions based on assessment, solid planning, and effective management of resources.

- **Employees:** Attract, develop and retain a qualified and responsive team of employees, provide support and encourage them to work collaboratively and to understand their role in student success.
- **Instructional Excellence:** Engage and challenge students, advance intellectual curiosity and promote lifelong learning.
- **Learning:** Develop foundational knowledge, critical thinking skills, and self-awareness that advance intellectual, ethical, and social responsibility.
- **Partnerships:** Cultivate relationships that provide innovative and entrepreneurial solutions to promote economic development and workforce needs.
- **Student Development:** Foster individual growth, leadership and service, and intentionally support holistic development through opportunities both inside and outside the classroom.

Key External and Internal Environmental Factors

Since the last MSCHE accreditation site visit, LCCC has undergone exciting changes born of community responsiveness and innovation as well as some difficult decisions as a result of decreased enrollment due to pandemic conditions and societal trends.

Hispanic Serving Institution (HSI) Designation

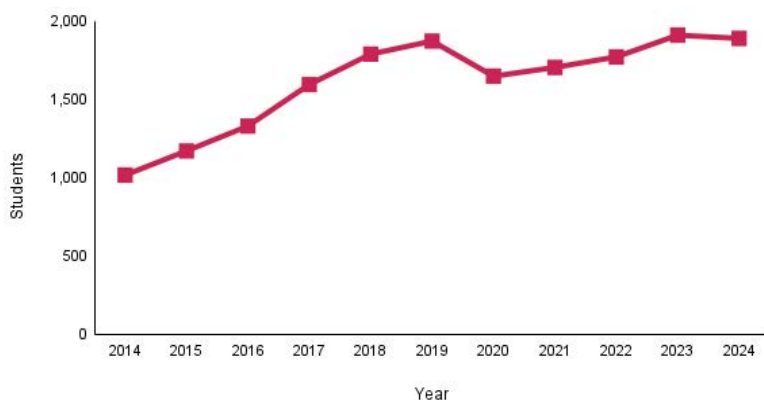
In the past 10 years, Hispanic or Latino credit enrollment at LCCC increased by 54 percent, from 1241 students in Fall of 2013 to 1914 students in Fall of 2023 (Figure 1). In 2019, the College was recognized as a Hispanic Serving Institution (HSI) by the US Department of Education, with 25 percent of student FTE self-identifying as Hispanic or Latino. Currently, 30 percent of LCCC students identify as Hispanic or Latino. Since earning HSI status, the College has implemented several initiatives to serve Latino students: ASPIRA First-Year

Experience seminar to support and empower new Hispanic students, the iCare Network that offers individualized support, and the student-led Latino Leadership Club. Faculty employed relevant teaching methods that best serve the College's Hispanic male students, such as co-teaching with bilingual faculty, creating more culturally relevant course content, and offering Spanish-only courses for English Language Learners. Bilingual, Spanish-speaking Student Success Coaches and Academic Advisors help students explore how they can achieve career and academic goals.

As a Hispanic Serving Institution (HSI), LCCC offers programming and academic partnerships with faculty and the community to meet the needs of specific populations that through recruitment and retention will enhance the entire institution. LCCC has begun this process with the awards of the *Excelencia* in Education, and \$75,000 for the project "Takeoff Initiative – College Men of Color." The latter project is

Figure 1.

Hispanic and Latino Enrollment, Fall 2014-2024



Note: Fall Enrollment of Hispanic and Latino Students of Any Race. Source: Office of Institutional Research, LCCC Factbook 2024, May 2025

funded by the ECMC (Educational Credit Management Corporation) Foundation. Another project involving *Excelencia* is the Community College's Transforming by Engaging Latino Students, sponsored by the Bill and Melinda Gates Grant, which awards \$7,500 per year funding with technical assistance and coaching valued up to \$42,500 per year. This four-year grant provides tailored support from vetted external partners to implement strategies for our Latino students.

Amazon

In 2021, LCCC became one of four community colleges nationwide to partner with Amazon to offer an Mechatronics-Robotics Apprenticeship. LCCC worked directly with Amazon to custom design a training program to meet their specific needs and to offer workers a career pathway into industrial automation at one of the company's distribution centers. Incumbent workers from across the country attend the 12-week training program at LCCC with coursework focused on electrical, mechanical, fluid power, and programmable logic controller technologies. Amazon employees who complete their training on our Schnecksville Campus are awarded 15 free elective credits towards our General Studies A.A. degree.

Dual Enrollment and Early College

In addition to an already-thriving Dual Enrollment program, LCCC initiated an Early College Program in 2017 for Tamaqua, Lehigh, Lincoln Leadership, Jim Thorpe, Allen, Parkland, and Whitehall Area High School students who enrolled full-time at LCCC for two years to earn their General Studies A.A. degrees while simultaneously earning their high school diplomas. In Fall 2019, the Main Campus welcomed 60 students into the Early College Program from Allentown School District through a generous Century Fund Scholarship, which continues presently. Since Fall 2021, the Early College program has grown 28 percent. These students provide LCCC with opportunities to showcase the excellent education it offers, retain students through the attainment of an associate degree or certifications, and advertise the affordability and transferability of LCCC's degrees, certificates, and specialized diplomas through their experiences.

Success Coaches

During Fall 2019, LCCC created a new department of student development service faculty known as Student Success Coaches in response to our students' needs. Success Coaches help students identify the barriers and challenges to meeting their goals, and then empower students to take organized, intentional steps to meeting those goals through purposeful relationships and honest, compassionate communication. As faculty use the Advise, Ask, Assist (A3) Alert system to report students who are struggling to succeed, the Success Coaches encourage student success by providing guidance and helping to navigate college resources and services so students have the skills to overcome academic, social, technological, and organizational barriers. The College committed to this new department by hiring three full-time coaches and seven part-time coaches.

Additional Location Closures and Affiliation Endings

- **The Baum School of Art:** Due to low enrolled programs, financial strain, and strategic decision-making, LCCC closed several art programs at this affiliate at the end of Fall 2021 but continued the same programs at the Main Campus.
- **LCCC Jim Thorpe:** The College's facility in Carbon County closed at the end of Fall 2020 due to low enrollment before and after the COVID-19 lockdown. The students who attended this site continue their education at LCCC Tamaqua at the Morgan Center, the Main Campus, and online.
- **PA State Correctional Institutions:** LCCC closed three additional locations at Pennsylvania State Correctional Institutions (SCI): Frackville, Mahanoy, and Coal Township. Due to space accessibility and COVID-19 restrictions, no face-to-face instruction was permitted. Technological options were

not available to all incarcerated participants, including access to electronic textbooks and online learning platforms, hampering alternative instruction. We have attempted to reboot our course offerings at these locations since the COVID-19 pandemic; however, participation has been limited.

Program Closures

- **Occupational Therapist Assistant (OTA):** Returning from COVID-19 restrictions, health networks were still limiting access for students to complete field work and/or clinical rotations. Each cohort faced limited access to in-person, on-site, field work site/location learning opportunities for introductory lesson experience (e.g., Field Work I) as well as final lesson experience (e.g., Field Work II), both required by the accrediting body. This delayed students' graduation from 2020, to 2021, to 2022. Furthermore, changes in Medicare OTA reimbursements during hospitalization occurred due to health networks changing their hiring practices as Doctors of Occupational Therapist were hired to align with the OTA insurance reimbursements more so than Assistants, reducing the hiring of OTA's. Consequently, the number of OTA postings' data showed a lower posting intensity than all other occupations and companies in the region, making it harder to get a fully-paid benefit position. As a result of students having a more difficult time meeting the requirements (e.g., Field Work) of the program and obtaining employment, a decision was made to close the program; therefore, OTA placement percentages dropped, and LCCC requested an inactive accreditation status in Fall 2020 and created a teach-out plan.
- **Physical Therapist Assistant (PTA):** Job postings and hiring data for six counties directly or indirectly aligned with our Physical Therapist Assistant program and showed a lower posting intensity than all other occupations and companies in the region, indicating that they may not be trying as hard to hire for this position. Additionally, 25 Lehigh County job postings (2020) and 13 Schuylkill County job postings (2020) were only linked to per diem employment, not full-time benefits and salary offerings. Finally, Lehigh County community college graduates at the time preferred working at a network or site within their region (within 30 minutes), and were not interested in traveling to the Berks, Monroe, or Northampton County regions. Therefore, a decision was made to close the program and create a teach-out plan.
- **Early Learning Center (ELC):** Due to the COVID-19 pandemic, under the Governor's Office directive, LCCC had to cease in person and/or face-to-face operation of the Early Learning Center ('ELC') in the spring of 2020. This closure resulted in the children and families who were served through the ELC to locate and secure child care through other environments. Most of the attending children/families were funded through Pre-K Counts programming that, upon transitioning to another care environment, went with the child/families. In addition to affecting the children's enrollment and the Pre-K Counts funds, the Institution could not maintain the center, therefore falling into non-compliance with the Pre-K Counts grant funded through the Office of Child Development and Early Learning ('OCDEL'). The Pre-K counts program allowed the Early Learning Center to operate an additional classroom as well as have the salaries partially supporting the director, part-time teacher, and a fully funded full-time teacher. The removal of the Pre-K Counts funding placed the ELC in a position where it would not have funding to continue operations. The ceasing of operations prevented the ELC from meeting its regularly scheduled accreditation cycle requirements; consequently, the ELC lost National Association for the Education of Young Children ('NAEYC') accreditation, which expired in July 2021. Currently, the space is a repurposed makerspace for Early Education, Education, and Special Education students.

- **Intercollegiate Sports:** Effective Spring 2025, LCCC Athletics transitioned to a comprehensive intramural program and no longer participates in intercollegiate sports through the National Junior College Athletic Association. Declining participation, rising costs, and the need to involve more students were the main factors resulting in this decision. The team transportation costs reached \$130,000 in 2024. The costs were funded through the Student Government Association's fees, spending \$630,000 annually, with about \$500,000 as a direct cost of athletics. Over the past six years, the students participating in athletics ranged from 98 to 100 students per year. The maximum number of students allowed is 150 students, and this was a stretch goal for the program that was never met. The transition to an intramural sports program allows the College to serve more students at a reduced cost.
- **Cafeteria and Corner Cafe:** During the Spring of 2023, a Request for Proposal was made available to area vendors for food, beverage, and vending operations due to the end of our agreement with our current vendor that supplied a cafeteria and Corner Café with fresh, made-to-order food offerings. Considering the negative effects of the pandemic on rising costs and LCCC's decreasing enrollment coupled with a slowly dwindling profit by our current vendor and their staffing shortages, the College faced an even larger financial threat when the current vendor projected a loss of \$53,237 that the College was contractually obligated to subsidize. The RFP results provided "Grab and Go" vending options that were more affordable for the College while offering accessibility and affordability for our students.

COVID-19 Pandemic Lockdown and Education Disruption

Following swiftly on the heels of our last successful MSCHE accreditation visit came the unexpected, traumatic COVID-19 pandemic lockdown and education disruption in March 2020. Similar to the College's many surrounding sister institutions, LCCC rallied while working tirelessly to encourage and support students to transition to an online classroom environment they had never experienced before. As student participation waned and enrollment dropped significantly, the College's already-vulnerable student population faced obstacle after obstacle. Due to LCCC's dedicated and creative student support services and our commitment to teaching online employing best practices, a tradition that dates back to the early 2000s, many of our full-time, part-time, and adjunct teaching and service faculty easily transitioned their services, lessons, assignments, and gradebooks to our Learning Management System (LMS), Canvas. Even after the lockdown was over, and our Main Campus, Additional Locations, and classrooms opened for in-person education, we continued to offer the aforementioned support services as well as multiple modalities for course delivery as we understood our students in a new way. Reinterpreting our students' experiences from this new point of view, along with being a trauma-informed institution, has strengthened LCCC and enhanced our student-centered philosophies. Despite the many overwhelming challenges and obstacles our students and institution faced due to the COVID-19 pandemic, emerging from the pandemic lockdown and the transformation of higher education forced the Institution into a period of self-reflection that ushered in a need for institutional accountability, self-appraisal, and innovation that improved our policies, classrooms, and student experiences around student finances, students' needs, culturally relevant curriculum, access to resources, student voice, and an even more welcoming campus climate.

Institutional Financial Trends

Lehigh Carbon Community College's peak enrollment of the past decade of 127,730 credits occurred in FY19. Enrollment dropped approximately 6% after the pandemic and for FY24 is down 12.5% since the high point. The composition of our students has also shifted in that dual enrollment students now represent 16% of our credit hours compared to 8% in FY19.

Minimal increases to our tuition and fees have been in line with our mission and commitment to being among the most affordable community colleges in the state. Our tuition and fee revenue, net of scholarships, was \$24.2 million representing 41% of our total revenue for FY24. The College receives stable appropriations from both the Commonwealth of Pennsylvania and our 13 sponsoring school districts. The local operating appropriation has been steady at 8% of our total revenue and the state appropriation represented 27% for FY24. Grant revenue is 16% of total revenue in FY24 compared to only 8% in FY19 and down from the high of 27% in FY22 due to HEERF funds.

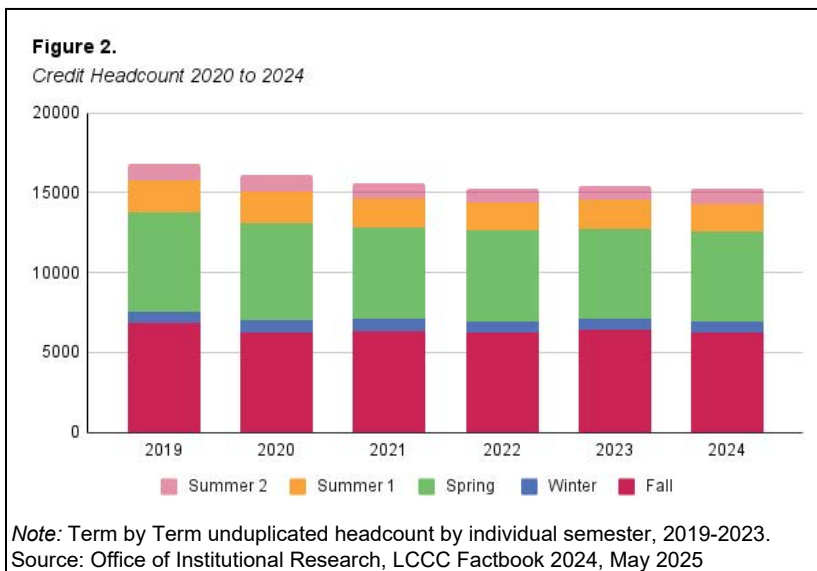
Total expenses for FY24 were \$50.9 million compared to \$53.2 million in FY19. The College operating expenditure budget includes salaries, wages, and benefits of more than 70% of the budget. Collective bargaining agreements moderately limit expense flexibility.

LCCC's Moody's A2 rating opinion cites the favorable revenue mix detailed above compared with peer-rated community colleges as an indicator of a positive performance outlook. Our involvement and focus on regional workforce priorities will continue to provide growth opportunities if enrollment is limited by outside factors and grants are unable to be secured.

Student Communities and Enrollment Trends

Student Communities

LCCC's students most often begin their collegiate journeys in the communities in which they live, joining the Schnecksville Main Campus, about 10 miles outside of the greater Allentown area; LCCC Allentown at the Donley Center, located in the heart of downtown Allentown; LCCC Tamaqua at the Morgan Center, located in Schuylkill County; and LCCC at Lehigh Valley International Airport, located in Hanover Township. Because LCCC's students are at the center of all we do at the College, we are acutely aware of serving varied populations who differ significantly depending on from which region they come, but who also frequently meet in the online, remote, and hybrid settings even when they live many miles apart and attend different campuses in person. From the suburban communities of the Parkland and Emmaus School Districts to the inner-city population of Allentown, to the rural Schuylkill and Carbon counties that compose the Northern Tier, the College's student demographics result in an eclectic and exciting educational community committed to student growth and success.



Enrollment Trends

LCCC is facing enrollment challenges that are influenced by the communities and populations we serve as well as the changes occurring directly related to the looming national and regional high school enrollment cliff, with the bottom of the trough in Lehigh County occurring in 2028-2029 and a slow recovery through 2032-2033. As a result, the College will have to monitor variations among individual

school districts and changes in graduation rates to react quickly to these events with flexibility and innovation. Figure 2 shows the decline in enrollment since 2019 to the present.

In particular, special emphasis on the recruitment of full-time students, whose numbers have decreased by 19 percent since pre-pandemic 2019, will be necessary to bring stability to the Institution, allowing for some predictability in faculty, support services, and course offerings. LCCC's ability to be nimble and innovative in the face of changing trends and workforce demands will be critical.

When examining our student enrollment by ethnicity, in Fall 2024, White (non-Hispanic) students were slightly more than half the credit headcount (51.4%) offered at LCCC, followed by Hispanic or Latino students with 30.4 percent. Black or African American students (7.6%) and Asian (3.5%) were somewhat smaller groups, and the remainder of the credit student body were from students in two or more races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or U.S. Nonresident.

Programs of Study and Other Outcomes

In keeping with LCCC's role as a comprehensive community college, the College offers students transfer programs, career programs, developmental education, lifelong learning, community education, and non-credit to credit pathways. LCCC remains a flexible and versatile institution that addresses the demands for innovation in the workforce and society. The College currently offers more than 90 programs on campus and online, and these include a combination of degrees, certificates, diplomas, contract training, and specialized courses that correlate directly with community workforce demands for graduates with the professional skills and expertise required by our technologically-driven society.

Transfer and Career Programs

Over the past five years, LCCC has had approximately two-thirds of students enrolled in transfer-oriented programs of study leading to an Associate in Science (A.S.) or Associate in Arts (A.A.). LCCC has 27 transfer associate degree programs (Associate in Arts and Associate in Science). In addition, Pennsylvania statewide initiatives facilitate the transfer of LCCC credits primarily to the ten Pennsylvania State System of Higher Education (PASSHE) universities through the Pennsylvania Transfer and Articulation Oversight Committee. Additionally, Governor Shapiro's legislation, known as the Student Transfer Policy, mandates that Associate of Science or Associate of Arts degrees earned by students from PA community colleges shall be fully and completely accepted by the PASSHE universities who may no longer disallow discrete courses recognized as college-level by the community college but not the university. LCCC also participates in reverse transfer agreements with the PASSHE universities to benefit students who transfer prior to earning their associate degree. Most recently, LCCC's transfer articulation agreement with Kutztown University and the "It's Not Over" campaign were used as a model for the Commonwealth.

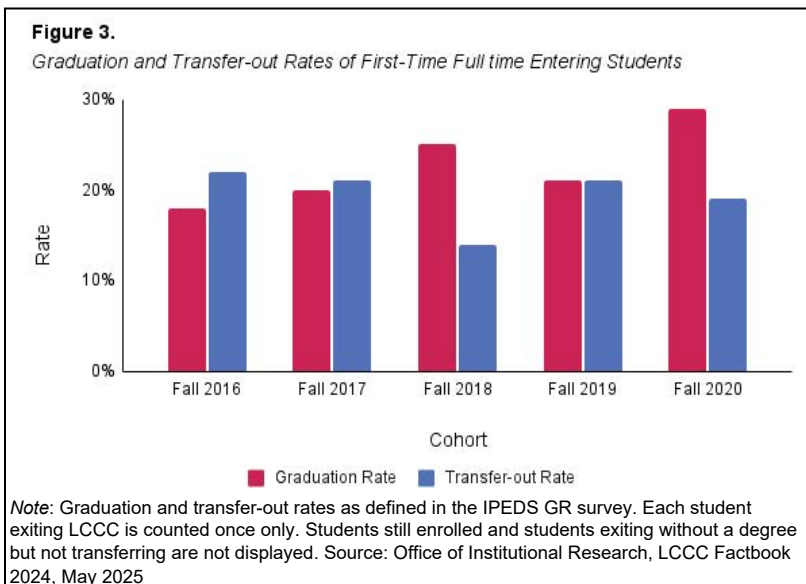
In the past five years, LCCC has had approximately one-third of students in career programs. The College offers 34 career associate degree programs (Associate in Applied Science), 17 certificate programs, and three credit diploma programs that students can earn to enhance their current employment or as a first step to earning an associate degree. For example, some students attend the College for specialized credentials, such as the Entrepreneurship and Small Business Specialized Credit Diploma (ENBD) or complete one of the five workforce training courses, such as the Nurse Aide Training program, which leads to certification as a Certified Nursing Assistant (CNA).

In addition, LCCC's Center for Innovation and Learning (formerly known as The Center for Leadership and Workforce Development) provides custom learning solutions that improve performance and support economic development in our region. The College designs and implements programs tailored to the region's business needs with flexible options to complete the courses in-person and online. One example of these responsive community partnerships is our ten-year relationship with Lehigh Anthracite Coal, a

local company of 120 employees that produces anthracite coal that is sold locally, nationally, and internationally from the mines in Schuylkill and Carbon counties. LCCC has helped this company and our local economy thrive by providing training at our LCCC Tamaqua at the Morgan Center to their executives and managers that includes a Leadership Series of courses over ten-month periods during a number of years to accommodate the change in management. Also provided as required are special classes in Conflict Resolution and Team Building. One unique training we provide is an annual required course on Mine Safety. LCCC partners with a certified instructor to provide this essential education for Lehigh Anthracite Coal's employees.

Exit Outcomes

The majority of our first-time, full-time students have a successful exit outcome at or prior to the three-year mark. The sum of these two metrics has been roughly stable at 45%, plus or minus 5%, over the last 10 years (Figure 3). The relative proportions of students who transfer compared to those who graduate with a credential varies significantly between years, creating large swings in graduation rates from year to year.



The top six destinations for all LCCC transfer students are Kutztown University, Penn State University, Cedar Crest College, DeSales University, Commonwealth University, and Moravian University.

Faculty and Staff

The faculty and staff at LCCC may perform very different roles, but together they form the foundational structure that ensures students' experiences are addressed efficiently and productively and leads directly to student success and satisfaction while they are attending the College and afterward when they transfer to other institutions or enter the workforce. The faculty and staff at LCCC work in partnership in multiple ways, beginning during the recruitment of students from area communities and continuing through their admission, advising, registration, instruction, support, and graduation. The faculty and staff are innovative and forward-looking colleagues who collaborate to identify student obstacles and create programs and practices to remove them while building strong co-curricular activities that enrich the lives of students, faculty, and staff alike.

Furthermore, the faculty and staff are engaged in community initiatives, participate in educational reimbursement programs to enhance their qualifications and knowledge, and are active in sabbatical, professional development, and grant activities that directly and indirectly enhance their expertise and experiences and benefit students attending LCCC. As noted in the Strategic Plan, *Many Voices, One Vision 2023-2026*, opportunities such as the aforementioned have fostered a campus culture of excellence, innovation, and creativity. It is no wonder that the retention of LCCC's full-time faculty is self-sustaining. Impressively, as of 2023, over 97 percent of LCCC's full-time faculty had achieved the rank of Assistant Professor, Associate Professor, or Professor, demonstrative of a commitment to their vocations. Likewise, since the COVID-19 pandemic, faculty and staff initiatives have focused on the health and well-being of the college community, reinvigorating student clubs, and student, faculty, and staff engagement. Because

close to 40 percent of the College's full-time faculty have been at LCCC for more than 15 years, the faculty are invested and committed to the success of the Institution.

The College is dedicated to ensuring that LCCC's administration, faculty, and staff are representative of the students and community we serve. As a result, talent searches, including the deliberate use of recruiting channels that attract talent, have focused on hiring the best employees from the counties, state, region, and country.

While LCCC's administration, faculty, and staff have decreased in number due to enrollment challenges caused by the COVID-19 pandemic, the administration has worked diligently to maintain a balance among the number of full-time and part-time employees, administration, teaching faculty, and classified staff. The College's total number of employees has been reduced by 87 heads and 24 FTE since 2019, most of whom were classified as adjunct faculty due to decreased enrollment following the COVID-19 pandemic. As seen in Table 1, the largest proportion of full-time employees and Full-Time Equivalencies (FTEs) are classified as Instructional Staff (Credit), followed by Management; Instructional Staff (Not-for-Credit); Library, Student, and Academic Affairs; and Office and Administrative Support. Today the College remains reasonably balanced regarding the number of employed administrators, classified staff, and faculty, leaving the College poised to offer students an exceptional educational experience.

Table 1.

All Staff by Occupational Category

Occupational Category	Full-Time Staff (N = 268)		Part-Time Staff (N = 461)		FTE (N = 422)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Instructional Staff, Credit	75	28	335	73	187	44
Instructional Staff, Not-for-Credit	0	0	80	17	27	6
Library, Student, and Academic Affairs	33	12	27	6	42	10
Management	58	22	0	0	58	14
Business Office and Finance	6	2	0	0	6	1
Information Technology	23	9	0	0	23	5
Social Service, Legal, Art and Design	17	6	3	1	18	4
Service Occupations	12	4	2	0	13	3
Office and Administrative Support	41	15	14	3	46	11
Facilities	3	1	0	0	3	1

Note: Full-time and part-time staff by occupational category, on HR census day, 11/1/2024. This includes all instructional, professional staff, and administrative staff directly employed by the College. Generated by Office of Human Resources, From U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), HR Survey 2024-25.

College Governance

Shared governance is the most valued leadership system at LCCC; therefore, many governing bodies encompass our decision-making strategy in order to involve different stakeholders in policy development to allow for respect and collaboration and to promote transparency, shared responsibility, and accountability: the Board of Trustees, President's Cabinet, Academic Council, Leadership Team, The Faculty Association, the Educational Support Professional Association, and the Student Government Association. This governance model accomplishes the goal of unified and consistent communication among the community of the College envisioned in the Strategic Plan. Notably, LCCC has experienced stability in governance with our president's decade tenure and no changes at the vice president level in the last five to ten years.

Governor Shapiro's Blueprint for Higher Education and the State Board for Higher Education

With the election of Governor Josh Shapiro in 2022, a new vision for higher education in Pennsylvania was imagined that focused on competitiveness and workforce development and is grounded in access, transferability, and affordability. Much of Governor Shapiro's blueprint is based on the work of the Higher Education Working Group, a group of higher education leaders from across Pennsylvania appointed by the governor to develop a series of recommendations for improving higher education in the Commonwealth. Dr. Ann D. Bieber, LCCC President, was part of this Higher Education Working Group.

Although the Governor's initial plans included a partnership of the Pennsylvania State System of Higher Education (PASSHE), which includes ten state-owned universities, with Pennsylvania's fifteen community colleges, this legislation was rewritten by the Governor in conjunction with legislators, and, instead, in September of 2024, the Governor's 2024-25 budget established the new State Board of Higher Education (SBHE), which provides more support for public universities and colleges and invests in making a college education more affordable for Pennsylvania students. The SBHE is comprised of leaders from higher education, the business community, labor, students, legislators, and members of the governor's administration to craft a strategic plan for higher education, coordinate between higher education institutions and sectors, make higher education more accessible and affordable for students, and ensure our Commonwealth's higher education institutions are training students with the skills and credentials needed to fill critical workforce shortages and power our economy for generations to come. This legislation mandated that all regulations and statutes be moved from the Department of Education to the new SBHE.

These changes are historic because for the first time in the history of the Commonwealth, community colleges will be governed by a higher education board that is separate from K-12 education. LCCC is proud that our president, Dr. Ann D. Bieber was appointed to the SBHE by Governor Shapiro to represent the community college voice. As the SBHE focuses on a new vision for higher education in Pennsylvania, LCCC will continue to focus on our vision, mission, and values while charting a new course that follows this new direction and exciting opportunities.

Cougar Pride

LCCC faculty, administrators, and staff are fierce in our drive to nurture academic excellence and offer our students extraordinary experiences that result in a memorable, inspiring, and state-of-the-art education. No matter the academic discipline or the degree a student pursues, LCCC provides its students many reasons to realize the familiar LCCC advertising slogan we all applaud: *Start Here, Go Anywhere.*

- **Morgan Foundation Scholarships:** The John E. Morgan Foundation created the first Promise Scholarship in the nation, the Morgan Success Scholarship, which has transformed the lives of students and the community of Tamaqua and Schuylkill County since 2003. The Morgan Success Scholarship awards full-tuition scholarships to students who have graduated from Tamaqua Area High School and are pursuing degrees at LCCC. The foundation also has granted these students Morgan-Beyond LCCC Scholarships when they transfer to a four-year college after completing their associate degrees at LCCC, and students returning to LCCC in between semesters at their transfer institutions are eligible for the Morgan Guest Students Scholarship. More than 2,600 associate degrees, certificates, and diplomas have been awarded through the foundation. Approximately 1,000 Tamaqua Area High School graduates have received the Morgan Success Scholarship, totaling over 4.2 million dollars.
- **Simulation Labs:** The nursing department at LCCC recently created realistic, high-fidelity clinical simulation labs. The lifelike simulators, including one lab at the Main Campus and one at the Tamaqua campus, each house one adult mannequin and one child mannequin. In tandem with the labs that mimic a medical facility room, the simulators teach future nurses how to save lives by duplicating scenarios that occur daily in hospitals and emergency rooms.
- **Honors Scholars and Honors College Programs and Scholarships:** For LCCC students who would like to concentrate more seriously on academics, and who are intellectually curious and highly motivated, the Honors Scholars and Honors College Programs offer students several ways to participate. First, students with exceptional academic high school records interview for a full-tuition scholarship in either STEM or Liberal Arts, and they work as a cohort to complete 24 credits of Honors courses. LCCC began this program in 2004 with an initial 21 students, and it has grown to 44 students in 2024. In addition, in 2024 six high-achieving LCCC students who had been recommended to the program by faculty received a one-year tuition Honors College scholarship and completed 13 credits of Honors courses. Impressively, whether students graduate as part of the Honors Scholars or Honors College Programs (60% were successful in 2024), or continue at the College but not as Honors students, the overall graduation rate of enrollees was at 70% in 2024. Indeed, the College has seen increased graduation rates for participants since the inaugural year of the program. Students who take Honors designated courses are challenged to expand their intellectual, cultural, and social horizons, and to become lifelong learners.
- **Mobile Lab Units:** In 2019, LCCC developed a mobile manufacturing lab classroom to bring workforce training directly to employers. The mobile classroom is equipped with cutting-edge, state-of-the-art equipment, tools, and technology to replicate a real-world setting, providing participants with hands-on, practical training in various aspects of manufacturing and industrial automation. The College's Workforce Training Department, which has been newly-branded as the Center for Innovation and Learning, operates three mobile classrooms and offers training year-round for regional employers. All the instructors are industry professionals.
- **Aviation Program:** Students looking to "take flight" in a new career can literally do so with LCCC's revamped Professional Pilot A.A.S. Program. Although the College has had an aviation program for many years, there have been some changes to the curriculum, including advanced simulation and partnerships with major airlines, which mean even more rewarding career opportunities for students. Indeed, these opportunities resulted in increased enrollment from 46 students in Fall 2020 to 75 students in Fall 2024, with a consistent graduation rate of 9 students in 2020-2021 and 2021-2022, and 6 students in 2022-2023. The program remains an attractive and a unique feature of the College.

- **Glass Box Gallery:** Located on the main floor of the LCCC Rothrock Library, the Glass Box Gallery hosts monthly exhibits from area artists as well as annual student exhibitions. The gallery provides a multi-faceted interactive space to promote learning, growth, creativity, and appreciation of the arts.
- **WXLV Digital Media and Production Lab:** Located on the southeast corner of LCCC's Main Campus, the building contains a makerspace computer lab, a full audio production studio, and a radio station that streams to iHeartRadio. The computer lab gives students access to a wide array of creative tools and applications and a 3D printer. The Audio Production Studio utilizes professional equipment to create high-quality audio recordings, whether it be music, voiceovers, or sound effects.

Self-Study Assessment Process

Upon completion of the MSCHE self-study visit, the Leadership Team and Academic Council will initiate a period of collegewide self-reflection and stakeholder feedback beginning with their monthly meetings. The recommendations and suggestions presented during the accreditation visit will be incorporated into the College's Strategic and Academic Plans. The establishment of a MSCHE Advisory Panel that will meet two times a year will be tasked with overseeing the recommendations and suggestions in order to ensure compliance with accreditation and institutional continuous improvement. The Advisory Panel will meet with the Leadership Team and Academic Council two times a year and present its findings to the President's Cabinet and the Board of Trustees.

II. Institutional Priorities to be Addressed in LCCC Self-Study

Priority Identification Process

Three institutional priorities advance the Lehigh Carbon Community College's mission supporting the College's strategic plan entitled *MANY VOICES, ONE VISION: 2023-2026* which articulates six overarching themes.

To arrive at the following institutional priorities and in preparation for the MSCHE self-study evaluation, the Accreditation Liaison Officer, Steering Committee, and Working Groups were identified and invited by the Office of the President to begin the self-study process. Members of the Steering Committee attended the Self-Study Institute in Fall 2024, and in December 2024, eight faculty members and administrators attended the MSCHE Conference in Philadelphia, PA, from December 11-13, 2024. The ALO visited the Board of Trustees twice in Fall 2024 to inform them of the process.

Through discussions between faculty and staff during Fall 2024, a list of possible institutional priorities was established. Institutional Research, in tandem with the Steering Committee, created a survey of these possible priorities that was advertised in the employee newsletter *The College Voice*; the weekly student newsletter *This Week at LCCC*; various text messaging outlets such as through our Learning Management System, Canvas; our Student Development messaging systems and portal; and in various meetings leading up to the survey. Consequently, the survey was accessible to students, faculty, administration, staff, the community, and the Board of Trustees for participation. The results of this survey produced three institutional priorities that were subsequently accepted by the Board of Trustees. These institutional priorities were then presented to the administration, faculty, and staff at the Spring 2025 Convocation and another round of survey responses endorsed the three institutional priorities that will be the focus of our self-study while strengthening the College and increasing its responsiveness in the future.

Figure 4 provides an overview of how the institutional priorities align with the College’s mission. All institutional priorities align with at least one or more parts of the LCCC Mission Statement.

Figure 4.
Alignment of Self-Study Institutional Priorities with Lehigh Carbon Community College’s Mission

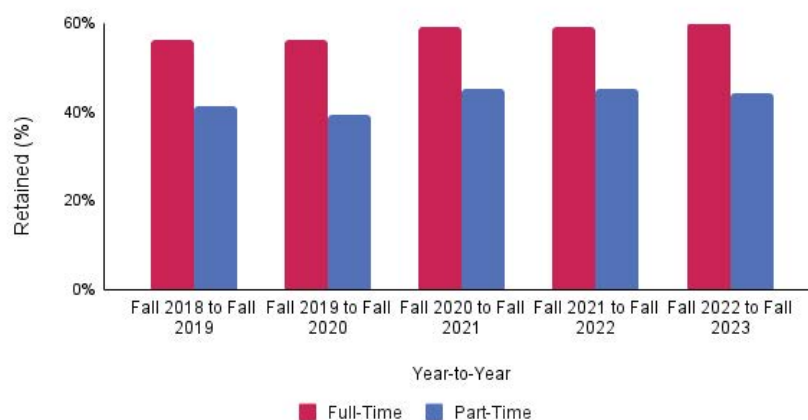
LCCC Mission Statement	Priority I Advance Student Success and Retention	Priority II Build Innovative Programming and Initiatives	Priority III Ensure Financial Well-Being / Institutional Vitality
Empowering Learners	✓	✓	
Equitable & Affordable Pathways and Services	✓	✓	✓
Students Achieve Academic & Career Goals	✓	✓	

Priority Description and Assessment

Institutional Priority I: Advance Student Success and Retention

Lehigh Carbon Community College prides itself on being a student-centered, student-ready institution that values our learners holistically and considers their non-cognitive issues and the impact those challenges have on their retention and, ultimately, their success at transferring and graduating. As a result, LCCC consistently introduces innovative pedagogies and student services programming to engage and retain students and prepare them for the swiftly evolving educational

Figure 5.
One-Year Retention of First-Time Entering Students



Note: One-year retention, as defined in the IPEDS EF Survey. Students are classified as Full- or Part-time based on their enrollment in their Fall entry semester only. Source: Office of Institutional Research, LCCC Factbook 2024, May 2025

and workforce landscape. The College has been especially nimble at adapting and transforming itself since the COVID-19 pandemic to ensure students overcome physical and cognitive barriers to learning, and this is reflected in Figure 5, One-Year Retention of First-Time Entering Students, where LCCC has improved retention over pre-COVID-19 benchmarks. However, because the College is also confronting a national and local decline in enrollment, as our students react to perennial and contemporary challenges, the advancement of student success and retention remains critical. Student motivation and engagement, agency, time management and organization, resiliency, perseverance, and academic achievement are important foci and guide all of our initiatives so that LCCC anticipates necessary changes and reacts innovatively and successfully, as compelled by our mission, our strategic plan, and

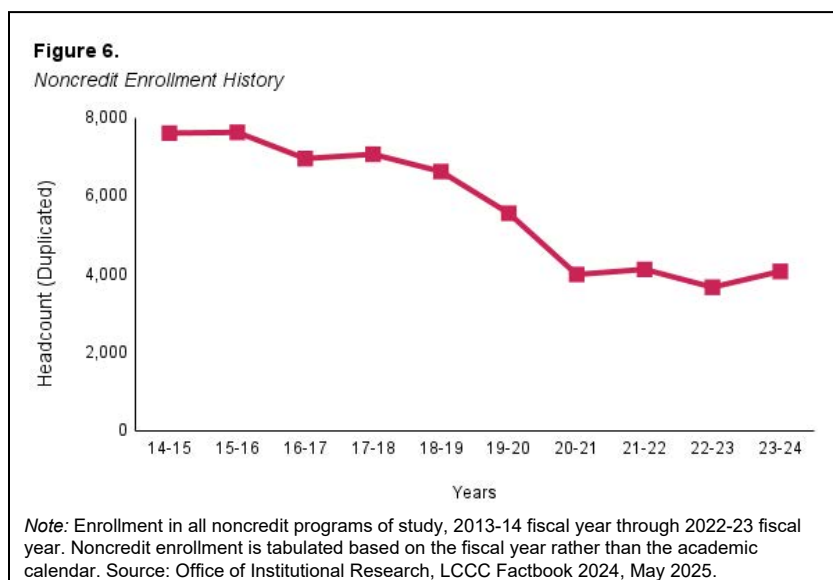
the MSCHE standards of accreditation. Institutional priority I builds upon the review of and provides for the intended future advancement of the following sources of data:

- Student progression (e.g., retention, graduation, and transfer rates)
- Student support services (e.g., educational support and community resource identification)
- Student development (e.g., advising, counseling, intramurals)

Institutional Priority II: Build Innovative Programming Initiatives

While Lehigh Carbon Community College has always been a premier provider of innovative programming in the Lehigh, Carbon, and Schuylkill Counties of Pennsylvania, the Governor's office, since 2023 has focused on reorganizing higher education in the state and better aligning institutions with their K-12 predecessors, providing affordable partnerships between community colleges and state and private universities, and responding to the workforce needs of the state's communities. Through a new State Board of Higher Education (SBHE), Governor Josh Shapiro has mandated a modern focus on workforce development in terms of apprenticeships, short-term and long-term job training, high-priority occupations, wage-sustaining employment, and career and technical education that allows Pennsylvanians to chart their own course and secure gainful employment throughout their working lives. To this end, LCCC must focus on bridging the non-credit to credit divide and reverse the decrease in non-credit enrollment (Figure 6)

by building partnerships with community stakeholders; aligning education and training programs with employer needs; ensuring opportunity through prior learning credits; offering micro-credentialing and certificates; to provide access to workforce employees so they may gain skills and advancement in the workplace. The institutional priority of workforce programming initiatives aligns with our mission, our strategic plan, and the MSCHE standards of accreditation. Institutional priority II builds upon the review of and provides for the intended future advancement of the following:



- Student Achievement (e.g., transition to two-year degree, work, or transfer; partnership and articulation agreements; stackable certifications and micro-credentialing; non-credit to credit transitions over the past five years)
- Workforce Programming (e.g., Ed2Go, BloomBoard, WEDnetPA, Amazon, CareerLink)

Institutional Priority III: Ensure Financial Well-Being and Institutional Vitality

LCCC's Board of Trustees, president, and the administration have been excellent stewards of the College's finances during revolutionary societal and technological changes, and especially during the COVID-19 pandemic. As a result, the College is financially healthy and thus continues our 58-year old tradition of offering quality, affordable, and accessible education to the communities and populations we serve.

With the advent of online, hybrid, and remote instructional modes beginning during the early 2000s and increasing dramatically during the COVID-19 pandemic, the College has already demonstrated that it can react quickly and successfully to sweeping changes. To remain financially healthy while maintaining relevance and, therefore, vitality in the current climate, the College must overcome low enrollment by working closely with our sponsoring school districts and the community to develop new enrollment opportunities and revenue streams that attract an eclectic student body with offerings that are flexible and cutting-edge and that lead to careers and advanced pathways. Furthermore, with our focus on affordable tuition, we must identify and capitalize on the intellectual, physical, emotional, and community needs of our students, especially in the face of civil skepticism about the value of a college degree. Thus, these significant shifts in how we think, plan, and act about the financial well-being and institutional vitality of the College align with our mission, our strategic plan, and the MSCHE standards for accreditation. Institutional priority III builds upon the review of and provides for the intended future advancement of the following:

- Fiscal Hygiene (e.g., Foundation data; Moody's rating; budget book; student support services allocation; tuition and fees; faculty, administrative, and staff salary allocation)
- The *Assessment of the Learning and Working Environment at LCCC Study* (e.g., results, communication, and change implementation)
- Institutional Benefit (e.g., health and wellness training data; employee benefits; food and hygiene pantry)

Priorities and Strategic Plan Alignment

Figure 7.
Alignment of Self-Study Institutional Priorities with Lehigh Carbon Community College's 2023-2026 Strategic Plan

LCCC Strategic Plan Themes	Priority I Advance Student Success and Retention	Priority II Build Innovative Programming and Initiatives	Priority III Ensure Financial Well-Being / Institutional Vitality
1. Communications	✓	✓	✓
2. Data	✓	✓	✓
3. Diversity, Equity, Inclusion, and Belonging	✓	✓	
4. Employee Experience			✓
5. Enrollment & Retention	✓	✓	✓
6. Programming	✓	✓	✓

Aligning the institutional priorities with the Strategic Plan further demonstrates how the Self-Study Report will advance the Strategic Plan at LCCC (Figure 7). Priorities and MSCHE Standards Alignment

In order for the Working Groups to focus on specific priorities in their narratives, Figure 8 shows how each of the priorities align with the MSCHE standards.

Figure 8.**Alignment of Self-Study Institutional Priorities with MSCHE Standards**

MSCHE Standards	Priority I Advance Student Success and Retention	Priority II Build Innovative Programming and Initiatives	Priority III Ensure Financial Well-Being / Institutional Vitality
I. Mission and Goals	✓	✓	✓
II. Ethics and Integrity	✓		✓
III. Design and Delivery of Student Learning Experience	✓	✓	
IV. Support Student Experience	✓		✓
V. Educational Effectiveness Assessment	✓	✓	
VI. Planning, Resources, & Institutional Improvement	✓	✓	✓
VII. Governance, Leadership, and Administration	✓	✓	✓

III. Intended Outcomes of the Self-Study

MSCHE Intended Outcomes

The first three intended outcomes are required by MSCHE:

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.

Additional LCCC Outcomes

As the SSR evolves, items from the Evidence Inventory and written narratives will address not only the outcomes, but also how they are measured. LCCC has added two additional intended outcomes:

4. Further integrate and advance the communication and collaboration among Enrollment Services, Student Development, and Academic Services to improve the planning processes and programming that promote student success and retention initiatives.
5. Employ data and evidence-based processes to inform decisions and create a campus-wide culture of transparent communication.

IV. Organizational Structure of the Steering Committee and Working Groups

Steering Committee

Steering Committee Composition

The Steering Committee is composed of faculty, administration, and staff members who are involved in various areas of the College and are outlined in Figure 9. Previously, LCCC utilized a faculty tri-chair model where three faculty members led the Steering Committee and the LCCC MSCHE self-study team through the self-study process. LCCC opted to use a similar model, since this was successful in the past and provided continuity in the process for stakeholders. Steering Committee members were identified and aligned based not only on their roles and responsibilities, but also their collaborative connections to a variety of stakeholders across the College. The College is continuously looking to build leadership within its community. The Steering Committee responsibilities were reviewed with the ALO and executive team to determine who had the expertise in the Institution to meet the outcomes necessary for each role and committee.

Figure 9. <i>Steering Committee Composition</i>		
Name	Institutional Role	Steering Committee Area of Oversight
Steering Committee Tri-Chairs: Dr. Melanie Turrano, Jennifer Myskowski, Dr. Betsy Swope		
Anne Ryan	Associate Professor, English	Institutional Internal - External Communications
Dr. Melanie Turrano	Professor, English; Faculty Association President	Self-Study Design - Self-Study Report Review
Jennifer Myskowski	Professor, English	
Joshua Mitchell	Chief Information Officer	Institutional Evidence Inventory
James Gilbert	Associate Professor, Library - Technology Faculty	
Larissa Verta	Vice President, Academic Services and Student Development	MSCHE Accreditation Liaison Officer
Dr. Betsy Swope	Associate Professor, Psychology	Logistics and Organizational Development

Steering Committee Charges and Responsibilities

Building upon the success of our previous institutional SSD, SSR, and information from the MSCHE Self-Study Guide Module 1: Initiating the Self-Study Process, the following charges were developed for the Steering Committee members:

1. Suggest the appointment and monitor the progress of Working Group membership.
2. Identify the outcomes of the self-study.
3. Develop the structure, format, and style of the MSCHE 2027 Self-Study Report and review and approve the MSCHE 2027 SSR.
4. Review and approve the Self-Study Design (SSD), including the structure of the Evidence Inventory.

5. Analyze interim reports from the various Working Groups to determine the following:
 - a. standards and institutional priorities are addressed
 - b. evidence complies with the Commission's evidence expectations
 - c. assumptions are clear
 - d. data demonstrates institutional performance
 - e. statistics are appropriately interpreted and discussed, and appropriate analysis and opportunities for improvement or innovation are included
6. Oversee the development of the MSCHE 2027 SSR.
7. Oversee the development and refinement of the Evidence Inventory.
8. Establish and enforce clear goals and deadlines.
9. Assemble and edit the drafts submitted by each of the Working Groups and prepare the final SSR and related documents.
10. Maintain a record of all activities associated with the MSCHE 2027 SSR.
11. Coordinate web page content, timetable, and organize additional location visit arrangements and activities.
12. Coordinate and promote communication within the Institution about the self-study process by updating the Board of Trustees, Executive Team, and college community on the progress of the MSCHE 2027 SSR.
13. Arrange for institution-wide review of and responses to a draft of the MSCHE 2027 SSR.
14. Maintain and communicate an awareness of and any changes to the Federal Verification of Compliance regulations and MSCHE *Standards for Accreditation and Requirements of Affiliation*.

Strategies and Oversight

The three areas of the Steering Committee members will provide oversight, assistance, and monitoring of the Working Groups. Through the use of a shared 2024-27 MSCHE Self-Study Google Drive and a detailed timeline, this collaborative process will be achieved in a variety of ways. Steering Committee members and Working Group co-chairs will begin working collaboratively on the Inquiry Plans Template (Appendix A) for each standard during a training session in late Spring 2025. Beginning in August 2025, Steering Committee members will utilize the Steering Committee Monthly Reporting Template (Appendix B) in conjunction with the Working Group Monthly Reporting Template (Appendix C), which includes the Master Evidence Inventory Report (Appendix D) to provide monthly feedback loops between the Working Groups and the Steering Committee. The Steering Committee will review each Working Group Reporting Template, each standard narrative, and the Master Evidence Inventory Report at the Steering Committee monthly meeting (first week of the month) and provide responses and updates to the Working Group to be addressed the following meeting (third week of the month). These reporting mechanisms focus on the work of the Working Group through writing both the Preliminary Draft Template (Appendix E) and Final Draft Template (Appendix F) in addition to collaborative reporting through the Master Evidence Inventory Report.

As noted in Section VII, the Timeline, regular meetings, and reporting requirements are specified for these groups along with their reporting responsibilities. The timeline interweaves collaborative features and identifies important responsible parties to ensure that not only are the Steering Committee and

Working Groups aware of their tasks, but also the entire college community remains involved. Through these standard reporting requirements, meetings, and review opportunities, the Steering Committee, notably the members responsible for the Self-Study Report Review and the Evidence Inventory, will ensure alignment of the institutional priorities, mission, lines of inquiry, and the requirements of the Commission in the written narrative and evidence expectations.

Working Groups

Working Group Composition and Selection

The co-chairs and members of each Working Group, along with institutional roles and relevant areas of responsibility are outlined in Figure 10. These groups were chosen to provide diverse perspectives pertinent to each standard from not only faculty, staff, and administrators, but also to include input from committees, councils, and special task-forces across the College. Volunteers were solicited for group membership during Fall 2024 through the *College Voice*. Based on this, additional input and recommendations were gathered during December 2024 and January 2025 from the executive team, Steering Committee members, and Working Group co-chairs to finalize group membership. As the Self-Study Report process is underway and evolves, it is possible that membership in these Working Groups will be adjusted based on needs identified within each group.

Working Group Charges and Responsibilities

In order to build upon our previous self-study, the Working Group co-chairs developed the following charges and responsibilities based upon successful aspects that we previously used while modifying and updating these for the current Self-Study Report writing process.

It is the charge and responsibility of the Working Group co-chairs to:

1. Explore lines of inquiry for each standard that relate directly to the institutional priorities and outcomes.
2. Familiarize the Working Group members with the expectations established by the MSCHE.
3. Lead members through the Steering Committee's charge to the Working Group.
4. Delegate and coordinate the work of the Working Groups.
5. Communicate with the Steering Committee chairs.
6. Present the Working Group reports to the Steering Committee.
7. Contribute to and coordinate the Evidence Inventory.
8. Ensure that the Working Group members meet scheduled deadlines.
9. Coordinate the collaboration of key contributors at the College for narrative writing and document compilation.
10. Designate a Working Group member to write the Working Group's final report within the guidelines established by the Steering Committee chairs.

It is the charge and responsibility of the Working Group to:

1. Possess working knowledge and fluidity with MSCHE standards and the SSR process.
2. Participate in the outlined meeting structure for the Working Group.

3. Promote the self-study process, raise awareness, and gather feedback from the greater college community.
4. Contribute to the Evidence Inventory and collaborate with the other Working Groups and College constituencies.
5. Contribute suggestions to the Preliminary Draft and Final Draft Templates specific to the standard in alignment with the institutional priorities and outcomes and lines of inquiry.
6. Establish criteria of success for each standard in the study.
7. Recommend the findings of the Working Group; however, the Steering Committee will finalize all recommendations.

Procedures and Processes

Working Groups will adhere to their assigned sections of the timeline, which outlines responsible parties for each item leading up to the completion of the Self-Study Report. During the 2025-2026 academic year, Working Groups will meet no less than once per month during the third week via Zoom to work on writing the Preliminary Draft and Final Draft narrative utilizing direct links to the Evidence Inventory. As part of each of these monthly meetings, Working Group co-chairs will complete the Working Group Monthly Reporting Template. This template serves as a continuous reporting mechanism that allows Working Groups to identify areas of need and support between the Working Group and the Steering Committee and between the Working Group and college community.

Lines of Inquiry

In addition to Working Group membership, Figure 10 shows the lines of inquiry that each Working Group will focus on. These lines of inquiry not only align with the specific standards, but also are important to LCCC based on recent initiatives and programming data. The lines of inquiry were designed to be analytical with accompanying LCCC specific documentation allowing each Working Group to focus on questions that are pertinent to the Institution. In order to ensure the ability to address each Line of Inquiry in the narrative by standard, MSCHE evidence expectations are also referenced, when applicable. Furthermore, the lines of inquiry also align with the institutional priorities outlined in Figure 8. Based on the four plenary sessions of the 2024 SSI and the current lines of inquiry, we see collaborations developing across several standards. Given that the Mission, Vision, and Values of LCCC guide our Institution, we anticipate that this Working Group will consistently collaborate across all standards. Specifically, we anticipate cross-collaboration with Standard VI and VII. Standard II pertaining to Ethics and Integrity is crucial to all parts of our Institution; however, based on SSI 2024 Plenary Session 2, we anticipate Standard II will collaborate with Standard IV. We see Standards III, IV, and V closely collaborating regarding how we design, build, support, and assess the student learning experience.

Figure 10.
Working Group Membership and Lines of Inquiry

Standard I. Mission and Goals		
Name	LCCC Role and Relevant Institutional Responsibilities	
Mary Engel (Co-Chair)	Associate Professor, Chemistry; Honors Council - Facilitator (STEM); Assessment Council - Member	
Andrew King (Co-Chair)	Interim Dean of Science, Mathematics, & Healthcare Sciences	
Gary Andrews	Assistant Professor, Psychology/Sociology; Sustainability Committee - Member; Academic Standards Committee - Member	
Tina Dowling-Hackett	Office Assistant, College Relations; Spirit Committee - Co-Chair	
Muhammad Jasim	Assistant Professor, Biology	
Andrew King	Interim Dean of Science, Mathematics, and Healthcare Sciences; President's Cabinet - Member; Honors Council - Member; Institutional Review Board - Member; Leadership Team - Member	
Dominic Lucci	Admissions Representative	
Dr. Kathleen Mayberry	Associate Professor, English; Assessment Council - Member	
Erin Vermeulen	Assistant Director, Registration/Student Records; Spirit Committee - Member; Leadership Team - Member; Academic Standards Committee - Member	
Nada Veskovc	Professor, Electronics; Academic Standards Committee - Co-Chair	
Standard I. Lines of Inquiry	Institutional Priorities	Potential Supporting Documentation
How well does the existing evidence demonstrate that the LCCC Mission, Vision, and Value statements serve, support, and evolve with our students, stakeholders, and community? How well are these communicated to constituents?	1, 2	<u>LCCC Documentation</u> : Internal Processes (e.g., recent flyers, banners, and boards on easels); Mission, Vision, and Values review process and the history of developing the Equity statement; Strategic and Academic Planning evidence; evidence of how key indicators (e.g., graduation, retention, transfer, affordability, and community partnerships) drive our Mission, Vision, and Values <u>MSCHE Documentation from Standard</u> : Samples of communication around Mission, Vision, and Values revisions; goals addressing student learning outcomes; DEI Goals
To what extent does the existing evidence demonstrate how LCCC's Mission, Vision, and Values drive strategic planning and resource allocation at an Institutional level?	1, 2, 3	<u>LCCC Documentation</u> : The Strategic Plan is informed by the Academic Plan and ERSMT which all reference the Mission, Vision, and Values (e.g., Perkins, pathways, grant funds, foundation, Dual Enrollment, title 3, Success Coaches); all funding requests, including grant submissions have to align with the Strategic Plan; Budget book <u>MSCHE Documentation from Standard</u> : Strategic plan alignment of mission and goals; budgetary support and allocation documentation
Standard II. Ethics and Integrity		
Name	LCCC Role and Relevant Institutional Responsibilities	
Brian DeLong (Co-Chair)	Associate Dean of Student Development; Environmental Health and Safety Committee - Member; Critical Incident Team - Member	
Lacey Gonzalez (Co-Chair)	Associate Professor and Coordinator, Business; Curriculum Committee - Member; Quality Matters Task Force - Co-Chair	
Wendy Barron	Professor and Coordinator, Media Communications	
Dr. Robert Blum	Professor, Biology; Academic Standards Committee - Member	
Dr. Christine Bowditch	Professor, Sociology; Honors Council - Facilitator (LIBA); Assessment Council - Member	

Michael Busch	Graphic Designer; Access to Technology Subcommittee - Member	
Angela Currier	Assistant Professor and Coordinator, Criminal Justice; Academic Council - Member	
Patrick Kane	Associate Professor, Mathematics; Assessment Council - Co-Chair	
Bassam Romaya	Assistant Professor, Sociology; Honors Council - Member	
Jonathan Sponsler	Professor and Coordinator, English; Academic Standards Committee - Member	
Diane Tallarita	Professor and Coordinator, Paralegal Studies; Academic Standards Committee - Member	
Benjamin Turrano	Admissions Representative	
Donna Williams	Director, Human Resources; Data Governance - Member; Access to Technology Subcommittee - Member	
Standard II. Lines of Inquiry		Institutional Priorities
To what extent does the <i>Assessment of the Learning and Working Environment at LCCC</i> report inform policies, procedures, and programs related to engagement, well-being, belonging, and institutional vitality on campus?		3
How well do the current policies at LCCC related to Institutional Vitality measure, evaluate, and strengthen its commitment to engagement, belonging, and well-being among its constituents and most marginalized members of the community? How does LCCC foster a culture of transparency, accountability, and commitment to engagement, belonging, well-being relative to the College's hiring, promotion, and retention processes?		3
Standard III. Design and Delivery of the Student Learning Experience		
Name	LCCC Role and Relevant Institutional Responsibilities	
Jessie Heimann (Co-Chair)	Assistant Professor, Communications; Assessment Council - Member; Communications Committee - Member; Leadership Team - Member	
Dr. Kelly Trahan (Co-Chair)	Dean of Arts, Technology, and Center for Innovation and Learning; President's Cabinet - Member; Academic Council - Member; Leadership Team - Chair; Academic Standards Committee - Member; Quality Matters Task Force - Member	
Douglas Brace	Technology Supervisor, Online Education Services	
Katy DeLong	Associate Professor, Psychology; Honors Council - Member; Academic Standards Committee - Member	
Sherrie Fenner	Associate Professor, Mathematics; Sustainability Committee - Member	
Rhiannon Flannery	Associate Professor, English; Access to Technology Subcommittee - Member; Curriculum Committee - Member	
Christine Flores	Associate Professor, Academic Advisor; President's Cabinet - Member; Academic Council - Chair	
Scott Keim	Associate Professor, English	
Brandon Kwiatek	Executive Director, High School Connections and Early College; - Member; Honors Council - Member; Leadership Team - Member	
Dr. Jose Lorenzo Torres	Adjunct Faculty, Science	
John Loughman	Professor, Biology; Coordinator, Sciences; Sustainability Committee - Member; Quality Matters Task Force - Member	
Michelle Mitchell	Professor, Learning Specialist Disability Support Services; Academic Council - Member; Critical Incident Team - Member; Access to Technology Subcommittee - Member; Curriculum Committee - Member	
Alexander Nguyen	Instructor, Learning Specialist	

Rachel Peters	Instructional Design Manager; Quality Matters Task Force - Co-Chair	
Eric Werley	Associate Professor, Mathematics; Data Governance - Member; Academic Standards Committee - Co-Chair	
Bethany Zornek	Professor and Coordinator, ESL and World Languages; Curriculum Committee - Member	
Standard III. Lines of Inquiry		Potential Supporting Documentation
How effectively is LCCC designing and delivering student learning experiences that promote engagement, belonging, and well-being for different learners while maintaining academic rigor and relevance?	1, 2	<u>LCCC Documentation</u> : Placement testing information; reports on mixed modalities for accessibility; Additional Location (Donley and Morgan) statistics; laptop/hotspot loan program data; LCCC Textbooks+ data; process of creating new positions towards this goal <u>MSCHE Documentation from Standard</u> : Student to staff ratio; student to faculty ratio; policies and procedures for evaluating teaching of students; evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings
How well are faculty qualifications, ongoing professional development, and evaluation processes ensuring the delivery of high-quality learning experiences?	1	<u>LCCC Documentation</u> : LCCC faculty qualifications list; LCCC FA CBA around evaluation; adjunct evaluation procedures; LCCC evaluation materials; LCCC professional development procedures and application; LCCC professional development opportunities, including Online Learning; Canvas training requirements for faculty; program assessment results around high-quality learning experiences <u>MSCHE Documentation from Standard</u> : Policies and procedures related to faculty qualifications; policies and procedures for evaluating the teaching of students; evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment
Standard IV. Support of the Student Experience		
Name	LCCC Role and Relevant Institutional Responsibilities	
Dr. Jodi Rowlands (Co-Chair)	Interim Dean of Academic Support and Student Success; President's Cabinet - Member; Academic Council - Member; Critical Incident Team-Member; Data Governance - Member; ERSMT - Chair; Environmental Health and Safety Committee - Member; Leadership Team - Member	
Susanne Smith (Co-Chair)	Assistant Professor, English; Student Success Coach; ERSMT - Member	
Jennifer Aquila	Executive Director, Enrollment; Leadership Team - Member	
Kescha Bell-Ross	Director, Career Development and Civic Engagement	
Stacey Burch	Assistant Professor, Academic Advisor; Leadership Team - Member	
Tabatha Fuller	Assistant Professor, Counselor	
Fauzia Graham	Assistant Professor, Academic Transfer Advisor; Honors Council - Member; Curriculum Committee - Member	
Dr. Cindy Haney	Vice President, Enrollment Management; President's Cabinet - Executive Team; Communications - Member; Data Governance - Member; ERSMT - Member; Critical Incident Team - Member; ITSC Working Group - Member	
Sean Kelly	Director, Testing; Leadership Team - Member	
Daniel Melin	Director, Student Life	
Laura Monteverde DeWalt	Adjunct Faculty, English and ESL	
Tatianna Quiñones	Institutional Research Analyst - Title III; Assessment Council - Member	
Tonisha Taylor	Dean of Humanities, Social Sciences, and Inclusion; President's Cabinet - Member; Leadership Team - Member	
Lacey Timony	Operations and Events Manager for Athletics, Recreation, and Wellness	
Dr. Ann Turoczy	Professor, Psychology; Curriculum Committee - Member	

Douglas Vore	Associate Director, Financial Aid	
Paul Whalen	Director, First-Year Experience	
Karen Wotring	Associate Professor, Nursing; Academic Standards Committee - Member	
Standard IV. Lines of Inquiry		Potential Supporting Documentation
How well has the Institution implemented and fiscally supported new student support initiatives (e.g., incomplete grade recovery, coaching, SEED programming) to support student success?	1, 3	<u>LCCC Documentation</u> : Reports around success coaching, incomplete grade recovery, SEED programming, etc.; resource allocation around these programs; enrollment and retention disaggregated data, advising utilization data; assignment of advisors and coaches based on student populations and/or majors; placement testing initiatives <u>MSCHE Documentation from Standard</u> : Retention rates; policies and procedures for the placement for students; policies, procedures, and trend analysis for orientation, advisement, and counseling programs and services; expense analysis of services
To what extent does the Institution use technology and innovation to enhance access to support services and improve the student experience, and what mechanism is in place to ensure safe and secure maintenance of these systems?	1	<u>LCCC Documentation</u> : Utilization data disaggregated by modality (e.g., Zoom appt, F2F, phone, etc.); online tutoring data; online and remote course data; Canvas utilization in F2F classes; Portal accessibility of all services; IT appt scheduling, etc; FERPA policies; IT security policies and policies around third-party providers <u>MSCHE Documentation from Standard</u> : Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs; documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted
Standard V. Education Effectiveness Assessment		
Name	LCCC Role and Relevant Institutional Responsibilities	
Scott Aquila (Co-Chair)	Dean of Business, Legal, and Institutional Effectiveness; President's Cabinet - Member; Academic Council - Member; Critical Incident Team - Member; Leadership Team - Member; Assessment Council - Member; Curriculum Committee - Member; Quality Matters Task Force - Member	
Megan Strella (Co-Chair)	Assistant Professor and Coordinator, Education; Academic Council - Member	
Dr. Mary Black	Professor, Academic Advisor; Assessment Council - Member	
Eric Bottge	Assistant Director, Institutional Research and Effectiveness	
Elizabeth Erwin	Associate Professor, Information Services Librarian; Academic Council - Member; Assessment Council - Member	
Miriam Harris-Botzum	Associate Professor, Mathematics; Honors Council - Member	
Lisa Martini-Johnson	Co-Director, Veterinary Technician Program	
Dr. Robin Musselman	Professor, Social Sciences; ERSMT - Member; Assessment Council - Member; Quality Matters Task Force - Member	
Standard V. Lines of Inquiry		Potential Supporting Documentation
In what ways can the analysis of assessment results deepen our understanding of student learning outcomes across student groups, and how can this information guide engaging practices, innovative programming, and targeted improvements at the College?	1, 2	<u>LCCC Documentation</u> : Academic assessment process and results documentation; workforce programming data; student achievement data; Success Coach data <u>MSCHE Documentation from Standard</u> : Data on student completion of educational goals; Documentation of curriculum maps by degree/program levels; documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels

To what extent are the institutional student learning objectives and College-Wide Competencies shared throughout the Institution and supported across programs?	1	<u>LCCC Documentation</u> : Assessment Council Year-End Reviews, College-Wide Competency Review 2022; CourseDog data and implementation <u>MSCHE Documentation from Standard</u> : Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other; documentation of communication of results of assessment to stakeholders
Standard VI. Planning, Resources, and Institutional Improvement		
Name	LCCC Role and Relevant Institutional Responsibilities	
Marco Anglesio (Co-Chair)	Executive Director, Institutional Research and Effectiveness; Data Governance - Chair; ERSMT - Member; Leadership Team - Member; Assessment Council - Member; Institutional Review Board - Chair	
Richard Paterick (Co-Chair)	Associate Professor, Librarian; Environmental Health and Safety Committee - Member; Leadership Team - Member	
Stacey Betz	Controller; Critical Incident Team - Member; Leadership Team - Member; Curriculum Committee - Member	
Timothy Brady	Associate Professor, HVAC; Academic Council - Member; Environmental Health and Safety Committee - Member; Leadership Team - Member	
George Calaba	Director, Facilities Management; Critical Incident Team - Member	
Shannon Helmer	Director, Budget and Purchasing	
Eric Minnich	Coordinator, Safety and Emergency Management	
Tiffany Rehrig-Schaeffer	Assistant Director, Financial Aid	
Elizabeth Rivera	Community Resources and Basic Needs Specialist	
June Rogers	Title III Project Director	
Amber Zuber	Director, Site Educational Services - LCCC Tamaqua and Allentown; ERSMT - Member; Critical Incident Team - Member; Spirit Committee - Member; Sustainability Committee - Member; Leadership Team - Member	
Standard VI. Lines of Inquiry	Institutional Priorities	Potential Supporting Documentation
To what extent does the College integrate data-informed decision-making for planning, resource allocation, and institutional improvement?	1, 2, 3	<u>LCCC Documentation</u> : Data communication; design documentation for dashboards and factbook; user surveys for the above; service area review process <u>MSCHE Documentation from Standard</u> : Student Headcount Data, disaggregated by relevant populations; evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors
How well does the financial planning process support LCCC's Mission, Vision, and Values and institution-wide continuous improvement?	1, 3	<u>LCCC Documentation</u> : Budgeting and planning process, enrollment management plan for estimates of future enrollment, PA commission reporting; school-district budget review and presentations <u>MSCHE Documentation from Standard</u> : Evidence around strategic plan, institutional effectiveness, academic plan, and enrollment planning
Standard VII. Governance, Leadership, and Administration		
Name	LCCC Role and Relevant Institutional Responsibilities	
Karen Clark (Co-Chair)	Director, Nursing; Environmental Health and Safety Committee - Member	
Dr. Betsy Swope (Co-Chair)	Associate Professor and Coordinator, Psychology; Environmental Health and Safety Committee - Member	
Tracy Bean	Executive Assistant to the President; Communications Committee - Member	
Dr. Deepika Khilnani	Associate Professor, Physics; Academic Council - Member; Honors Council - Member; Leadership Team - Member; Institutional Review Board - Member	
Maureen Maikner	Associate Professor, Mathematics; Academic Standards Committee - Member; Curriculum Committee - Member	

Ronnie Blue	Assistant to the Vice President for Enrollment Management; President of the Educational Support Professionals		
Dr. Eike Reichardt	Associate Professor, Social Sciences; Data Governance - Member; Critical Incident Team - Member		
Ann Thompson	LCCC Board of Trustees - Member		
Roxanne Wright-Watson	Associate Professor, Mathematics; Academic Standards Committee - Member		
Stefanie Nester	Vice President, Finance and Administrative Services; President's Cabinet - Executive Team; Critical Incident Team - Member; Sustainability Committee - Member		
Dr. Ann Bieber	President of Lehigh Carbon Community College; President's Cabinet - Executive Team; Critical Incident Team - Member		
Standard VII. Lines of Inquiry		Institutional Priorities	Potential Supporting Documentation
To what extent is the leadership structure, including the Board of Trustees, at the College prepared for and equipped to handle external challenges regarding enrollment, programming, and sustainability which may occur in the next decade?		1, 2, 3	<u>LCCC Documentation</u> : LCCC Organizational Chart; CV/Biographies of College Leadership/BoT; evaluation mechanisms and succession planning for key leadership positions <u>MSCHE Documentation from Standard</u> : Evidence of regular evaluation of administration; documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration; policies and procedures for continuity of leadership or succession
How well are shared governance and transparent communication and decision-making structures functioning across all levels of leadership at LCCC?		3	<u>LCCC Documentation</u> : Meeting minutes and agendas from various stakeholder and decision-making bodies at LCCC; the <i>Assessment of the Learning and Working Environment at LCCC</i> results and implementation plan; policies and procedures directly referencing shared governance in decision-making; institutional committee memberships <u>MSCHE Documentation from Standard</u> : Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable; documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration
Verification and Compliance			
Name		LCCC Role and Relevant Institutional Responsibilities	
Tracey Richards (Co-Chair)		Executive Director, Financial Aid; Data Governance - Member; ERSMT - Member; Leadership Team - Member	
Fae Schrack (Co-Chair)		Executive Director, Registration/Student Records; Data Governance - Member; ERSMT - Member; Leadership Team - Member; Curriculum Committee - Member; Institutional Review Board - Member	

V. Guidelines for Reporting

Lehigh Carbon Community College's Steering Committee has adopted rigorous reporting guidelines and requirements to enable Working Groups to participate in a thorough and timely process that allows for collaboration during the collection, analysis, and documentation of evidence in accordance with standards established by the Middle States Commission on Higher Education (MSCHE). These guidelines, processes, and documents ensure that the materials presented represent accurately and transparently the Working Groups' contributions to the self-study and the fluid communication among all college participants.

Products by Working Group and Steering Committee

In collaboration with one another, the Steering Committee and Working Groups are responsible for completing five primary products:

1. Inquiry Plans Template (Appendix A)

During Summer 2025, the Working Group co-chairs will begin working on their Inquiry Plans Template for the following year, focusing on document compilation, narrative writing, and college community collaboration. These inquiry plans will be vetted and reviewed by the Steering Committee members during Summer 2025 prior to soliciting feedback from the Working Group team members during the week of Convocation in August 2025. The inquiry plans will become the basis for the first reporting portion of the Working Group Monthly Reporting Template.

2. Steering Committee Monthly Reporting Template (Appendix B)

The Steering Committee Monthly Reporting Template is the document that will guide each monthly Steering Committee meeting beginning in September 2025. To further foster collaboration, continuity, and analysis, this report covers areas such as the timeline, the Master Evidence Inventory Report, the Communications Plan, the Preliminary Draft Template, and the Final Draft Template, and also utilizes areas for direct feedback to the Working Groups on the Working Group Monthly Reporting Template.

3. Working Group Monthly Reporting Template (Appendix C)

The Working Group Monthly Reporting Template will guide the monthly Working Group Meeting. It provides the Working Groups an opportunity to receive and review feedback from the Steering Committee, in addition to areas of focus around the drafts. Included in the template are direct links and reporting on the Master Evidence Inventory Report, Preliminary Draft Template, and Final Draft Template. Additional areas of reporting include the lines of inquiry, analytics, assessment, collaborations and connections, and recommendations.

4. Master Evidence Inventory Report (Appendix D)

The Master Evidence Inventory Report will be the structure by which the entire Evidence Inventory and document compilation will be managed by two members of the Steering Committee. The Working Group co-chairs will have access to documents in the Evidence Inventory to directly reference as they are completing their writing in the Preliminary Draft Template and Final Draft Template. Given the structure of the Google Drive and the ability to hyperlink throughout the narratives and to the inventory itself, the present configuration allows for direct reference to the inventory as the writing process evolves. Upon submission of the Final Draft Template internal to LCCC, the Steering Committee will remove the hyperlinks and follow the naming conventions described in the Evidence Inventory section to prepare the final Evidence Inventory for submission to the MSCHE portal for the final SSR.

5. Preliminary Draft Template (Appendix E)

The Preliminary Draft Template is organized by standard criteria. Working Groups will begin writing their narratives there while instructed to synthesize the lines of inquiry and institutional priorities, along with directly hyperlinking and referencing items from the Evidence Inventory. Hyperlinks will be removed by the Steering Committee at the conclusion of the writing process. This is outlined in the Working Group Monthly Reporting Template between September and December 2025.

6. Final Draft Template (Appendix F)

The Final Draft Template will be used in Spring 2026 after the Steering Committee has compiled the Preliminary Draft Templates from each standard here. It will be proofed for voice and coherence as the report is joined. During the Spring 2026 writing phase, Working Group co-chairs can continue to contribute to the template report. Working Group members should work directly with the Working Group co-chairs to contribute language to the report.

Deadlines for Monthly Reports, Draft Documents, and Final Reports

Based on the outline of reporting products above, deadlines were set for each reporting template as outlined in Figure 11. These are also referenced in *Section VII. Self-Study Timeline*.

Figure 11. <i>Deadlines for Required Reporting</i>	
Report Type	Deadline
Inquiry Plans Template	August 30, 2025
Steering Committee Monthly Reporting Template	By the 10th day of each month during AY 25/26
Working Group Monthly Reporting Template (includes Master Evidence Inventory Report)	By the 25th day of each month during AY 25/26
Preliminary Draft Template	December 5, 2025
Final Draft Template	May 25, 2026

Vetting and Approving Self-Recommendations

The vetting and approval of self-recommendations from the Working Groups will be achieved as follows:

- On a monthly basis, the Working Groups and Steering Committee will complete the area for recommendations both on the Working Group Monthly Reporting Template and on the Steering Committee Monthly Reporting Template that addresses this. The Steering Committee will review these recommendations and determine how and to whom they need to be vetted and approved depending on the type (e.g., Academic Council, Executive Team, etc.)
- On a larger scale, as reflected in Section VIII, the Communications Plan and the Steering Committee chairs overseeing Communications have identified multiple avenues for vetting these recommendations and Working Group updates to the larger college community and stakeholders.

Editorial and Style Guide for Working Groups Draft Documents and Final Report Submission

The Working Groups and Steering Committee should adhere to the editorial and style guide in Figure 12 when drafting documents, especially the Preliminary and Final Draft Templates. A more extensive list of editorial and style requirements for the final Self-Study Report submission are in the Document Format Guide for the Final Self-Study Report (Appendix G). As the SSR progresses, some rules may need to be added or modified.

Figure 12.

Working Groups and Steering Committee Editorial and Style Guides for Drafts

Category	Style
Length	No Working Group report should exceed 10 pages single-spaced
Font	11-point Calibri
Margins	Standard 1-inch margins
Line Spacing	Single spacing
Page Numbers	Bottom center
Bulleted Lists	No punctuation is used when listing a short, simple list
Paragraphing	No indentation, but use spaces between paragraphs
Capitalization	Use “the College,” “Lehigh Carbon Community College,” or “LCCC” in reference to our specific college. Use capital letters when referring to college divisions, committees, boards, formal documents, and processes. Also capitalize Self-Study Design, Self-Study Report, Self-Study Working Groups, and Self-Study Evaluation. The term “self-study” should not be capitalized on its own or when part of a non-proper noun such as “self-study process.”
Capitalization for Middle States Commission on Higher Education	Refer to the accrediting body only as “the Middle States Commission on Higher Education,” “the Commission,” or “MSCHE.” When writing “MSCHE,” ensure the term is capitalized. MSCHE does not need to follow the article “the,” but “the Middle States Commission on Higher Education” and “the Commission” will always be marked with “the.” The term “Middle States” should not be used within the SSD or SSR.
Italicization	The <i>Standards for Accreditation and Requirements of Affiliation</i> is always italicized.
Hyphenation	Always hyphenate “self-study,” “non-credit,” “full-time,” and “part-time.”
Names and Titles	Avoid using specific names of administrators, faculty, or staff and instead use formal titles of the individuals, unless working on a document that specifically demands names serving on a committee or Working Group. Adhere to the following classifications when referencing the College’s geographical locations: when naming Schnecksville, use Main Campus or Main Campus Schnecksville; when naming LCCC Allentown at the Donley Center, LCCC at Lehigh Valley International Airport, and LCCC Tamaqua at the Morgan Center, refer to them as Additional Locations. Use Other Instruction Sites (OIS) when referring to Dual Enrollment offerings at high schools.
Acronyms	Write out the full name of an organization, followed by the acronym in parentheses, the first time it appears (e.g., Middle States Commission on Higher Education (MSCHE)). Use the abbreviation without periods afterwards.
Commas	Use the Oxford or serial comma before “and” when the sentence contains three or more items in a series.
For Example	When referencing examples in documents, use e.g. and do not use i.e. or ex.
Contractions	Do not use contractions

Dates	Spell out months and days of the week in full. Use month/day/year format when writing dates, and use a comma to separate the date and year. Do not use subscripts with dates (e.g., 20th or 2nd).
Numbering	Write out numbers from zero to ten; use digits for numbers larger than ten, except when beginning a sentence; Roman numerals are used to refer to standards.
Percentages	Write out the word "percent" when used in the text. Use the symbol "%" when used in a table or chart or when in parentheses.

VI. Organization of the Final Self-Study Report

The Self-Study Report (SSR) will be organized as follows:

Chapter 1: Executive Summary - Provides a brief description of major findings and opportunities for improvement and innovation identified in the self-study.

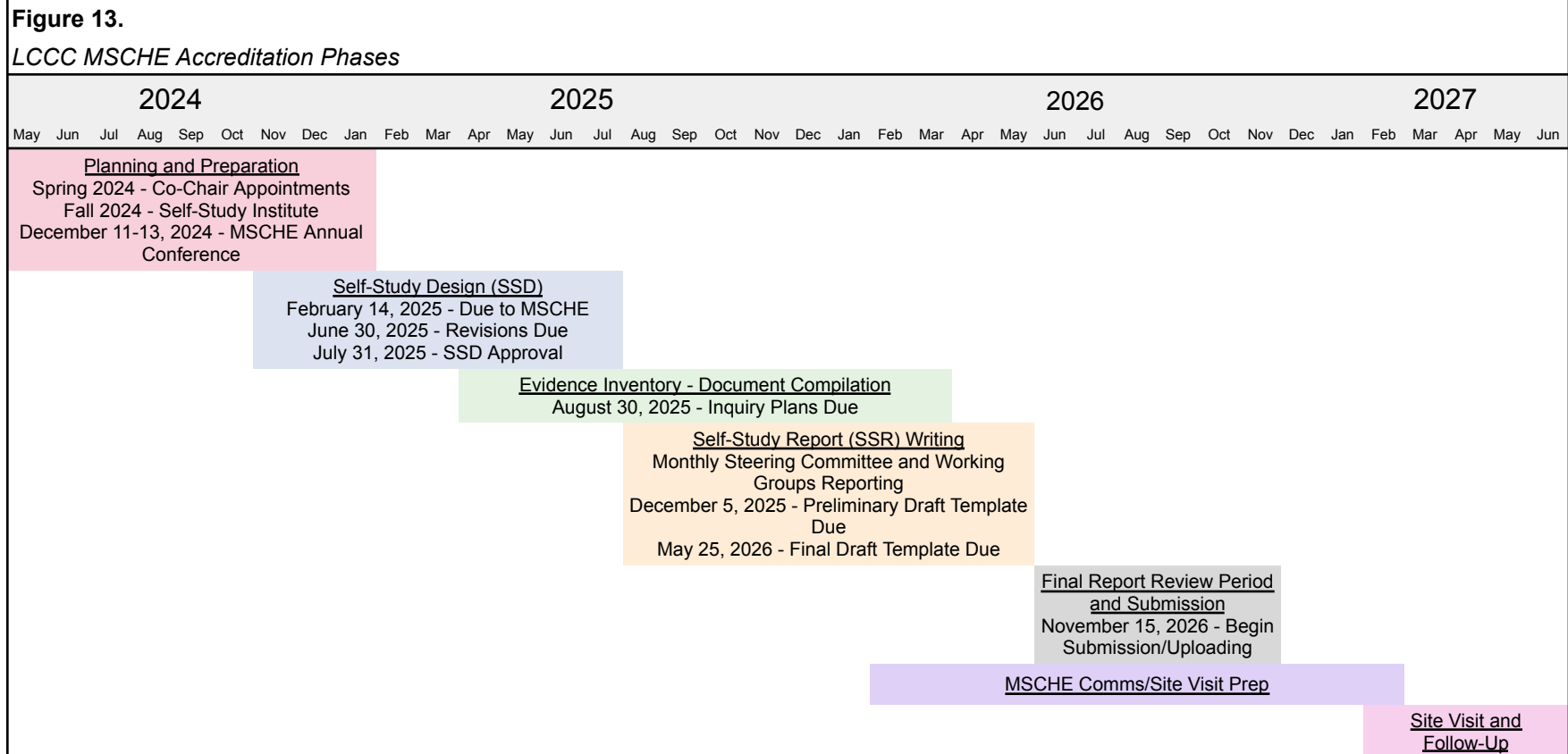
Chapter 2: Introduction - Includes a summary of the Institution including history, size, and student population; a description of the institutional priorities addressed in the self-study process; and a brief discussion of processes used to choose its institutional priorities. Also included is an outline of how the remaining chapters are organized.

Chapters 3 - 9: Standard Chapter - Presents a chapter for each standard with an introduction discussing how engagement, belonging, and well-being relates to this standard, each criterion directly listed and addressed with reference to the Evidence Expectations, and a conclusion specifying strengths/challenges and improvement/innovations.

Chapter 10: Conclusion - Summarizes the major conclusions 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 on how this process is being used to improve student achievement and the Institution's mission and goals.

VII. Self-Study Timeline

The overall timeline for the self-study process is divided into seven key phases - (1) Planning and Preparation, (2) Self-Study Design (SSD), (3) Evidence Inventory and Document Compilation, (4) Self-Study Report (SSR) Writing, (5) Final Report Review and Submission, (6) MSCHE Communications and Site Visit Preparation, and (7) Self-Study Visit and Follow-Up. Figure 13 is modeled after the phase example from MSCHE SSI 2024 SSD Examples: SUNY Downstate. LCCC is requesting a Spring 2027 visit. In planning for this and the sustainability of the information moving forward, we have chosen a mix of new Faculty and Administrators and more seasoned contributors. Therefore, having a visit in Spring 2027 will allow for our team to support and orient all LCCC MSCHE leaders around plans and execution of the LCCC Self-Study Report (SSR).



A more detailed proposed timeline to align with the phases above is shown in Figure 14. This timeline is integrated in the Communication Plan and also addresses the important milestones outlined in the Guidelines for Reporting.

Figure 14.*Detailed Timeline*

Year	Months and Dates	Item	Responsible Parties	Phase
2024	April	Establish Steering Committee and Working Group co-chairs; Invitations from Dr. Bieber sent to co-chairs	Executive Team; ALO; Co-Chairs	Planning and Preparation
2024	September - November	2024 Self-Study Institute	ALO; Co-Chairs	Planning and Preparation
2024	November - December	Institutional priorities and outcomes developed with college stakeholders	Co-Chairs; College Community; Executive Team; ALO	Self-Study Design (SSD)
2024	December 11 - 13	8 - Person LCCC Team attended MSCHE Annual Conference	Co-Chairs; ALO	Planning and Preparation
2024	December 16	Commission staff liaisons host post-SSI conference calls with key Institutional representatives by this date	Executive Team; ALO; Co-Chairs - Steering	Planning and Preparation
2024	December - January	Working Groups Membership is determined	Working Group and Steering Committee members	Self-Study Design (SSD)
2024	December	LCCC MSCHE Winter Session Boot Camp	ALO; Working Group and Steering Committee members	Self-Study Design (SSD)
2025	January 3	Co-chairs for Steering Committee and Working Groups Self-Study Design (SSD) Meeting and Document Review	ALO; Working Group and Steering Committee members	Self-Study Design (SSD)
2025	January 7	Steering Committee Zoom meeting with MSCHE VP; Finalize and implement communication plan	ALO; Steering Committee members	Self-Study Design (SSD)
2025	January 13	LCCC Steering Committee presents SSD to Executive Team	ALO; Steering Committee; Executive Team	Self-Study Design (SSD)
2025	January 21	LCCC MSCHE Kickoff Event for SSD Presentation and SSR Preparation	ALO; Steering Committee; Executive Team; College Community	Self-Study Design (SSD)
2025	January 24 - February 7	SSD is revised and reviewed by key stakeholders	ALO; Steering Committee; Executive; College Community	Self-Study Design (SSD)
2025	February	LCCC MSCHE Website is launched	Steering Committee	Planning and Preparation
2025	February 14	Submit draft of SSD to Commission staff liaisons	ALO	Self-Study Design (SSD)
2025	March - May	Steering Committee and Working Group co-chairs meet first and third Friday of the month for planning and Evidence Inventory population	ALO; Steering Committee and Working Groups Co-Chairs	Self-Study Design (SSD) Evidence Inventory
2025	April 4	Kickoff Event for all MSCHE self-study team members to review the process, meet in groups, etc.	ALO; Steering Committee; Working Group Co-Chairs; Working Groups	Self-Study Design (SSD)
2025	April 22	MSCHE VP of Accreditation liaison - Dr. Ryan Hartnett - one-day visit; revisions received for SSD	ALO; Steering Committee; Working Groups Co-Chairs; Executive Team	Self-Study Design (SSD)
2025	Early May	Steering Committee members meet with VP; review revisions to SSD	Steering Committee	Self-Study Design (SSD)

2025	Mid May	Steering Committee shares SSD with Working Groups for final revisions	Steering Committee; Working Groups	Self-Study Design (SSD)
2025	June 30	Revised Self-Study Design is submitted to MSCHE liaison	ALO	Self-Study Design (SSD)
2025	June - August	Steering Committee members and Working Group co-chairs review plans for 25/26 AY and begin Evidence Inventory compilation; Inquiry Plans document is started	Steering Committee; Working Group Co-Chairs	Evidence Inventory
2025	July 31	If the revised Self-Study Design is accepted, Commission staff liaisons send approval letters to institutions by this date	ALO	Self-Study Design (SSD)
2025	August 30	Inquiry Plans are Due	Steering Committee; Working Group Co-Chairs	Evidence Inventory
2025	September	LCCC Board of Trustees Update for Summer/Fall 2025	ALO; BoT	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	September (no later than 10th)	Steering Committee meeting; review Inquiry Plan and provide feedback; transition to the Working Group Monthly Reporting Templates and provide starting point	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	September (no later than 25)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	October (no later than 10th)	October Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Individual Working Group Monthly Reporting Templates for September/October.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	October (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	November (no later than 10th)	November Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Working Group Monthly Reporting Templates for October/November.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	November (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2025	December 5	Preliminary Draft is Due from Working Groups	Steering Committee; Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2025/2026	December - January	Steering Committee compiles Preliminary Draft Template into one document - Final Draft Template is created	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	January	LCCC Board of Trustees Update for Fall 2025/Spring 2026	ALO; BoT	Evidence Inventory
				Self-Study Report (SSR) Writing

2026	January (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	February (no later than 10th)	February Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Working Group Monthly Reporting Templates for January/February.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	February (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	March (no later than 10th)	March Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Working Group Monthly Reporting Templates for February/March.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	March (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	April (no later than 10th)	April Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Working Group Monthly Reporting Templates for March/April.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	April (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	May (no later than 10th)	April Steering Committee Meeting; complete Steering Committee Reporting Template and complete feedback on Working Group Monthly Reporting Templates for April/May.	Steering Committee	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	May (no later than the 25th)	Working Groups meet and Working Group Monthly Reporting Template is submitted	Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	May 25	Final Draft Template Due from Working Groups	Steering Committee; Working Groups	Evidence Inventory
				Self-Study Report (SSR) Writing
2026	June - July	Evidence Inventory representatives begin renumbering process	Steering Committee	Final Report Review Period/Submission
2026	July 15	Revised Draft is Due internally	Steering Committee	Final Report Review Period/Submission
2026	July 20	Evidence Inventory renumbering is complete; all references are updated in Final Draft	Steering Committee	Final Report Review Period/Submission
2026	August - Third Week	Convocation; Faculty final review	College Community; Steering Committee; Working Groups	Final Report Review Period/Submission
2026	August	Leadership Team final review	College Community; Steering Committee	Final Report Review Period/Submission

2026	August	Verification and Compliance Team starts checklist	Steering Committee; Working Groups	Final Report Review Period/Submission
2026	September	LCCC Board of Trustees Update for Summer 2026/Fall 2026	ALO; BoT	Final Report Review Period/Submission
2026	September 1	Steering Committee comments on compliance and final report	Steering Committee	Final Report Review Period/Submission
2026	September 7 - October 15	SSR reviewed by Executive Team, President's Cabinet, Strategic Planning Committee of the Board of Trustees; Board of Trustees	College Community; Steering Committee; Executive Team; Board of Trustees	Final Report Review Period/Submission
2026	November 30	Institutions host Team Chair Preliminary Visits by this date	ALO; Steering Committee; Executive Team	MSCHE Comms/Site Visit Prep
2026	10 weeks prior to Evaluation Team Visit	Institutions upload final Self-Study Report and all evidence by this date	ALO; Steering Committee	Final Report Review Period/Submission
2027	March/April (Tentative)	This is the tentative, anticipated multi-day visit from MSCHE.	ALO; MSCHE; Executive Team; College Community; Steering Committee; Working Groups	Site Visit and Follow-Up
2027	April 15	All Spring 2027 Evaluation Team Visits must be completed by this date	ALO; MSCHE; Executive Team; College Community; Steering Committee; Working Groups	Site Visit and Follow-Up
2027	7 days after visit ends	Team Chairs share draft Team Reports with Institutions	ALO: MSCHE; Executive Team	Site Visit and Follow-Up
2027	7 days after receiving draft Team Report	Institutions provide Team Chairs with any corrections of errors of fact in the draft Team Reports	ALO: MSCHE; Executive Team	Site Visit and Follow-Up
2027	5 days after receiving corrections of errors of fact from institution	Team Chairs upload final Team Reports to MSCHE portal	ALO: MSCHE; Executive Team	Site Visit and Follow-Up
2027	7 days after receiving final Team Report	Institutions upload institutional responses to MSCHE portal	ALO: MSCHE; Executive Team	Site Visit and Follow-Up
2027	5 days after receiving institutional response	Team Chairs upload Team Chair's Confidential Briefs to MSCHE portal	ALO: MSCHE; Executive Team	Site Visit and Follow-Up
2027	June	Commission meets to determine action	ALO: MSCHE; Executive Team	Site Visit and Follow-Up

VIII. Communication Plan

The Steering Committee has created the following Communication Plan for the MSCHE self-study process. With this plan, the committee pledges to maintain transparent, authentic, timely, concise, and collaborative communication among all institutional stakeholders. In order to provide an inclusive self-study, the committee encourages campus and community members to stay updated on the self-study process through reports published in the College Voice, Canvas, State of the College forum, and Student and Alumni Newsletters. Campus and community members are also invited to respond during town halls, State of the College open forums, monthly committee and division meetings, SGA meetings, Pizza with the President, and through an MSCHE-designated email. In addition to the Detailed Communication Plan below (Figure 15), the Steering Committee will work with the LCCC College Relations team to construct a website and a branding strategy for the self-study. The LCCC MSCHE self-study webpage will provide a glossary of terminology and continuous updates throughout the course of the project.

By the second Friday of each month, the Steering Committee will compile a summary of all updates from the Working Group and Steering Committee meetings. The summary will be added to a dynamic document that will be linked and available to all college committees and councils noted in Figure 15. The document will be included in the monthly agenda for the following groups:

- Coordinators (AY; 2nd Tuesday)
- Leadership Team (1st Tuesday)
- Faculty Meetings (AY; 5th Tuesday/4th Friday)
- Faculty Association (AY; 1st Tuesday)
- Academic Council (AY; 3rd Tuesday)
- Division Meetings (AY; 2nd Thursday)
- SGA (AY; 1st and 3rd Tuesday)
- Assessment Council (AY; 1st Friday)
- ERSMT (2nd Wednesday)
- Academic Standards (AY; 3rd Thursday)
- Curriculum (AY; 3rd Thursday)
- Quality Matters (AY; 4th Tuesday)
- Data Governance (4th Friday)

Figure 15.

Detailed Communication Plan

1. Share Data and Documents		
Audience	Methods	Timeline/Frequency
Steering Committee and Working Groups	LCCC MSCHE self-study webpage Group meetings	<u>Spring 2025 - Fall 2025</u> Monthly team meetings Steering - 1st Friday of the month Working Group - 3rd Friday of the month
2. Update campus constituencies about the self-study process		
Audience	Methods	Timeline/Frequency
Students	Student Newsletter Canvas Presentations to SGA and student clubs Pizza with the President	<u>Spring 2025 - 2027</u> Updates of note to student newsletter November update in Canvas 3rd Tuesday report to SGA Semester Pizza with the President

Alumni and Community Members	LCCC MSCHE self-study webpage Alumni Newsletter President's Desk Newsletter	<u>Spring 2025 - 2027</u> Continuous updates to webpage Quarterly updates in Alumni Newsletter Periodic updates in monthly President's Desk Newsletter
Faculty	Faculty Representatives on Steering Committees and Working Groups Faculty meetings Various committee meetings Faculty Association meetings College Voice LCCC MSCHE self-study webpage State of the College open forum	<u>Spring 2025 - 2027</u> Continuous updates on webpage Monthly faculty meetings Monthly committee and division meetings Monthly faculty association meetings Bi-Weekly College Voice Twice Annual State of the College
Board of Trustees	LCCC MSCHE self-study webpage Presentations at Board of Trustees meetings	<u>Spring 2025 - 2027</u> Monthly updates by President Bieber Periodic updates at Board of Trustees meetings by self-study co-chairs
Executive Team	Executive Team meeting reporting	Spring 2025 - 2027
Administration and Staff	LCCC MSCHE self-study webpage College Voice State of the College open forum Various committee meetings	<u>Spring 2025 - 2027</u> Continuous updates to webpage Twice weekly College Voice Twice annual State of the College Monthly committee meetings
3. Gather feedback about Working Group reports		
Audience	Methods	Timeline/Frequency
Students	Feedback from SGA representatives after sharing updates on Working Group reports Pizza with the President	Fall 2025 and Spring 2026
Alumni and Community Members	Feedback by alumni and community reps on Working Groups Updates in alumni newsletter and emails Advisory committee reports College website announcements about feedback opportunities	Fall 2025 and Spring 2026
Faculty	Feedback by faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at faculty and division meetings Feedback from open forums State of the College open forum	Fall 2025 and Spring 2026
Board of Trustees	Feedback from board members after periodic reports	Fall 2025 and Spring 2026
Administration and Staff	Feedback about relevant Working Group reports by administrative and staff representatives on Steering Committee Feedback from open forums - State of the College Feedback after sharing updates at various committee meetings Monthly email updates	Fall 2025 and Spring 2026
4. Provide summary of final report for visit prep		
Audience	Methods	Timeline/Frequency

Students	Student Newsletter Presentation by MSCHE Steering Committee Members to SGA	Fall 2026
Alumni and Community Members	LCCC MSCHE self-study webpage Alumni Newsletter	Fall 2026
Faculty	Town hall College Voice	Fall 2026
Board of Trustees	Presentation by MSCHE Steering Committee Members	Fall 2026
Administration and Staff	Town hall College Voice	Fall 2026

IX. Evaluation Team Profile

Team Chair and Experience Recommendation

We are seeking a chair with experience as a community college president with a focus on student success initiatives, varying student populations, and urban/rural Additional Locations. The ideal candidate will have developed and implemented initiatives that provide holistic support services, including tutoring, advising, counseling, and financial assistance services.

As well, the candidate will have led new initiatives in support of a student-centered learning environment; strategic enrollment management; regional partnerships; and a culture of planning, assessment, and improvement. It would also be helpful if the Team Chair has a relationship with the PA Commission for Community Colleges and has worked closely with the thirteen other community colleges in the state.

Team Member Expertise and Experience

Having team members with experience and expertise in the following areas would be beneficial:

- multi-location (urban/rural) community colleges
- distance education/online learning
- non-credit/workforce to credit pathways
- school district sponsorship
- shared governance with bargaining unit representation for faculty and support staff
- experience in assessment and articulation/transfer

Peer, Aspirant, and Competitor Institutions:

1. **Comparable Peers:** Northampton Area Community College and Harrisburg Area Community College
2. **Aspirational Peers:** Community College of Allegheny County
3. **Primary Competitors:** Northampton Area Community College

Large and Signature Programs

Based on LCCC Fall 2024 Facts & Figures enrollment data, the Table 2 shows the degree programs have the highest enrollment, with over 200 students. LCCC offers two signature programs which are not

offered by any other college in the region. As of Fall 2024, the Professional Pilot program had 50 students and the Veterinary Technician Program had 38 students.

Table 2.

Highest Enrollment Programs

Program Name	Enrollment (N = 6222)	
	<i>n</i>	%
Health Science	862	13.8%
General Studies	464	7.5%
Business Administration	250	4.0%
Nursing (ADN)	201	3.2%

Note: Table created by Office of Institutional Research, using data from Office of Institutional Research, LCCC Factbook 2024, May 2025

X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Lehigh Carbon Community College will continue to submit the Annual Institutional Update (AIU), staying compliant with the MSCHE Accreditation Review Cycle and Monitoring Policy and Procedures. All educational participants involved with the academic and student services operations of LCCC and the self-study process will have access to these reports. Collectively and individually, educational participants will be able to review and integrate indicators and metrics in key areas (e.g., graduation, annual enrollment, financial health, and federal financial responsibilities) throughout our self-study and beyond our accreditation period.

Our Office of Institutional Effectiveness (IE) will provide our identified Working Groups with particular data points (e.g., enrollment and graduation rates) that will be important for inclusion in their report outs as they conduct analysis of their sections. The current AIU draws from the fall 2019 cohort, which is well behind the trend line for the last 6 years. The next two AIUs will have a graduation rate of 28% in 2025 and 30% in 2026, well over the 23% threshold value. While other data points such as financial data are useful, they are only particular to just one or two Working Groups.

We are undertaking the following initiatives to improve operational indicators within the AIU:

1. Expanding our existing Business Intelligence and Decision Support infrastructure to provide real-time or near-real-time data to decision-makers during and after the self-study period. This will inform both financial and student metrics in the AIU, and we will be able to act quicker with current data rather than waiting for IPEDS and the MSCHE AIU to catch up.
2. Pursuing *Excelencia* in Education's Seal of *Excelencia* for serving Hispanic or Latino students based on evidence of effectiveness regarding successful student outcomes, including retention, progression, and completion.

3. Developing peer mentoring and a specific FYE course to address the particular needs of men of color, a significantly underperforming population in terms of retention and completion, as part of the USC Men of Color grant program.
4. Engaging a consultant from Clarus - A Carnegie Company to evaluate new student enrollment and identify opportunities within our geographical catchment. The consultant's report informed our 2024-2025 yearly Enrollment Management Plan (EMP), and we anticipate the stabilization of the College's enrollment FTE upon implementation of the report recommendations.
5. Establishing evidence of effectiveness in developmental mathematics by tracking student success for successful completers in the first college-level math course, comparing them to students who had received a waiver and students who had been placed in this course through placement testing. This study will be duplicated across developmental subjects as part of establishing a culture of evidence-based decision-making.

XI. Evidence Inventory Strategy

A 2024-2027 MSCHE self-study shared Google Drive has been established for all Steering Committee members, Working Group members, and senior leadership to house all tools, drafts, meeting minutes, and any additional materials related to the self-study. In this shared drive is a folder named Evidence Inventory Documents. Within the Evidence Inventory are seven separate folders for each standard, which include subfolders for each of the criteria related to the evidence expectations for each standard. These are all named by the standard number, standard criteria number, and Evidence Inventory sub criteria according to the MSCHE Evidence Expectations by Standard Guidelines. For example, for Standard I, Criterion 1, Evidence Inventory Sub Criterion 1 - Mission Statement, the folder is named "I_01.01. Mission Statement" and are linked to the Master Evidence Inventory Report (Appendix D).

This Master Evidence Inventory Report is a Google Sheet built based on the MSCHE Evidence Inventory Template for SSI 2024. The document has a tab for Google Form submissions, each standard criteria and Evidence Expectations, a tab for Requirement of Affiliation, and a tab for commonly used/cross referenced documents.

Within each standard tab is:

- the standard criteria
- Evidence Inventory subcriteria
- a direct link to each folder for uploading the Evidence Inventory Criteria organized by subcriteria
- an area to list the contents of each Evidence Inventory subcriteria folder
- an area for Notes/Anticipated Updates/Areas of Needed Support or Gaps for the subcriteria

This document allows for collaboration and monitoring between the Working Groups and the Steering Committee, as notes and updates can be directly exchanged between these groups specific to each criterion and sub-criterion. This shared organizational system allows for necessary college constituents to see the evolution of their standard and determine what evidentiary needs have been addressed or still exist.

The Evidence Inventory will be overseen by the Chief Information Officer/Chief Information Security Officer for the Institution, who is familiar with not only technology and the maintenance of information systems but also trained in project management and a former faculty member in our Library Information

Sciences area and current Interim Dean of Curriculum, Assessment and Articulation with extensive knowledge of cataloging materials and procuring collections.

During Spring 2025, the Steering Committee members responsible for the Evidence Inventory will lead the initial population in conjunction with the contributing committees and departmental campuses to keep a record of source information and notes about necessary updates of information over the course of the Self-Study Report writing. They will work closely with The Office of Institutional Research (IR). During this time, records will be kept regarding where information is sourced from and also when updates are available, which will ensure necessary documents are refreshed as the writing process continues. By starting this early in the process, the Steering Committee and Working Groups can recognize where gaps in documentation exist to address. They will use the following naming convention - Official Institution Document Name written in title case followed by an underscore and the date (Day_Month_Year) of retrieval. Documents in the inventory will be named using Evidence Criteria Number_Official Name of LCCC Document_Day_Month_Year of Retrieval (e.g., 01.01_LCCC Official Mission, Vision, and Values Statement_26_December_2024).

Once the initial documents have been populated in the Evidence Inventory, the Working Group co-chairs will be informed in late spring and early summer as to where existing documents are located and where more documentation is needed. Working Group co-chairs will use a Google Form with attachments to submit evidence as file attachments, directing which standard and criterion are addressed by the submission with an area for notes to the Evidence Inventory Steering Committee representatives. This will allow for the proper organization of information in the folders as well as use of the proper naming conventions.

During the writing process, primarily focused on the 2025/2026 Academic Year, the Evidence Inventory Steering Committee members will use a similar strategy employed by the Steering Committee in general of participating in monthly Steering Committee meetings during the first week of the month to review the notes and updates on the Master Evidence Inventory Report and Working Group Monthly Reporting Template. By examining how the evidence supports the writing in these reporting mechanisms, the relevance of each item in the Evidence Inventory will be reviewed and confirmed.

Through the use of Google Drive for both the narrative writing and the Evidence Inventory, the Working Groups can easily link documents from the Evidence Inventory into the narrative as it is drafted to ensure that the relevance of each piece of evidence is clear. This will also allow for cross-collaboration between groups. As the process evolves, the Steering Committee, LCCC Executive Leadership, and Working Groups can easily see how the Evidence Inventory supports the narrative. While hyperlinks are not permitted in the final Self-Study Report, the use of links to criteria is important for collaboration, monitoring, and reference during the draft process.

XII. Strategy for Identifying Self-Study Site Visits to be Conducted

LCCC recognizes that a pivotal part of the MSCHE Self-Study for the Evaluation Team is to experience LCCC's Main Campus and its Additional Locations in the same way that our students do. Providing firsthand insight into the daily operations of four possible campuses/Additional Locations. Schnecksville (designated as main campus by MSCHE), Donley Center (designated as an Additional Location), John & Dorothy Morgan Center for Higher Education (designated as an Additional Location), and Lehigh Valley International Airport (designated as an Additional Location) will be a valuable assessment tool and provide a great opportunity for understanding what it is like to be a student whose classes are taken at one or more of our urban or rural facilities.

In Schnecksville, Pennsylvania, our main campus offers courses for students between 8:00am and 9:45pm, with business hours from 8:00am-5:00pm. During past accreditation visits, the MSCHE On-Site Evaluation Team used this campus as the headquarters of their visit, and this is recommended for the upcoming visit as well since office space, meeting rooms, technology, including virtual platforms and 360-degree cameras, in addition to refreshments will be readily available to the group.

The On-Site Evaluation Team can be provided with a tour of our campus by members of our Student Government Association and have ample opportunity to meet with faculty, students, staff, administrators, trustees, and other members of the LCCC community on our main campus. As the Evaluation Team moves from location to location and meeting to meeting, if they like, they can also be escorted by members of our Student Government Association. Lunch and refreshments will be provided during each day of the site visit.

Since the MSCHE Evaluation Team will visit one of the three possible Additional Locations (each of which is located within a short distance of 30-45 minutes from our main campus), we would like to recommend the Donley Center in bustling downtown Allentown. This seven-story, 48,000 sq. ft. facility offers a variety of general education courses that can be used toward completing a degree or certificate program as well as Business Administration, Communication, Criminal Justice, General Studies, Human Services, Liberal Arts, and Psychology. Nursing simulation labs, state-of-the art classrooms that include 360 degree cameras for extended modality experiences, non-credit programming to help students enter a career pathway, GED preparation, GED testing, English as a second language, and short-term job training programs are also featured. The Donley Center provides students with support services such as Admissions, Advising, Counseling, Disability Support, Financial Aid, Learning Specialists, Library Services, Public Safety, Success Coaches, Tutoring, as well as a welcoming front desk staff complete with Work Study students.

Additionally, Lehigh Carbon Community College provides academic and/or training instruction through 26 other secondary school partners engaged in credit coursework as Dual Enrollment offerings. These high schools offer courses, not programs, in partnership with aiding students to graduate high school while obtaining college credit that transfers to LCCC or other four-year universities or colleges.

Get Acquainted Reception

When the self-study visit commences on Sunday, the On-Site Evaluation Team members will be met at the airport by LCCC's ALO and members of the Steering Committee who will shuttle them to their accommodations for the duration of the visit. For those Evaluation Team members who will be driving to our campus, arrangements will be made to meet with them at the hotel as well.

After all members of the On-Site Evaluation Team have arrived at the hotel, they will be escorted to the "Get Acquainted" Program Reception at our Main Campus in Schnecksville during the late afternoon where they will be introduced to the President of LCCC Dr. Ann D. Bieber, Board of Trustee representatives, the executive team, the ALO, and members of the LCCC Steering Committee.

After the "Get Acquainted" Reception concludes, the Evaluation Team will return to their hotel by car service. Their accommodations will include a private conference room equipped with the technology they will need to conduct their business.

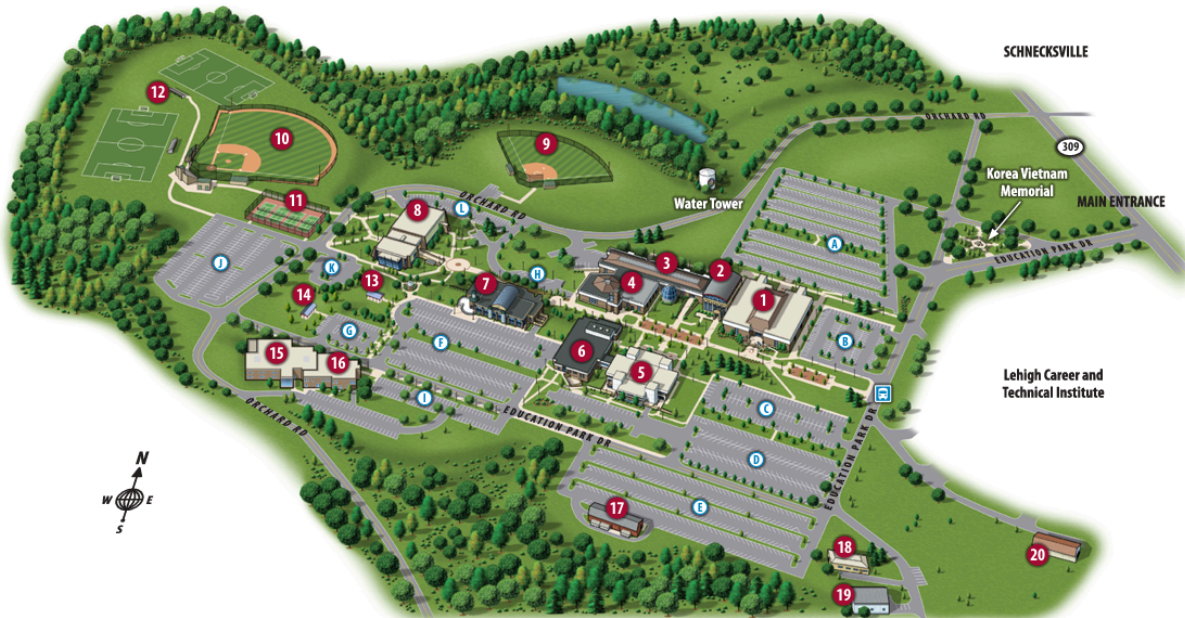
Possible Site Visit Schedule

In coordination with the Team Chair, an itinerary for the site visit will be developed four to six months in advance to ensure that the needs of the team are addressed. Included in Figure 16 is a sample site visit schedule.

Figure 16.
Possible Site Visit Schedule

Sunday - Welcome - Schnecksville Main Campus	
6:00-8:00 p.m.	Get Acquainted Program
8:00 p.m.	Transportation to Hotel, Fogelsville, PA
Monday - Day 1 Visit - Schnecksville Main Campus	
8:00 - 8:30 p.m.	Transportation to Schnecksville Main Campus
8:30am-8:50 a.m.	President and Team Chair
9:00-9:50 a.m.	President's Cabinet
10:00-10:50 a.m.	Interviews (Standards)
11:00-11:50 a.m.	Steering Committee
12:00-12:50 p.m.	Lunch
1:00-3:50 p.m.	Interviews (Standards)
4:00-4:50 p.m.	Board of Trustees
4:50 p.m.	Transportation to Hotel, Fogelsville, PA
Tuesday - Day 2 Visit - Schnecksville Main Campus	
8:00 - 8:30 p.m.	Transportation to Schnecksville Main Campus
8:30-8:50 p.m.	President and Team Chair
9:00-11:50 p.m.	Interviews (Standards)
12:00-12:50 p.m.	Lunch
1:00-4:50 p.m.	Interviews (Standards)
4:50 p.m.	Transportation to Hotel, Fogelsville, PA
Wednesday - Day 3 Visit - Schnecksville Main Campus	
8:00 - 8:30 a.m.	Transportation to Schnecksville Main Campus
8:30-8:50 a.m.	President and Team Chair
9:00-9:50 a.m.	Steering Committee
10:00-11:00 a.m.	Institutional Exit Interview

Main Campus Map



LCCC 3D aerial map 2022 8.5x11.ind Produced by mapinformation.com, June 2015. Revised August 2022 by College Relations.

1. Clifford Miller Student Services Center (SSC)
2. Byron L. Shoemaker Student Union
3. Science Hall (SH)
4. Fowler Education Center
5. Academic Resource Center (ARC)
6. Nevin Earl Remaley Technology Center (TC)
7. Lisa Jane Scheller Community Services Center (CSC)
8. Berrier Hall (BH)
9. Softball Field
10. Baseball Field

11. Tennis Courts
12. Soccer Fields
13. Outdoor Classroom Pavilion 1
14. Outdoor Classroom Pavilion 2
15. Rothrock Library
16. Alumni Center
17. Professional Trades Building
18. WXLV Media & Design Center
19. Maintenance Building
20. Vet Tech (Barn)

- Bus Stop
- Parking
- Handicap accessibility is available in all parking lots and most building entrances throughout campus.



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Schnecksville, PA 18078-2598
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Appendix A

Inquiry Plans Template



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Standard XX Inquiry Plans

Release Date: During Late Spring 2025 Steering and Working Group Co-Chairs Training for SSR Writing Launch

Due Date: August 30, 2025

NOTES:

These inquiry plans are designed to be developed by the Working Group co-chairs in collaboration with the Steering Committee and the Working Groups. This template will be personalized for each of the Standards before release, and it will be used early on in the process. As noted in the [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) (pg.4), the Steering Committee and Working Groups should “have a thorough understanding of the evidence expectations by conducting training sessions.” The introduction of the inquiry plans will occur at a training session in late Spring 2025 with the co-chairs to cover the basic infrastructure and narrative design of the SSR writing process. As part of the training, introduction, and completion of the inquiry plans, multiple items below were included to address [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) - Part 4.2 Working with Members of the Steering Committee and Working Groups.

1. Criteria and Evidence Expectations

NOTE: These will be populated for each standard prior to release.

2. Working Group Charges

NOTE: These will be populated based on the SSD for each standard.

3. Lines of Inquiry

NOTE: These will be populated based on the SSD for each standard.

4. Institutional Priorities and Outcomes

NOTE: These will be populated prior to release and based on the SSD and the focus of each standard will be noted based on the SSD.

5. Previous Suggestions

NOTE: The College did not have any specific recommendations for any standards from the last visit. However, the suggestions for each standard will be listed here to be addressed directly in the narrative.

6. Document Compilation and Evidence Expectations

Directions

Based on a review of your evidence expectations and criteria and the [Master Evidence Inventory Report](#), what needs to still be added to the Evidence Inventory? What groups do you think will

be necessary to contact to gather this information? What pieces of evidence can you compile and contribute over Summer 2025, and what pieces will evolve with the writing process? How will this contribute to your research and analysis of the narrative and the lines of inquiry for your standard? In order to add to the Evidence Inventory, you should use the [Evidence Inventory Google Form](#). **DO NOT ADD EVIDENCE OR DOCUMENTS DIRECTLY TO ANY FOLDER YOURSELF.**

Summary

Compilation and Collaboration

As part of the process this summer, you should begin to identify places in the Evidence Inventory (using the [Master Evidence Inventory Report](#) as a reference) where we still need to add to the Evidence Inventory for your standard. In order to add to the Evidence Inventory, you should use the [Evidence Inventory Google Form](#). **DO NOT ADD EVIDENCE OR DOCUMENTS DIRECTLY TO ANY FOLDER YOURSELF.** For documents that you do not know how to find, you should list them below and who you think you should seek collaboration from. **As you are thinking about documents, please consult the Commonly Used/Commonly Referenced tab for existing documents across standards.**

7. Narrative Writing

Directions

Beginning after August 2025 Convocation, your Working Group will begin writing the narrative. Please describe your general plans for writing the narratives with the knowledge that your [Preliminary Draft Template](#) is due on December 5, 2025 and the [Final Draft Template](#) (NOTE: you are only responsible for your standard on this document) is due on May 25, 2026.

Summary

8. Collaborative Aspects

Directions

Based on a review of the Self-Study Design (SSD) and your criteria, what areas of the College are going to require the most collaboration? What about other Standards? Identify the key collaborations that you envision during the SSR writing process.

Summary

Convocation - August 2025

You should have completed Items 1 through 8 in collaboration with the Steering Committee co-chairs by this point. We will review the following information and answer questions in both a large and small group format.

- Provide an overview of the MSCHE Google Drive
 - All Working Group members' roles are designated as Contributor, which means they can add and edit documents.
- Review [Standards for Accreditation \(14th Edition\)](#)
- Review [Evidence Expectations by Standard](#)

- Review the Evidence Inventory and reference the [Master Evidence Inventory Report](#) with your individual with your Working Group, focusing on your standard
 - Demonstrate how to hyperlink documents; most of the referencing will come from co-chairs
- Review the [Working Groups Monthly Reporting Template](#)
- Review the [Preliminary Draft Template](#) - Due December 5, 2025
- Based on the [Working Groups Monthly Reporting Template](#), what tasks should be assigned to the group to be able to complete the report for September 25th.
 - Tasks and Responsible Parties:
- Review the meeting schedule with your group. Your group will be meeting in September, October, November, January, February, March, and April from 1:00 - 2:30 on Zoom. Calendar invites have already been set up for this, but each member should confirm they have the invite and Zoom link on their calendar.
- You should generally discuss your game plan for completing the writing over the course of the year.

Appendix B

Steering Committee Monthly Reporting Template



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Steering Committee Monthly Reporting Template

NOTES:

1. This template sources information from the [MSCHE Self-Study Guide Module 1: Initiating the Self-Study Process](#) (pg. 10) which addresses key responsibilities for Steering Committee members when analyzing interim reports from the various Working Groups. The Steering Committee is responsible for analyzing interim reports from the various Working Groups to determine the following:
 1. the standards and institutional priorities are addressed;
 2. evidence complies with the Commission's evidence expectations;
 3. assumptions are clear;
 4. data demonstrate institutional performance;
 5. statistics are appropriately interpreted and discussed; and
 6. appropriate analysis and opportunities for improvement or innovation are included.
 2. Additionally, when creating the report below, information from [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) - Section 4.4: Writing the Self-Study Report was used to create the template below. Specifically, the reporting template encompasses the concept that "The Steering Committee should review the Working Group reports to ensure that all assigned institutional priorities are addressed and should ascertain to what degree the Working Groups have developed and presented sufficient information and evidence to support their conclusions. If the Steering Committee finds insufficient topic coverage, inadequate demonstration of the institution's ability to meet the expectations of the *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, or a lack of evidence, relevant Working Groups should be asked to address these needs within specified time periods" (pg. 7).
 3. In looking ahead toward final revision, this group should also frequently review Key Questions for the Steering Committee while revising the Self-Study Report found in the [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) (pg. 14).
 4. The template also looks to address issues regarding the growth, maintenance, refinement, and reference of the Evidence Inventory, including duplication and alignment. The template accounts for issues arising in [MSCHE Self-Study Guide Module 5: Developing and Using the Evidence Inventory](#) - Section 5.2 Procedure for Organizing and Maintaining the Evidence Inventory - Phase 1: Gather Initial Evidence, Phase 2: Refine and Reference, and Phase 3: Use in the Self-Study Process.
-

Date and Time of Meeting

NOTE: When did this meeting occur

Attendees

NOTE: List names of meeting attendees

All Steering Committee

Timeline

- ☐ Review SSR timeline to note important upcoming dates.
- ☐ Do any upcoming dates need to be added?
- ☐ Do any upcoming dates need to be adjusted?
- ☐ Mark off tasks on the timeline that were accomplished in the last month.
- ☐ Are we current and up-to-date on all items? What plans are in place if we are missing something?

Standard Working Group Reports

Standard Working Group Reports submitted by each standard for the month. NOTE: One Steering Committee co-chair should be in charge of checking this on the 26th of every month and emailing co-chairs for missing reports.

Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

After reviewing the individual co-chair reports below, feedback is given to each standard from the previous month.

Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Does the working group have any recommendations that need to be vetted and/or approved by other key stakeholders at the College? If so, how is this being handled?

Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Working Group Collaboration: After reviewing the individual co-chair reports below, Timeline, Benchmarks/Tasks/General Feedback, and recommendations are updated **for the next month**.

Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Communications

- Review the timeline and communications plan to identify upcoming deadlines and need for communication
- Report out any progress from the last month on communication
- Write monthly reporting summary to be distributed to college committees, councils, and leadership
 - ☐ Summary of monthly work to date
 - ☐ Specific directions on review and feedback needed from the college community
 - ☐ Important upcoming dates

Self-Study Report Review

- ☐ Review the [Preliminary Draft Template](#) or the [Final Draft Template](#) for each standard and complete the table below:

Review the Preliminary Draft Templates for each standard.						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Is the standard addressing each criterion?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Is the standard integrating the lines of inquiry?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Is the standard integrating the institutional priorities?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Is the standard using the Evidence Inventory to support its points and provide clear evidence, assessment, and inquiry?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Is the standard following the formatting and style guidelines laid out for each standard? Do you have general stylistic or writing feedback?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Working Group Collaboration: Based on the above, a summary is provided for next month in the self-study review co-chair area of the Preliminary Draft/Final Draft Feedback Working Group meeting report for each standard.						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Evidence Inventory

☐ Refining the Evidence Inventory

NOTE 1: When refining the Evidence Inventory, refer to [MSCHE Self-Study Guide Module 5: Developing and Using the Evidence Inventory](#) for both Phase 2: Refine and Reference and Phase 3: Use in the Self-Study Process. There are important points about how to identify relevant material, how to ensure there is no duplication, and key questions to ask about maintaining the Evidence Inventory.

NOTE 2: Steering Committee members responsible for the Evidence Inventory should determine in which standard the document is referenced first. For example, if it is referenced in Standard I and IV, the document should be housed in Standard I, then add a shortcut to the Standard IV folder. Go to the narrative and change the hyperlink in Standard IV to the correct hyperlink to the folder in Standard I. This is important, because we need everyone working from the same copy of each document. If we have to update a document with a newer version, we only need to update it once. Once this is done, add the document to the Commonly Used/Cross Reference Tab.

☐ Review the [Master Evidence Inventory Report](#) and Preliminary Draft Template for each standard. Complete the table below. This may be done before the meeting and reported out.

Is the Evidence Inventory list for each criterion up-to-date? These should be direct links to the Evidence Inventory						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Convert any documents to PDFs that are not PDFs and relink hyperlinks in the Preliminary Draft Templates.						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Are comments in the Notes/Anticipated Updates/Areas of Needed Support and Gaps?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Review the Narrative Report for each standard. Is the Working Group referencing the Evidence Inventory directly in their narratives with hyperlinks into the Evidence Inventory by criterion?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
After reviewing the narrative and Evidence Inventory, does this group require additional assistance with analysis and inquiry from IR or another supporting area?						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
<u>Working Group Collaboration</u> : Based on the information above, give feedback for each standard in the Working Group Meeting Report for the next month in the Collaboration, Connections, and Evidence Inventory Approach.						
Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII

Appendix C

Working Group Monthly Reporting Template



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Working Group Monthly Reporting Template

NOTES:

1. This will be a rolling document that appears in reverse chronological order (newest month template will be first, followed by the second most recent month), but the template will remain the same for each monthly report. This allows for clear documentation of progress and collaboration between the Steering Committee and Working Group.
 2. The Criteria and Evidence Expectations, Working Group Charges, lines of inquiry for each standard, and the institutional priorities and outcomes will remain at the top of the document for reference by each Working Group.
 3. Heading sections and language from the [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) Working Group Template (pg. 13).
-

Criteria and Evidence Expectations

NOTE: These will be populated for each standard prior to release.

Working Group Charges

NOTE: These will be populated based on the SSD for each standard.

Lines of Inquiry

NOTE: These will be populated based on the SSD for each standard.

Institutional Priorities and Outcomes

NOTE: These will be populated prior to release and based on the SSD and the focus of each Standard will be noted based on the SSD.

Monthly Meeting Notes

Reporting Confirmation

This report is due by the 25th of the month. The chair of Logistics and Organizational Development (Dr. Betsy Swope) will compile this report along with the standards to present to the Steering Committee for their next meeting (first Friday of the month). **Please check this box to confirm that your report below is complete so she knows to pass it onto the Steering Committee.**

Date and Time of Meeting

NOTE: When did this meeting occur

Attendees

NOTE: List names of meeting attendees

Review

You should review the feedback from the previous month's Steering Committee meeting to your group in this report.

Preliminary Draft/Final Draft Template

NOTE: Please describe what general updates were done on the [Preliminary Draft Template](#) or [Final Draft Template](#). Your standard narrative should reflect these but you should address each of the areas below in summary. If you require additional assistance from the Steering Committee in specific areas, please note that below.

Lines of Inquiry and Analytical Reporting

NOTE: Based on the existing lines of inquiry, how are these incorporated into your writing to enable the Working Group to fulfill its charge and institution's self-study outcomes.

Assessment Information Utilized

NOTE: Provide a brief description (or listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry. Include important information about any analysis that addresses lines of inquiry.

Collaboration, Connections, and Evidence Inventory Approach

NOTE: Update your [Master Evidence Inventory Report](#), including the list of documents in the Evidence Inventory by criteria. Provide a brief summary of the Working Group's collaborations with those refining the Evidence Inventory. In addition, a description of collaborative discussions with members of other Working Groups and, where needed, do you see any issues with duplication of documents.

Recommendations

Strengths

NOTE: What are evidence-based areas of strength consistent with the Working Group's charge and assigned standards and priorities?

Opportunities for Improvement and Innovation

NOTE: Evidence-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned standards and priorities.

Initial Strategies on Continuous Quality Improvement

NOTE: Suggested institutional strategies for improvement.

Action Steps

NOTE: Outline group assignments and delegation of responsibilities for the next meeting

Steering Committee Feedback

NOTE: This section to be completed by the **Steering Committee members based on your previous month's report.**

Timeline

NOTE: Steering Committee notes any important adjustments to the timeline, recent accomplishments, any important upcoming dates for your Working Group.

Preliminary Draft or Final Draft Feedback

NOTE: Steering Committee provides feedback on the Preliminary Draft/Final Draft section of your previous report.

Collaboration, Connections, and Evidence Inventory Approach

NOTE: Steering Committee provides feedback on the collaboration, connections, and Evidence Inventory approach of your previous report.

Recommendations

NOTE: The Steering Committee will respond directly to your recommendations, including any additional vetting or reviewing that is taking place regarding your recommendations around strengths, opportunities for improvement and innovation, and Initial strategies on continuous quality improvement.

Benchmarks/Tasks/General Feedback

NOTE: This area is to provide any additional feedback from the Steering Committee about your previous report.

Appendix D

Master Evidence Inventory Report



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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.				
		CoChairs: Scott Aquila & Mary Engel		
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
1. Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation program and 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;	I_01.01. Mission statement o date of last revision o list of mission review committee members and evidence of their involvement in mission review and revision o evidence of participation and approval by governing body	I_01.01. Mission Statement	*Committee Members & Minutes *Mission Statement w/ date *Board approval of Mission Statement *Flyers, Banners, Easels *Vision and Values review process *History of equity statement development *Strategic / Academic planning evidence *Evidence of mission driven by key indicators	*Equity Statement (in light of Federal)
	I_01.02. Sample communications or publications of the mission statement and/or notification of changes to the mission to the institution's internal and external constituencies (select a sample from across a four-year period)	I_01.02. Sample communications of mission and revisions	*College Voice? *Newsletters? *Handbooks? *College Catalog (22/23 , 23/24 , 24/25) *Webpage *Academic Plan / ERSMT Grant submissions/funding requests	
	I_01.03. Evidence of alignment between elements of mission and institutional goals and unit-and institution-level planning, resource allocation, program and curriculum development and the definition of institutional and educational outcomes	I_01.03. Alignment of mission and goals	*Academic Services (Joey) *ERSMT *Leadership Team	
	I_01.04. Sample budget requests or other documentation demonstrating alignment between budget allocations and mission and institutional goals (select a sample from across a four-year period)	I_01.04. Sample budget request/documentation	*Business Office *ERSMT	
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission	I_02.01. Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal-setting o Date of last update o Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)	I_02.01. Strategic plan and goal-setting	*Strategic plan with date *ERSMT *Crosswalk SP with Mission? *Leadership Team	
3. Goals that focus on student learning outcomes and student achievement that: a. include retention, graduation, transfer, and placement rates;	I_03.01. Evidence that the institution has set goals that address student learning outcomes, and attainment can be measured using student achievement data including Graduation rates, Retention rates, Transfer rates, Job placement rates	I_03.01 Goals addressing student learning outcomes	*Goals for student outcomes *Graduation Rates (IPEDS) *Retention Rates (IPEDS) *Transfer Rates (IPEDS) *Job Placement Rates	
	I_03.02. Evidence and trend analysis of the institution's progress at meeting the established student achievement goals using at least four years of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations: o Retention Rates (Available in IPEDS and collected in the AIU) o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) o Transfer Rates (Available in IPEDS and collected in the AIU) o Placement rates, and/or	I_03.02 Trend analysis for goals achievement	TREND ANALYSIS: *Retention Rates (IPEDS) *Graduation Rates (IPEDS) *Transfer Rates (IPEDS) *Placement Rates	
	I_03.03. Alternative completion measures including but not limited to: o Student Achievement Measure (SAM) o Outcomes Measures (OM) (Available in IPEDS) o Degrees Awarded, by credential level annually (Available in IPEDS) o Pass Rates on standardized examinations o Data on Earnings (e.g. College Scorecard)	I_03.03 Alternative measures	*Student Achievement Measure *Outcomes Measures (IPEDS) *Degrees awarded by level (IPEDS) Pass Rates on standardized testing ?FAA, PRAXIS, NCLEX, CORE? (IR) Data on Earnings (College Scorecard)	

b. consider diversity, equity, and inclusion principles; c. are supported by administrative, educational, and student support programs and services; and d. prioritize institutional improvement	I_03.04. Evidence that the institution has set goals that consider diversity, equity and inclusion principles	I_03.04 DEI Goals	*JEDI Center *Policy & Regulations Manual (P&R) *Committees	Dean Tonisha Taylor?
	I_03.05. Evidence of alignment between mission, strategic goals, and diversity, equity, and inclusion principles	I_03.05 Alignment of mission and DEI goals	*ERSMT *DEI Committee Minutes (Disbanded) *JEDI Center *PRIDE (Ann Turoczy) *Employee ERG (Laura Damato) *Latin@ Leadership Club (Dean Taylor?) *One Step Forward (Amber Zuber)	Dean Tonisha Taylor? https://www.lccc.edu/student-experience/clubs-and-organizations/student-clubs/
	I_03.06. Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU) o Fall Enrollment o 12 Month Enrollment o Graduate enrollment if applicable	I_03.06 Student Headcount Data	*Student Headcount (IPEDS) *Fall Enrollment *12 month enrollment	
	I_03.07. Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount	I_03.07 HR Data	*Employee demographics *Faculty Headcount *Administrative Headcount *Staff Headcount	
	Budget	I_03.08 Budgetary support for learning outcomes and achievement	*Budget for Org Unit(s) *ERSMT	
	I_03.09. Expense analysis of related expenses (four-years), as applicable	I_03.09 Expense Analysis of related expenses	*Budget for Org Unit(s) *ERSMT	
4. Periodic assessment of mission and goals to ensure they are relevant and achievable	I_04.01. Evidence of strategic plan and mission development processes	I_04.01 Strategic plan and mission development	Strategic Plan (2023-2026) **Development process Mission Statement **Development process	https://www.lccc.edu/about/who-we-are/vision-mission-values/ **Mission webpage contains reference to DEI
	I_04.02. Evidence of regular evaluation of mission statement and institutional goals	I_04.02 Regular evaluation of mission statement/goals		

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.				
		CoChairs: Brian DeLong & Lacey Gonzalez		
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights	II_01.01 Policies and procedures on: o academic and intellectual freedom o freedom of expression o intellectual property rights o copyright	II_01.01 P & P Academic Freedom	*Student Handbook *FA Contract *Policies & Regulations (P&R book) *Plan for Combating Unauthorized Distribution of Copyrighted Material (Policy No. 3-238, page 3-69). *Acceptable Use of Computing Resources (Policy No. 2-500, page 2-18). *Records Management (Policy No. 2-508, page 2-27). *Gateway sign / signage (Policy No. 3-218, pages 3-43, 3-44) *Faculty Classroom Responsibilities (Policy No. 4-114, page 4-26) *Academic Standards Minutes *Academic Council Minutes *Copyright Clearance Center (CCC)	
2. A climate that fosters respect among students, faculty, staff, and administration from a variety of backgrounds, ideas, and perspectives	II_02.01 Regular and systematic campus climate assessments or surveys of a variety of stakeholder groups	II_02.01_Campus Climate Assessments	*Student Surveys *Climate Study (Planning Meetings, Portal Announcements, Canvas, Results)	
	II_02.02 Student Headcount Data, disaggregated by relevant populations (Available in IPEDS data and collected in the AIU) o Fall Enrollment o 12 Month Enrollment o Graduate Enrollment, if applicable	II_02.02 Student Headcount Data	*Fall Enrollment (IPEDS) *12 Month Enrollment (IPEDS)	
	II_02.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty or Instructional Staff headcount o Administrative and staff headcount	II_02.03 Human Resources Data	*Faculty / Instructional Staff headcount (IPEDS) *Administrative / Staff headcount (IPEDS)	
	II_02.04 Sample communication or publication of results of campus climate assessments or surveys	II_02.04 Sample Communications - Results of Climate Survey	*Student Surveys results to departments *Climate Survey report out	
	II_02.05 Examples of assessment of campus climate, consideration of results, follow up, or changes made, including changes to mission or strategic priorities	II_02.05 Examples of Climate results and change	*Student Surveys *Climate Study (Planning Meetings, Portal Announcements, Canvas, Results)	
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by student, faculty or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;	II_03.01 A grievance policy that is documented and disseminated to address complaints or grievances raised by student, faculty or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;	II_03.01 Grievance policies by student faculty staff	*Grievance Policy *Policy & Regulations (P&R) *Discrimination Grievance Procedure (Policy 2-504, page 2-22) *Title IX Grievance Procedure (Policy 2-610, page 2-52)	
	II_03.02 Policies and procedures for student complaints or grievances, including the URL and any other location where students and the public can access these documents (Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43; Complaints Involving Applicant and Member Institutions Policy and Procedures)	II_03.02 Policy Procedures for student complaints	*Grievance Policy *Policy & Regulations (P&R) *Discrimination Grievance Procedure (Policy 2-504, page 2-22) *Title IX Grievance Procedure (Policy 2-610, page 2-52) *Unlawful Harassment (Policy 2-612, page 2-612) *Disability Support Services (Policy 2-702, page 2-69) *Student Records (Policy 2-708, page 2-78) *Banner System Users Security (Policy 3-234, page 3-59) *Ombudsman (Policy 4-210, page 4-57) *Code of Student Conduct (Policy 4-226, page 4-75, 4-84, 4-90, 4-91, 4-93) *Ombuds	
	II_03.03 Documentation including the URL for the contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint (Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43(b), Complaints Involving Applicant and Member Institutions Policy and Procedures)	II_03.03 Documentation provided to students on how to file complaints	*Student Handbook *Portal *Syllabi	
	II_03.04 Institutional record of student complaints and resolution, four-year time period (Complaints Involving Applicant and Member Institutions Policy and Procedures; Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(x))	II_03.04 Institutional record of student complaints and resolution	*Ombuds *Instructor Level complaint records *Dean / VP / President records	
	II_03.05 Institutional record of faculty or staff complaints and resolution (Complaints Involving Applicant and Member Institutions Policy and Procedures)	II_03.05 Institutional record of faculty staff complaints and resolution	*Deans / VPs / President *Unions (grievance to FA or ESP)	
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	II_04.01 Policies and procedures for conflicts of interest	II_04.01 Policies and procedures for conflicts of interest	*Policies & Procedures (P&Rs) *Board - Conflict of Interest (Policy 2-106, page 2-5) *Employees - Conflict of Interest (Policy 2-204, page 2-11) *Employee Code of Conduct (Policy 210, page 2-15) *Discrimination Grievance Procedure (Policy 2-504, page 2-23) *Sexual Misconduct (Policy 2-610, page 2-55)	
	II_04.02 Documentation or sample of disclosure or reporting of conflicts of interest or recusals (e.g. forms or meeting minutes), if applicable	II_04.02 Documentation or sample of disclosure or reporting of conflicts of interest or recusals	*Disclosure & Reporting Conflict of Interest Form *Meeting Minutes of Conflicts & Recusals	

5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, and separation, with appropriate attention to diversity;	II_05.01 Policies and procedures: o Hiring o Evaluation o Promotion o Separation	II_05.01 Policies and procedures:	*Policies & Procedures (P&Rs) *Board Appointments (Bylaws, Article IX, P&R page 1-3). *Board Elections (Policy 5, page 1-6). *Administrative Performance Appraisal (Policy 3-100, page 3-1) *Administrative Appointment (Policy 3-102, page 3-2) *Hiring for an Established Position (Policy 3-222, page 3-46) *Employment Retirement (Policy 3-404, page 3-86) *Faculty - Employment Practices (Policy 3-502, page 3-89) *Faculty - Rank and Salary Determination for New Hires (Policy 3-506, page 3-91) *Progressive Discipline (Policy 2-224, page 2-29) *Employment Termination (Policy 2-212, page 2-18) *Human Resources *FA contract *ESP contract	
	II_05.02 Analysis of data on hiring and promotion, disaggregated by relevant populations	II_05.02 Analysis of data on hiring and promotion, disaggregated by relevant populations	*Human Resources *Institutional Research (IR)?	
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications;	II_06.01 Sample marketing, admissions, and recruiting materials	II_06.01 Sample marketing, admissions, and recruiting materials	*Communications from College Relations *Admissions / Recruiting information	
	II_06.02 Sample internal communications	II_06.02 Sample internal communications		
	II_06.03 Expense Analysis of related expenses (four years), as applicable o Percent of budget \$ / % Marketing, advertising o \$ / % Recruitment services	II_06.03 Expense Analysis of related expenses (four years), as applicable	*Org vs Institutional budget analysis?	
7. As appropriate 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.	II_07.01 Policies and procedures that support a climate of respect	II_07.01 Policies and procedures that support a climate of respect	*Student Handbook *Policies & Regulations (P&R) *Employee Code of Conduct (Policy 2-210, page 2-15) *Equal Employment Opportunity (Policy 2-214, page 2-20) *Accessibility (Policy 2-300, page 2-38) *Human Resources	
	II_07.02 Policies and procedures related to accessibility and affordability, including the URL for where students and the public can find these documents (Verification of Compliance - Required Information for Students and federal regulation 34 CFR § 668.43(a)(1-4)), such as: o Availability of student financial assistance for those who qualify and the process for disbursements, repayment, and refunds o Withdrawal policies o Student refund policies	II_07.02 Policies and procedures related to accessibility and affordability	*Website *Policies & Regulations (P&R) *Accessibility (Policy 2-300, page 2-38) *Students with Temporary Impairments (Policy 2-710, page 2-79) *Withdrawal (Policy 4-222, page 4-65) *Withdrawal for Medical/Mental Health Reasons (Policy 4-224, page 2-66) *Student Handbook	
	II_07.03 Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data, such as: o Net price Calculator (URL) o Cohort default rate (3 year) o (%) students with loans (Institution) o Average student loan indebtedness (Institution)	II_07.03 Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data	*Website: Tuition and Fees (Cost of Attendance) *Website: Net Price Calculator *Financial Aid *IPEDS	
	II_08.01 Documentation, including URL of the public disclosure of required policies and procedures (Verification of Compliance - Required Information for the Public and federal regulation 34 CFR § 668.43, Public Disclosures Policy and Procedures)	II_08.01 Documentation, including URL of the public disclosure of required policies and procedures (Verification of Compliance)	**** for 34 CFR §668.43 & .45 (this is the law, not evidence)	
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	II_08.02 Documentation including the URL of the public disclosure of required information for students and the public (Verification of Compliance - Required Information for Students and federal regulation 34 CFR § 668.43 and § 668.45, Public Disclosures Policy and Procedures)	II_08.02 Documentation including the URL of the public disclosure of required information for students and the public	**** for 34 CFR §668.43 & .45 (this is the law, not evidence)	
	II_08.03 Documentation including the URL of accurate representation of MSCHE accreditation status (Communication in the Accreditation Process Policy and Procedures; Public Disclosures Policy and Procedures; Verification of Compliance - Standing with State or Other Accrediting Agencies and federal regulations 34 CFR § 668.43 and §602.23(d))	II_08.03 Documentation including the URL of accurate representation of MSCHE accreditation status	*Website: Accreditation from Middle States & Accreditors Anything else?	
	II_08.04 Documentation of valid degree granting authority (DGA) and licensing (Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43) o Valid legal charter, statute, constitutional provision, or other action from an appropriate organization or agency, or documentation of any exemption, and o a proper license to operate from each jurisdiction in which the institution operates	II_08.04 Documentation of valid degree granting authority (DGA) and licensing	*Legal Charter (Commonwealth, Dept. of Education) *License to operate (Commonwealth) (Anything with Townships or City of Allentown)	
	II_08.05 Documentation of standing with other accrediting agencies including a list of USDE recognized accreditors with name of the accreditor, accreditation status, programs it accredited, year of next review, reports and documentation of the accreditor's most recent accreditation action including relevant correspondence (Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43)	II_08.05 Documentation of standing with other accrediting agencies	*Website *Catalog *Divisions/College - any official letters	
	II_08.06 Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses (Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(g))	II_08.06 Policies and/or procedures used to ensure student identity verification	*Fake Student Committee Minutes *Policies & Regulations (P&R) *Red Flag Identity Theft Prevention Program (Policy 2-608, page 2-44) *Red Flag Indicators (Policy 2-608a, page 2-47) *Registration / Finance / CISO / Online Learning	

<p>9. Periodic assessment of ethics and integrity as evidence in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>II_08.07 Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses (Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(h))</p>	<p>II_08.07 Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA)</p>	<p>*Policies & Regulations (P&R) *Use of Social Media (Policy 2-234, page 2-36) *Gramm-Leach Bliley Act (Policy 2-604, page 2-38) *Student Records (Policy 2-708, page 2-75) *Dissemination of Data (Policy 3-210, page 3-35) *Banner System Users Security (Policy 3-234, page 3-56) *Cyber Security - Incident Response (Policy 3-235, page 3-60) *Text Messaging (Policy 3-241, page 3-73) *Formal Conduct Procedure (Section 7, Policy 4-226, page 4-95) *Student Handbook *CISO / Online Learning</p>	
	<p>II_08.08 Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus (Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(h))</p>	<p>II_08.08 Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification</p>	<p>*Admissions *Registration</p>	
	<p>II_08.09 Documentation including the URL where the institution publicly discloses its scope of accreditation (credential levels, locations) and substantive changes (Public Disclosures Policy and Procedures) o Statement of Accreditation Status (SAS) (PDF format) o Eligibility and Certification Approval Report (ECAR) (to verify scope of accreditation with Title IV certification) if applicable</p>	<p>II_08.09 Documentation including the URL where the institution publicly discloses its scope of accreditation</p>	<p>*Website *Accreditation Status_PDF *Title IV document (Financial Aid)</p>	
	<p>II_08.10 Student headcount data at each branch campus, additional location, and other instructional site</p>	<p>II_08.10 Student headcount data at each branch campus, additional location, and other instructional site</p>	<p>*Headcount by campus/site (Institutional Research)</p>	
	<p>II_08.11 For all additional locations and branch campuses, evidence that student learning, student support and academic services are comparable to those at other sites</p>	<p>II_08.11 For all additional locations and branch campuses, evidence that student learning, student support and academic services are comparable to those at other sites</p>		
	<p>II_09.01 Documentation of the policy development and revision process (e.g., internal control office, "policy on policies," etc.), with evidence of periodic evaluation of institutional policies and their implementation, and revision, where warranted</p>	<p>II_09.01 Documentation of the policy development and revision process</p>		

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.				
		CoChairs: Jessie Heimann & Kelly Trahan		
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential: a. designed to foster a coherent student learning experience and to promote synthesis of learning; b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student; and include sufficient course content and program length appropriate to the objectives of the degree or other credential;	III_01.01 Policy, procedures, and/or methodologies employed for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, and modalities (Credit Hour Policy and Procedures)	III_01.01 Policy, procedures, and/or methodologies employed for assignment of credit hour	*Policies & Regulations *Academic Services	
	III_01.02 Course or program review procedures and sample approval documentation (including but not limited to syllabi or course content), as they relate to the credit hour	III_01.02 Course or program review procedures and sample approval documentation	*Policies & Regulations *Academic Services	
	III_01.03 Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements	III_01.03 Documentation of the evaluation process	*Policies & Regulations *Academic Services	
	III_01.04 Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs, course locations, regardless of delivery mode or teaching/learning format	III_01.04 Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs	*Academic Council *Academic Standards *Leadership Team *Committee member by position *Process through AC/AS/Leadership/Board	
	III_01.05 Documentation including the URL and any other source of information where students and the public can access the policy and procedures with evidence that such information is regularly evaluated to ensure accuracy (Verification of Compliance – Assignment of Credit Hours and federal regulation 34 CFR 668.8(k) and (l))	III_01.05 Documentation including the URL and any other source of information where students and the public can access	*Policies & Regulations *Academic Services *Webpage	
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate a. professionals who are: rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. 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;	III_02.01 Faculty/Staff Handbook(s)	III_02.01 Faculty/Staff Handbook(s)	*Policy & Regulations (P&R)	
	III_02.02 Policies and procedures related to faculty qualifications	III_02.02 Policies and procedures related to faculty qualifications	*Policy & Regulations (P&R) *FA contract	
	III_02.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty or Instructional Staff headcount o Administrative and staff headcount	III_02.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS)	*Institutional Research *Human Resources	
	III_02.04 Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: o Titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter, and in hours per week) of full-time instructional staff o Percentage of faculty with terminal degrees o Other	III_02.04 Faculty/Instructional Staff Qualifications	*FA Contract *Institutional Research / Human Resources *Institutional Research / Human Resources	
	III_02.05 Data related to faculty/instructor workload such as: Enrollment data by class /class size o Average academic credit hours taught per faculty member o Other	III_02.05 Data related to faculty/instructor workload	*Institutional Research *Human Resources	
	III_02.06 Student to staff ratio	III_02.06 Student to staff ratio	*Institutional Research	
	III_02.07 Student to faculty ratio	III_02.07 Student to faculty ratio	*Institutional Research	
	III_02.08 Policies and procedures for evaluating the teaching of students	III_02.08 Policies and procedures for evaluating the teaching of students	*FA Contract evaluations *Student Course Surveys *Service Faculty Instructional Surveys *Policies & Regulations (P&R Manual) *Faculty Promotion Rubrics	
	III_02.09 Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings	III_02.09 Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures	*Human Resources (Faculty Evaluations) *Human Resources (Faculty qualifications) *Leadership Team *Academic Council *Academic Standards *Advisory Committees	
	III_02.10 Sample instrument(s) for course evaluations, teaching observations, etc. and four-year trend analysis of collected data	III_02.10 Sample instrument(s) for course evaluations, teaching observations	*FA Contract *Trend Analysis (HR? IR?)	
	III_02.11 Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the four-year timeframe) o Specialized accreditation reports o Annual reports and other approaches o Analysis of results and follow-up on any findings	III_02.11 Evidence of the regular review of academic programs	*Advising Groups *Division Audits	

	III_02.12 Expense Analysis of related expenses (four-years), as applicable o \$ / % core expenditure for instruction o \$ / % core expenditure for research o \$ / % core expenditure for public service	III_02.12 Expense Analysis of related expenses	*Budget Analysis	
	III_02.13 Instructional expense per student FTE	III_02.13 Instructional expense per student FTE	*Budget Analysis	
	III_02.14 Promotion and tenure guidelines	III_02.14 Promotion and tenure guidelines	*FA Contract *Promotion Committee policies & blank forms	
	III_02.15 Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment	III_02.15 Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment	*Online Learning (Rachel Peters) *Online Learning (Doug Brace)	
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	III_03.01 Academic catalog including URL with description of degree requirements and expected time to completion	III_03.01 Academic catalog including URL with description of degree requirements and expected time to completion	*Catalog Links	
	III_03.02 List of all educational programs with enrollments (enrollment is greater than twenty students), undergraduate or graduate	III_03.02 List of all educational programs with enrollments	*Institutional Research *Registration / Advising?	
	III_03.03 Trend analysis of data on the academic progress of all student populations, by credential level at both institution and program levels, such as: o Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester) o Average number of credits per program o Average credits upon graduation (all credits completed or credits toward degree) o Other	III_03.03 Trend analysis of data on the academic progress of all student populations	*Institutional Research *Registrar	
	III_03.04 Description of other educational offerings and trend analysis of data on participation, disaggregated by relevant populations as applicable o Dual Enrollment o Prison Education Programs (PEP) o Career and Technical Education o Non-credit programs o English as a Second Language (ESL) programs o Other	III_03.04 Description of other educational offerings and trend analysis of data on participation	*Dual Enrollment (Brandon Kwiatek) *Prisons: *ESL *SEED *Career *Non Credit *L:	
	III_04.01 Advising or degree program sheets for all programs	III_04.01 Advising or degree program sheets for all programs	*Advising	
	III_04.02 Sample syllabi	III_04.02 Sample syllabi	*Course Syllabi	
	III_04.03 Master syllabus	III_04.03 Master syllabus	*Master Course Syllabus	
	III_04.04 Description of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats	III_04.04 Description of the nature and breadth of library/learning resources	*Database counts *Online / Open Counts *Material Counts *Computer counts *LSA / other videos *ILL	
	III_04.05 Total library FTE staff (Available in IPEDS)	III_04.05 Total library FTE staff (Available in IPEDS)	*Library FTE Staff: (IPEDS)	
	III_04.06 Data on Library Holdings o Total physical library collections (Available in IPEDS-Academic Libraries Survey) o Total electronic library collections	III_04.06 Data on Library Holdings	*Physical Library Holdings (IPEDS) *Electronic Library Holdings (IPEDS)	
	III_04.07 Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty	III_04.07 Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning	*Portal *Integration with Banner *Literacy instruction	
	III_04.08 Evidence of regular assessment of the implementation of policies and procedures, with consideration of results and appropriate follow-up	III_04.08 Evidence of regular assessment of the implementation of policies and procedures		
	III_04.09 Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources	III_04.09 Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty	*Instruction statistics *Library Skills Assignment	
	III_04.10 Copies of formal agreements with other institutions for the use of their information resources and/or reference services	III_04.10 Copies of formal agreements with other institutions for the use of their information resources and/or reference services	*IDS *AccessPA / PowerLibrary ILL *OCLC ILL *Northampton Area Community College (Library - Vet Tech)	

4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations	III_04.11 Distance Education - Policies and Procedures related to: Faculty qualification requirements for teaching distance education courses or programs o Ensuring student identify verification in distance or correspondence education courses o Ensuring quality in online programs o Ensuring comparability of distance education programs to programs in other modalities o Ensuring student access to faculty and regular and substantive interaction between instructional staff and students o Ensuring student access to academic and technology support services	III_04.11 Distance Education - Policies and Procedures	*Online Learning *Support structure from IT & Online Learning (Canvas) *Policies & Regulations (student ID verification) *Helpdesk (email / phone) *Loaner laptops *Loaner hotspots *Loaner calculators	
	III_04.12 Distance Education - Faculty Qualifications o Number and percentage of faculty qualified to teach online o Number of instructional design staff	III_04.12 Distance Education - Faculty Qualifications	*FA contract *Online Learning Badges / Statistics (Rachel Peters) *Online Learning instructional designer count	
	III_04.13 Distance Education – Student Headcount (Available in IPEDS) o Number of distance education courses and programs o Number and % students enrolled in distance education courses	III_04.13 Distance Education – Student Headcount	*Registration *Institutional Research	
	III_04.14 Distance Education – Description of Support Services o Description of courses and programs offered online o Description of delivery of programs or courses (Learning Management System, etc.) o Description of support services that are being provided for students, including academic and technology support o Description about how students will access educational resources	III_04.14 Distance Education – Description of Support Services	*Online Learning *Loaner laptops *Loaner hotspots *Loaner calculators	
	III_04.15 Distance Education – Data on Support Services Provided to Students	III_04.15 Distance Education – Data on Support Services Provided to Students	*Online Learning (Kelly / Doug / Rachel) *Counseling *Tutoring *Advisors	
	III_04.16 Distance Education - Evidence of the assessment of effectiveness of instructional design and information technology support	III_04.16 Distance Education - Evidence of the assessment of effectiveness of instructional design and information technology support	*Online Learning (Kelly / Doug / Rachel)	
	III_04.17 Expense Analysis of related expenses (four-years), as applicable: o \$ / % core expenditure, instruction o \$ / % core expenditure, research o \$ / % core expenditure, public service	III_04.17 Expense Analysis of related expenses	*Budget analysis	
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. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	III_05.01 Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes	III_05.01 Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes	*L drive	
	III_05.02 Documentation of the evaluation of institution or general education student learning outcomes with evidence of appropriate levels of rigor and coherence and the regular consideration of results and follow-up on any findings	III_05.02 Documentation of the evaluation of institution or general education student learning outcomes	*course master syllabi *L drive	
	III_05.03 Description of the process for assigning educational experiences to the general education curriculum	III_05.03 Description of the process for assigning educational experiences to the general education curriculum		
	III_05.04 Description and date of last revision of general education program	III_05.04 Description and date of last revision of general education program		
	III_05.05 List of new courses taught within the general education program during the most recent four-year period	III_05.05 List of new courses taught within the general education program during the most recent four-year period	*Registration	
6. in institutions that offer graduate 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	III_06.01 If applicable, graduate-level student learning outcomes relating to research/scholarship/creative activity and independent thinking	III_06.01 If applicable, graduate-level student learning outcomes relating to research/scholarship/creative activity and independent thinking	N/A	
	III_06.02 Policy and procedures related to independent research, thesis, master's paper, dissertation, fieldwork or internship o Policies and procedures on Graduate Assistantships	III_06.02 Policy and procedures related to independent research, thesis, master's paper, dissertation, fieldwork or internship	N/A	
	III_06.03 Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: o (%) faculty with terminal degrees, appropriate to discipline (for faculty teaching graduate courses)	III_06.03 Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures	N/A	

	III_06.04 Expense Analysis of related expenses (four-years), as applicable o \$ / % core expenditures in research	III_06.04 Expense Analysis of related expenses (four-years)	N/A	
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers	III_07.01 Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs.	III_07.01 Policies, procedures, or guidance for the process of development and approval of third-party providers	*Policy & Regulations *Academic Standards *Academic Council	
	III_07.02 Complete list of current third-party providers delivering education-related services and/or a portion of an educational program, including name of program, percent of program, and list of services offered by the third-party, as applicable (Substantive Change Policy and Procedures and federal regulation 34 CFR § 602.22(a)(3)(J))	III_07.02 Complete list of current third-party providers delivering education-related services	*Academic Services *Business Office	
	III_07.03 Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services and/or portions of an educational program, as applicable (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	III_07.03 Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services	*Academic Services *Business Office	
	III_07.04 Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable (Public Disclosures Policy and Procedures and federal regulation 34 CFR § 668.43(a)(12)(i-iv))	III_07.04 Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider	*CDL *Aviation? (Leased airplanes, flight schools)? *Amazon?	
	III_07.05 Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted	III_07.05 Evidence of evaluation of third-party providers	*Academic Services?	
8. periodic assessment of the effectiveness of student learning experiences for all student populations.	III_08.01 Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the consideration of results, and follow-up when warranted	III_08.01 Evidence of the regular evaluation and assessment of student learning experiences	*Student Surveys *Academic Services	

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.				
		CoChairs: Jodi Rowlands & Susanne Smith		
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
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:	IV_01.01 Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practice	IV_01.01 Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practice	*Policies & Regulations *Student Handbook	
	IV_01.02 Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission o Admissions and Test Scores survey (Available in IPEDS)	IV_01.02 Admissions Profile using multiple data points	*Admissions *Admissions and Test Score Survey (IPEDS) *Test Center?	
	IV_01.03 Policies and procedures which ensure ethical recruiting practices	IV_01.03 Policies and procedures which ensure ethical recruiting practices	*Policies & Regulations	
	IV_01.04 Policies and procedures which ensure ethical marketing practices	IV_01.04 Policies and procedures which ensure ethical marketing practices	*Policies & Regulations	
	IV_01.05 Evidence of regular evaluation of admissions practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted	IV_01.05 Evidence of regular evaluation of admissions practices	*Committees?	
	IV_01.06 Sample enrollment agreements, as applicable	IV_01.06 Sample enrollment agreements, as applicable	*Enrollment *Business Office?	
	IV_01.07 Sample marketing materials	IV_01.07 Sample marketing materials	*College Communications (Jill)	
	IV_01.08 Student Handbook	IV_01.08 Student Handbook	*Student Handbook	
	IV_01.09 Enrollment projections including clear parameters and assumptions on which they are based	IV_01.09 Enrollment projections including clear parameters and assumptions on which they are based	*Institutional Research *Enrollment	
	IV_01.10 Retention Rates (Available in IPEDS and collected in the AIU)	IV_01.10 Retention Rates	*Retention Rates (IPEDS)	
	IV_01.11 Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)	IV_01.11 Graduation Rates	*Graduation Rates (IPEDS)	
1a. a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	IV_01a.01 Financial Aid Profile o Undergraduate (Available in IPEDS Student Financial Aid survey) o Graduate students, as applicable	IV_01a.01 Financial Aid Profile	*Financial Aid Profile (IPEDS)	
	IV_01a.02 Brochures and other publications on financial aid (Public Disclosures Policy and Procedures)	IV_01a.02 Brochures and other publications on financial aid	*Policies & Regulations *Financial Aid Office	
	IV_01a.03 Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as: o Cost of attendance, including tuition, fees, and expenses o Net price o Net price Calculator (URL) o (%) students with loans (undergraduate) o Discount rate o Other	IV_01a.03 Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data	*Cost of Attendance *Net Price *Net Price Calculator *% Students with Loans (IPEDS) *Discount Rate	
	IV_01a.04 Data on debt and repayment such as: o Student loan cohort default rates, 3 year (e.g. College Scorecard) o Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)) o Average student loan indebtedness (undergraduate) o Students with Pell grants (Available in IPEDS- Student Financial Aid survey) o Average Pell grant (Available in IPEDS – Student Financial Aid survey)	IV_01a.04 Data on debt and repayment	*Student Loan Default Rate (3 years) (IPEDS) *Tuition and Fees (IPEDS) *Average Student Loan Indebtedness *Students with Pell grants (IPEDS) *Average Pell grants (IPEDS)	

	IV_01a.05 Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students	IV_01a.05 Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students	*Financial aid counseling sessions trends (Financial Aid)	
1b. 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;	IV_01b.01 Policies and procedures for placement for incoming or current students into: o Preparation programs or courses o Basic Skills o Developmental Education o Other	IV_01b.01 Policies and procedures for placement for incoming or current students	*Policies & Regulations *Advising *Registration	
	IV_01b.02 Basic Skills/ Developmental Education Data, as applicable, including the following: o (%) of first-time students enrolled in DevEd during the Fall o (%) Basic skills placement o (%) Basic skills mathematics and writing course pass rates; o (%) first-year retention for students placed in one or more basic skills courses	IV_01b.02 Basic Skills/ Developmental Education Data	*% of first-time students enrolled in DevEd during Fall (IR) *% Basic Skills Placement (IR) *% Basic skill mathematics and writing course pass rate (IR) *First year retention for students placed in one or more basic skills courses (IR)	
1c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	IV_01c.01 Policies and procedures for orientation, advisement, and counseling programs and services	IV_01c.01 Policies and procedures for orientation, advisement, and counseling programs and services	*Academic Services *Tutors *Advising *Counseling (Brian DeLong) *Dual Enrollment / Early College orientation (Brandon Kwiatek) *First Year Experience orientation	
	IV_01c.02 Trend analysis of data on attendance, participation, and completion of orientation and/or other services	IV_01c.02 Trend analysis of data on attendance, participation, and completion of orientation and/or other services	*Academic Services *Tutors *Advising *Counseling (Brian DeLong) *Dual Enrollment / Early College orientation (Brandon Kwiatek) *First Year Experience orientation ****Does IR have data on this?	
	IV_01c.03 Expense analysis of related expenses (four years), as applicable o \$ / % Core expenditures, student support o \$ / % Core expenditures, academic support o \$ / % Core expenditures, institutional support	IV_01c.03 Expense analysis of related expenses	*Business Office / VP Haney	
1d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;	IV_01d.01 Evidence of processes, programs, and services designed to enhance student achievement	IV_01d.01 Evidence of processes, programs, and services designed to enhance student achievement	*Academic Services *Work Study	
	IV_01d.02 Completions by program when enrollment is over ten students (to protect student identity) o (Available in IPEDS-Completions survey)	IV_01d.02 Completions by program when enrollment is over ten students	*Completions by program when enrollment >10 (to protect student identity) (IR)	
1e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;	IV_01e.01 Current Student Enrollment Profile, disaggregated by relevant populations	IV_01e.01 Current Student Enrollment Profile, disaggregated by relevant populations	*Current Student Enrollment, disaggregated (IR)	
	IV_01e.02 International Student Enrollment Data, disaggregated by relevant populations, as applicable o Number of foreign/international students enrolled in degree programs o Number of foreign/international students enrolled in non-degree programs	IV_01e.02 International Student Enrollment Data, disaggregated by relevant populations	*Number of foreign/international students enrolled in degree programs (IR) *Number of foreign/international students enrolled in non-degree programs (IR)	
	IV_01e.03 Trend analysis of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations, such as the following: o Retention Rates (Available in IPEDS and collected in the AIU) o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) o Transfer Rates (Available in IPEDS and collected in the AIU) o Post-Completion Placement rates, as applicable and/or	IV_01e.03 Trend analysis of student achievement data	*Retention Rates (IPEDS) *Graduation Rates (100%, 150%, 200%) (IPEDS) *Transfer Rates (IPEDS) *Post-Completion Placement rates, as applicable	
	IV_01e.04 Alternative completion measures including but not limited to: o Student Achievement Measure (SAM) o Outcomes Measures (OM) (Available in IPEDS) o Degrees Awarded, by credential level annually (Available in IPEDS) o Pass Rates on standardized examinations o Data on Earnings (e.g. College Scorecard for some institutions) o Other	IV_01e.04 Alternative completion measures	*Student Achievement Measure (SAM) *Outcomes Measures (OM) (IPEDS) *Degrees Awarded, by credential level annually (IPEDS) *Pass Rates on standardized examinations *Data on Earnings (e.g. College Scorecard for some institutions) *Other	

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;	IV_02.01 Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) (Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR § 602.24(e) and 668.43(a)(11))	IV_02.01 Policies and procedures for making decisions about the transfer of credits earned at other institutions	*Registration *Advisors	
	IV_02.02 Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches	IV_02.02 Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches	*Registration *Advisors	
	IV_02.03 Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures (Verification of Compliance-Transfer of Credit Policies and Articulation Agreements and federal regulation §602.24(e))	IV_02.03 Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures	*URL: Steps to a successful transfer *URL: Transfer to LCCC *URL: Transfer Guide by School *Policies & Regulations (P&R) *Advising	
	IV_02.04 Transfer data (Available in IPEDS)	IV_02.04 Transfer data	*IR: Transfer data (IPEDS)	
	IV_02.05 Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates (Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR 668.43(a)(11)(ii))	IV_02.05 Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement	* Articulations on College Website	
	IV_02.06 Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures)	IV_02.06 Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students	*Advising *Coaches	
3. Policy and procedures for the safe and secure maintenance and appropriate release of student information and records	IV_03.01 Policies and procedures for the maintenance and retention of student records	IV_03.01 Policies and procedures for the maintenance and retention of student records	*Registration *Advising *Information Technology *Business Office	
	IV_03.02 Policies and procedures regarding the protection of privacy for students (i.e. FERPA; data privacy; data security) (Verification of Compliance-Student Identity Verification in Distance and Correspondence Education)	IV_03.02 Policies and procedures regarding the protection of privacy for students	*FERPA policies *Student Verification Policy	
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	IV_04.01 Policies and Procedures for athletics, such as: o Mission Statement o Guiding Principles o Statement of Purpose o Branding and Marketing o Academic Standards o Sportsmanship and Ethical Content o Other	IV_04.01 Policies and Procedures for athletics	*Athletics / Intramurals *Policies & Regulations: (Updated?)	
	IV_04.02 Student-Athlete Handbook	IV_04.02 Student-Athlete Handbook	*Athletics / Intramurals	
	IV_04.02	IV_04.02 LCCC Athletics Face Sheet 07-11-24		
	IV_04.03 Student Headcount by sport or activity, disaggregated by relevant populations	IV_04.03 Student Headcount by sport or activity, disaggregated by relevant populations	*Lacey Timony (Intramurals) *Marco (Institutional Research)	
	IV_04.04 Data on student-athlete scholarships	IV_04.04 Data on student-athlete scholarships	*Financial Aid *Athletics	
5. If applicable, adequate and appropriate institutional review and approval student	IV_04.05 Average GPA of students by sport or activity	IV_04.05 Average GPA of students by sport or activity	*Registration *Athletics (Lacey Timony)	
	IV_05.01 Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs.	IV_05.01 Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs.	*CDL *Aviation *Academic Council? *Leadership Team?	
	IV_05.02 Complete list of current third-party providers delivering student support services (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	IV_05.02 Complete list of current third-party providers delivering student support services	*Business Office *Academic Services *Counselling	
	IV_05.03 Sample of current agreements and/or contracts with third party providers of student support services, where appropriate. (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	IV_05.03 Sample of current agreements and/or contracts with third party providers of student support services, where appropriate.	*Business Office *Academic Services *Counselling	

support services designed, delivered, or assessed by third-party providers	IV_05.04 Analysis of Services offered by Online Program Managers (OPMs) o List of educational programs delivered by OPM(s) o (%) of educational program offered by OPM(s) o Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts o Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training /qualifications/ compensation, instructional design)	IV_05.04 Analysis of Services offered by Online Program Managers (OPMs)	*Online Learning: Quality Matters *Marketing *Registration *Business Office *Admissions	
	IV_05.05 Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted	IV_05.05 Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted	*Leadership Team *Advisory Committees *Academic Services	
6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation	IV_06.01 Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted	IV_06.01 Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted	*Leadership Team *Division Audits *Academic Services	

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.				
		CoChairs: James Ayrton & Megan Strella		
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
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;	V_01.01 Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other	V_01.01 Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other	*Catalog *DegreeWorks *Academic Services *Divisions	
	V_01.02 Documentation of curriculum maps by degree/program levels	V_01.02 Documentation of curriculum maps by degree/program levels	*Catalog *DegreeWorks *Academic Services *Divisions	
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;	V_02.01 Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels	V_02.01 Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels	*Divisions *Assessment	
	V_02.02 Documentation of institutional and programmatic student learning goals and objectives	V_02.02 Documentation of institutional and programmatic student learning goals and objectives	*Master Course Syllabi *Program Information *Strategic Goals	
	V_02.03 Data on student completion of educational goals	V_02.03 Data on student completion of educational goals	*Divisions *Institutional Research	
	V_02.04 Documentation of communication of results of assessment to stakeholders.	V_02.04 Documentation of communication of results of assessment to stakeholders.	*Board minutes *President's Office (Public documents... Year in Review)	
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;	V_03.01 Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity)	V_03.01 Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity)	*How is this accomplished? Identify programs Evaluative tools?	
	V_03.02 List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples)	V_03.02 List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples)	*Jaime Ayrton? What approaches are used institutionally	
	V_03.03 Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries	V_03.03 Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries	*Institutional Research (IR)	
	V_03.04 Where applicable, post-completion job placement rates, disaggregated by program	V_03.04 Where applicable, post-completion job placement rates, disaggregated by program	*Institutional Research (IR) *IPEDS	
	V_04.01 Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning	V_04.01 Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning	*Online Learning *	

4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	V_04.02 List of agreements and/or contracts with third-party providers offering assessment services, as applicable	V_04.02 List of agreements and/or contracts with third-party providers offering assessment services, as applicable	*Business Office *Online Learning *Tutoring *Placement Testing	
	V_04.03 Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	V_04.03 Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	*Business Office *Online Learning *Tutoring *Placement Testing	
	V_04.04 Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers	V_04.04 Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers		
5. Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.	V_05.01 Evidence of the periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted	V_05.01 Evidence of the periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted		

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.				
CoChairs: Marco Anglesio & Rick Paterick				
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
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;	VI_01.01 Organizational charts for institution and all divisions and units	VI_01.01 Organizational charts for institution and all divisions and units	*Human Resources	
	VI_01.02 Organization charts for senate, councils, and committees	VI_01.02 Organization charts for senate, councils, and committees	*Appropriate Organization *Board of Trustees *Academic Council *Standing committees *Other committees	
	VI_01.03 Division/ unit goals and objectives	VI_01.03 Division/ unit goals and objectives	*Divisions - coordinators	
	VI_01.04 Summaries or cross-walks of division/unit goals and objectives with key assessment results	VI_01.04 Summaries or cross-walks of division/unit goals and objectives with key assessment results	*Divisions - coordinators *Academic Services	
	VI_01.05 Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation	VI_01.05 Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation	*Institutional Effectiveness: Dean Scott Aquila *Assessment (Jaime Ayrton)	
2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;	VI_02.01 Documentation of planning and assessment processes used to make improvements	VI_02.01 Documentation of planning and assessment processes used to make improvements	*Institutional Effectiveness: Dean Scott Aquila *Assessment (Jaime Ayrton)	
	VI_02.02 Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels	VI_02.02 Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels	*Advisory Committees? *Divisions - Coordinators *Academic Services? *Institutional Research (IR)?	
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;	VI_03.01 Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning	VI_03.01 Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning	https://www.lccc.edu/wp-content/uploads/Many-Voices_-_One-Vision-Strategic-Plan-2023-2026.pdf	
	VI_03.02 Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution's strategic plan and resource allocation	VI_03.02 Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution's strategic plan and resource allocation		
	VI_03.03 Evidence of regular reporting on institutional performance on key performance indicators (KPIs)	VI_03.03 Evidence of regular reporting on institutional performance on key performance indicators (KPIs)	*Institutional Research (IR)	
	VI_03.04 Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning	VI_03.04 Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning	*Institutional Research (IR)	
	VI_03.05 Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations	VI_03.05 Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations	*Institutional Research (IR)	

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;	VI_04.01 Evidence of the application of diversity, equity, and inclusion principles in the development and implementation of the institution's strategic plan and resource allocation	VI_04.01 Evidence of the application of diversity, equity, and inclusion principles in the development and implementation of the institution's strategic plan and resource allocation	*How will DEI be handled?	
	VI_04.02 Student Headcount Data, disaggregated by relevant populations o Fall Enrollment (Available in IPEDS and collected in the AIU) o 12 Month Enrollment (Available in IPEDS and collected in the AIU) o Graduate Enrollment	VI_04.02 Student Headcount Data, disaggregated by relevant populations	*Institutional Research (IR)	
	VI_04.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount	VI_04.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS)	*Human Resources *Institutional Research (IR)	
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;	VI_05.01 Evidence that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan: o Current fiscal year institutional budget or other comparable documentation o Unit mission statements, as applicable o Unit budgets, as applicable o Budgeting policies and procedures o Budget projections, including clear parameters and assumptions on which they are based	VI_05.01 Evidence that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan;	*Finance Office *VP Finance	
	VI_05.02 Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan: o Enrollment projections, including clear parameters and assumptions on which they are based o [Strategic] enrollment management plan, as applicable o Analysis of enrollment trends	VI_05.02 Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan;	*Registration *Registrar *Admissions *Director Admissions	
	VI_05.03 Evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors: o Financial planning policies and procedures o Long-term financial plans, three-five year, as applicable o Underlying assumptions of the financial plan and evidence of the viability of those assumptions	VI_05.03 Evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors;	*Board of Trustees *VP Finance	
	VI_05.04 If applicable, a clear, well-founded plan to reduce any deficits to yield a balance or surplus in a timely fashion	VI_05.04 If applicable, a clear, well-founded plan to reduce any deficits to yield a balance or surplus in a timely fashion	*Finance Office *VP Finance	
	VI_06.01 Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount	VI_06.01 Human Resources Data, disaggregated by relevant populations	*Human Resources *Institutional Research (IR)	

6. fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	VI_06.02 Evidence of adequate resourcing at all branch campuses and additional locations	VI_06.02 Evidence of adequate resourcing at all branch campuses and additional locations	*Finance Office *Director of Sites	
	VI_06.03 Expense Analysis of related expenses (four-years), as applicable o \$ / % core expenditures, instruction o \$ / % core expenditures, public service o \$ / % core expenditures, research o \$ / % core expenditures, academic support o \$ / % core expenditures, student support	VI_06.03 Expense Analysis of related expenses (four-years), as applicable	*Finance Office *VP Finance	
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;	VI_07.01 Financial ratio analysis appropriate to institutional type: o Primary reserve ratio (expendable net assets / total expenses) o Net Operating Revenue Ratio (net operating income / total operating revenue) o Return on Net Assets Ratio (change in net assets / total net assets) o Viability Ratio (expendable net assets / long-term debt)	VI_07.01 Financial ratio analysis appropriate to institutional type:	*VP Finance	
	VI_07.02 Composite Financial Index (-4 to 10)	VI_07.02 Composite Financial Index (-4 to 10)	*VP Finance	
	VI_07.03 Capitalization Ratio	VI_07.03 Capitalization Ratio	*VP Finance	
	VI_07.04 (\$) Debt service, last four years	VI_07.04 (\$) Debt service, last four years	*VP Finance	
	VI_07.05 Tuition discount rate	VI_07.05 Tuition discount rate	*Finance Office *VP Finance	
	VI_07.06 Instructional expense per credit hour	VI_07.06 Instructional expense per credit hour	*Finance Office *VP Finance	
	VI_07.07 Where possible, SEC 10K filings or Form 990	VI_07.07 Where possible, SEC 10K filings or Form 990	*VP Finance	
	VI_07.08 Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity	VI_07.08 Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity	*VP Finance	
	VI_07.09 Analysis of state and local appropriations, as applicable	VI_07.09 Analysis of state and local appropriations, as applicable	*VP Finance	
	VI_07.10 Bond Ratings, as available	VI_07.10 Bond Ratings, as available	*VP Finance	
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;	VI_08.01 Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU)	VI_08.01 Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU)	*VP Finance	
	VI_08.02 Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration	VI_08.02 Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration	*VP Finance	
	VI_08.03 Evidence of follow-up on any findings or material weaknesses, where warranted	VI_08.03 Evidence of follow-up on any findings or material weaknesses, where warranted	*VP Finance	
	VI_09.01 Organizational charts for the institution, including divisions and units	VI_09.01 Organizational charts for the institution, including divisions and units	Organizational Chart (page 259)	

9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;	VI_09.02 Sample of agenda and decision-making meeting minutes	VI_09.02 Sample of agenda and decision-making meeting minutes	*Board agenda *Board minutes *Presidents Cabinet *Critical Response Team *Academic Council agenda *Academic Council minutes	
	VI_09.03 Expense Analysis of related expenses (four-years), as applicable s o \$ / % core expenditures, institutional support	VI_09.03 Expense Analysis of related expenses (four-years), as applicable s	*Finance Office *VP Finance	
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;	VI_10.01 Comprehensive plans for facilities, equipment, and supplies o Description of physical facilities, including space for instruction, library, student support services, and administrative services o Capital facilities master plan o Information technology master plan	VI_10.01 Comprehensive plans for facilities, equipment, and supplies	Facilities Master Plan *Facilities *Information Technology (IT)	
	VI_10.02 Facilities condition analyses	VI_10.02 Facilities condition analyses	*Facilities	
	VI_10.03 Deferred maintenance costs and plans	VI_10.03 Deferred maintenance costs and plans	*Facilities	
	VI_10.04 Space utilization studies	VI_10.04 Space utilization studies	*Facilities *Classrooms - Registrar?	
	VI_10.05 Capital budget and expenditures	VI_10.05 Capital budget and expenditures	*Finance Office *VP Finance	
	VI_10.06 IT expenditure and replacement cycle documentation	VI_10.06 IT expenditure and replacement cycle documentation	*Information Technology Lifecycles *Information Technology Replacement documentation	
	VI_10.07 Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts)	VI_10.07 Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts)	*VP Finance	
	VI_10.08 Copies of insurance policies currently in force (fire, casualty, and liability)	VI_10.08 Copies of insurance policies currently in force (fire, casualty, and liability)	*VP Finance	
	VI_10.09 Sample of agreements and/or contracts with third party providers for key business functions	VI_10.09 Sample of agreements and/or contracts with third party providers for key business functions	*Finance Office *VP Finance	
	VI_10.10 Analysis of the level of outsourcing key business functions	VI_10.10 Analysis of the level of outsourcing key business functions	*Finance Office *Divisions *CDL *Aviation *Recruiting prior students	
	VI_11.01 Program participation agreement (PPA), most recent	VI_11.01 Program participation agreement (PPA), most recent		
	VI_11.02 Statement of Accreditation Status (SAS) (PDF Format) (dated)	VI_11.02 Statement of Accreditation Status (SAS) (PDF Format) (dated)	Accreditation Status, PDF	
	VI_11.03 Eligibility and Certification Approval Report (ECAR), most recent	VI_11.03 Eligibility and Certification Approval Report (ECAR), most recent	*financial Aid document (fin. aid, business office, or VP finance) *** https://fsapartners.ed.gov/title-iv-program-eligibility/title-iv-participation-application *** Behind authentication	
	VI_11.04 Heightened Cash Monitoring (HCM) Status, if applicable	VI_11.04 Heightened Cash Monitoring (HCM) Status, if applicable	*VP Finance (if applicable)	

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;	<p>VI_11.05 Title IV Responsibilities (Verification of Compliance - Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x))</p> <ul style="list-style-type: none"> o Three-year official cohort default rate (College Scorecard or Institution) o Financial responsibility composite score / composite score index o Most recent Program Review Determination Letter (Final Program Review Determination Letter of Expedited -Determination Letter; correspondence) o Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F: Uniform Guidance) o USDE Correspondence and institutional response related to limited, suspended, terminated eligibility to participate in Title IV o For Profit Institutions - 90/10 Rule – percentage of revenue from federal funds 	VI_11.05 Title IV Responsibilities	<p>*Institutional Research (IR) *Divisions / Academic Services *VP Finance *Business Office *Financial Aid office</p>	
12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	VI_12.01 Evidence of resource planning and analysis of resource utilization	VI_12.01 Evidence of resource planning and analysis of resource utilization	<p>*Facilities *Registrar (classroom space?)</p>	
	VI_12.02 Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	VI_12.02 Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	*Associate Dean of Assessment	
13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources	VI_13.01 Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation	VI_13.01 Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation	<p>*President's Office? *President's Cabinet *Divisions *VP Finance</p>	
	VI_13.02 Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	VI_13.02 Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	<p>*Assessment Associate Dean (Jaime Ayrton) *Institutional Research</p>	
	VI_13.03 Consultant and taskforce reports, as applicable	VI_13.03 Consultant and taskforce reports, as applicable		

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 a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.				
CoChairs: Karen Clark & Betsy Swope				
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
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	VII_01.01 Organizational charts for institution and divisions and units, as applicable	VII_01.01 Organizational charts	Organizational Chart (PRR - page 259) Board Resolutions	
	VII_01.02 Description of the legally constituted governance structure, including a diagram that clearly conveys the governance structure of the institution and clearly identifies any related entities and all levels of ownership that are legally responsible for the institution	VII_01.02 Description of the legally constituted governance structure	*President's Office	
	VII_01.03 Information on all related entities, as applicable (Related Entities Policy and Procedures) o A listing of the legal name, jurisdiction, form or organization of every entity that is part of the legal constituted governance structure (including related entities) o The bylaws, founding or governance documents must be provided for all related entity(ies) o Related Entities Required Disclosures Certification Statement	VII_01.03 Information on all related entities, as applicable	*President's Office	
	VII_01.04 Governing Documents including bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other founding documents	VII_01.04 Governing Documents including bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other founding documents	*Policies & Regulations (P&R book) *Bylaws (Articles I-X, page 1-3)	
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.	VII_02.01 Documentation of the structure, authority, and autonomy of governing body including any related entities	VII_02.01 Documentation of the structure, authority, and autonomy of governing body including any related entities	*Policies & Regulations (P&R book) *Agreement for operating Lehigh Carbon Community College (page 1-4)	
	VII_02.02 Policies and procedures manuals or compendium	VII_02.02 Policies and procedures manuals or compendium		
	VII_02.03 Board committee procedures	VII_02.03 Board committee procedures	*Board of Trustees / Office of President *Policies & Regulations (P&R book) *Bylaws, Article VII: Committees (page 1-3) *Board of Trustees - Communications (Rule 4, page 1-7) *Standing Committees for Board of Trustees (Policy No. 2-104, page 2-3).	
	VII_02.04 Description of how the governing board regularly reviews policies and bylaws	VII_02.04 Description of how the governing board regularly reviews policies and bylaws		
	VII_02.05 Sample of board and committee meeting minutes o Documenting board review and approval of policy o Documenting review of annual financial statements o Documenting board decision-making	VII_02.05 Sample of board and committee meeting minutes	*Board of Trustees	
	VII_02.06 Policy and procedures for board conflicts of interest	VII_02.06 Policy and procedures for board conflicts of interest	*Policies & Regulations (P&R book) *Conflict of Interest - Board of Trustees (Policy No. 2-106, page 2-5)	
	VII_02.07 Documentation of regular or systematic disclosure or reporting of conflicts of interest and/or recusals (e.g. forms or meeting minutes)	VII_02.07 Documentation of regular or systematic disclosure or reporting of conflicts of interest and/or recusals (e.g. forms or meeting minutes)	*College Archives (Jane Yagerhofer) -- Better way than Resolutions. I skimmed last 4 years, none found. Tracy says there are "very rare"	
	VII_02.08 List of current governing body or board members o Disaggregated by relevant populations o Affiliation and occupation of each member o Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees o Identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer o Board member curriculum vitae (CVs) or biographies	VII_02.08 List of current governing body or board members	*College Archives (Jane Yagerhofer)	
	VII_02.09 Documentation of regular and systematic board self-evaluation with evidence of follow-up on any concerns (available examples from a four-year period)	VII_02.09 Documentation of regular and systematic board self-evaluation with evidence of follow-up on any concerns (available examples from a four-year period)		
	VII_03.01 Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO)	VII_03.01 Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO)		
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;	VII_03.02 Policies and procedures or by-law provisions outlining evaluation of Chief Executive Officer (CEO)	VII_03.02 Policies and procedures or by-law provisions outlining evaluation of Chief Executive Officer (CEO)		
	VII_03.03 Policies and procedures for continuity of leadership or succession	VII_03.03 Policies and procedures for continuity of leadership or succession		
	VII_03.04 Qualifications of the Chief Executive Officer (CEO) o Curriculum vitae (CV) or resume for the chief executive officer including the officer's name and title o Evidence that the CEO was appointed by the governing board o The appointment date of the CEO o Evidence that CEO is evaluated regularly	VII_03.04 Qualifications of the Chief Executive Officer (CEO)	*President's Office -- Dr. Bieber CV -- Appointment Resolution -- Date (Resolution) -- Evidence of evaluation (Board)	
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	VII_04.01 Organization chart	VII_04.01 Organization chart	Organizational Chart (page 259)	
	VII_04.02 Administrative Staff Qualifications o Curriculum vitae (CVs) or resumes, as applicable o Analysis of credentials and professional experience consistent with the mission of the organization and their functional roles	VII_04.02 Administrative Staff Qualifications	*Human Resources -- CVs / Resumes	
	VII_04.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount	VII_04.03 Human Resources Data, disaggregated by relevant populations (Available in IPEDS)	*Institutional Research (IPEDS)	

<p>assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p>	VII_04.04 Institutional and Unit Leadership Data, disaggregated by relevant populations	VII_04.04 Institutional and Unit Leadership Data, disaggregated by relevant populations	*Human Resources -- CVs / Resumes	
	o Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties			
	o Curriculum Vitae (CVs) or resumes			
	VII_04.05 Policies and procedures for the review of units, with evidence of assessment and evaluation	VII_04.05 Policies and procedures for the review of units, with evidence of assessment and evaluation		
5. Periodic assessment of the effectiveness of governance, leadership, and administration	VII_04.06 Evidence of regular evaluation of administration assessing if they have the skills, time, assistance, technology, and information systems expertise required to perform their duties	VII_04.06 Evidence of regular evaluation of administration assessing if they have the skills, time, assistance, technology, and information systems expertise required to perform their duties		
	VII_04.07 Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable	VII_04.07 Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable	*Institutional Research (IR)	
	o Student Survey of Administration			
	o Faculty Survey of Administration			
	VII_05.01 Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration	VII_05.01 Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration		
	VII_05.02 Evidence (assessment instrument and analysis of collected data) of periodic assessment of the effectiveness of governance, leadership, and administration	VII_05.02 Evidence (assessment instrument and analysis of collected data) of periodic assessment of the effectiveness of governance, leadership, and administration		
	VII_05.03 Consultant and taskforce reports, as applicable	VII_05.03 Consultant and taskforce reports, as applicable		

Requirement of Affiliation				
Evidence Inventory Template Standards of Affiliation				
Standard Criteria	Evidence Inventory Items	Evidence Inventory Upload Folders	Items included in Evidence Inventory (use Ctrl+Enter to add to list)	Notes/Anticipated Updates/Areas of Needed Support and Gaps
<p>RoA_01. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates.</p> <p>Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.</p>	<p>RoA_01. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates.</p> <p>Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.</p>	<p>RoA_01.. authorized or licensed to operate</p>		
<p>RoA_02. The institution is operational, with students actively enrolled in its degree programs.</p>	<p>RoA_02. The institution is operational, with students actively enrolled in its degree programs.</p>	<p>RoA_02. The institution is operational, with students actively enrolled in its degree programs.</p>		
<p>RoA_03. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.</p>	<p>RoA_03. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.</p>	<p>RoA_03. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.</p>		
<p>RoA_04. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.</p>	<p>RoA_04. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.</p>	<p>RoA_04. English Requirement</p>		

Document Name (Include Hyperlink)	Primary Folder Location	Standards Referenced	Source
Student Handbook	IV_01.01 Admissions Philosophy and Practices: Documents and policy statements		V.P. Larissa Verta
Dr. Bieber's LCCC A Year in Review			James Gilbert, from LCCC website
College Catalogs			James Gilbert, from LCCC website
Website List of Accreditors		II_08.05	James Gilbert, from LCCC website
Catalog List of Accreditors			James Gilbert, from LCCC website
Policies & Regulations Manual			James Gilbert, from LCCC website
Accreditation Status, PDF		II_08.09	James Gilbert, from LCCC website
Accreditation Page, website			Jill Yapsuga, designed 2/2025
Retention and Graduation Rates (College Website)			
Facilities Master Plan		VI_09.01	James Gilbert, from LCCC website
Organizational Chart (PR&R - page 259)			
Useful URLs:			
Site Map of College Website			
President's Desk Newsletter			

Appendix E

Preliminary Draft Template



Lehigh Carbon
COMMUNITY COLLEGE

Preliminary Draft Template

This template is the master template and will be customized for each standard to begin the writing process.

Release Date: Summer 2025 with Inquiry Plans

Due Date: December 5, 2025

NOTES:

1. This template was drafted from multiple sources including the [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#). Specifically, the directions on page 7, note that “if the Steering Committee chooses to have each Working Group write a chapter of the Self-Study Report, the Working Group reports should be consistent in style, format, and structure.” To that end, our [Working Groups Monthly Reporting Template](#) and this document itself for each Working Group to use to write, ensures consistency. It also allows for the Steering Committee to ensure that evidence is used for research and analysis and directly embedded in the narrative itself.
2. Additionally, the [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) suggests the SSR “should be written in such a way that it reflects the evidence-based findings of the Working Groups, although the Steering Committee should seek to write the initial draft in one voice. Some institutions do this by including an editor on the Steering Committee and others feel comfortable writing a consensus draft under the supervision of the Steering Committee co-chairs” (pg. 7). The Steering Committee will use the following template initially for the individual Working Groups to contribute narrative based on the Evidence Inventory, therefore, this will be customized for each Standard prior to release. After the Preliminary Draft deadline from Working Groups in December 2025, the Steering Committee co-chairs will compile these narratives into one Draft report following the [Final Draft Report Template](#) for release for feedback from College stakeholders in January 2026 and continued contribution by the Working Groups in Spring 2026.
3. The criteria and evidence expectations, Working Group charges, lines of inquiry for each standard, and the institutional priorities and outcomes will remain at the top of the document for reference by each Working Group.

Standard XX

1. Criteria and Evidence Expectations

NOTE: These will be populated for each standard prior to release.

2. Working Group Charges

NOTE: These will be populated based on the SSD for each standard.

3. Lines of Inquiry

NOTE: These will be populated based on the SSD for each standard.

4. Institutional Priorities and Outcomes

NOTE: These will be populated prior to release and based on the SSD and the focus of each standard will be noted based on the SSD.

5. Previous Suggestions

NOTE: The College did not have any specific recommendations for any standards from the last visit. However, the suggestions for each standard will be listed here to be addressed directly in the narrative.

6. Writing The Narrative

As you are writing, please consider the following:

- The criteria are written below for your standard. You should begin narrative writing that addresses each criteria.
- Follow the [writing guidelines](#) as best as possible as you are writing.
- **As appropriate, directly refer back to the lines of inquiry for your standard as you are addressing them. State directly when you are referencing them.**
- **As appropriate, directly refer back to the institutional priorities and outcomes when you are addressing them.**
- You must directly reference items in the Evidence Inventory as you are discussing them and add the item to the Evidence Inventory Folder under the appropriate criterion folder. In order to add to the Evidence Inventory, you should use the [Evidence Inventory Google Form](#). **DO NOT ADD EVIDENCE OR DOCUMENTS DIRECTLY TO ANY FOLDER YOURSELF. Before you request to add an item, you should check the tab regarding Commonly Used/Cross-Referenced Tab** to be sure the document is not already in use elsewhere.

Criterion 1.

Criterion 2.

Criterion 3.

NOTE: These will be completed for each standard before release.

Appendix F

Final Draft Template



Lehigh Carbon
COMMUNITY COLLEGE

Final Draft Template

Release Date: Convocation January 2026

Due Date: May 25, 2026

NOTES:

1. This template and directions were built from [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#), specifically page 9 - Main Elements of the Self-Study Report.
2. Sections 1, 2, 3, and 5 will be primarily written by the Steering Committee in Spring 2026. As they are writing and revising all sections, they will refer to the “Key Questions for the Steering Committee” centered around revising the Self-Study Report found in [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#) (pg. 14).
3. Section 4 of this template will be drafted during December 2025/January 2026 by the Steering Committee co-chairs based on the [Preliminary Draft Templates](#) from the Working Groups. The College community will have an opportunity to provide feedback, especially in the areas of analysis of gaps and need for further inquiry based on the evidence expectations in late January 2026. This Final Draft Template, with College community feedback will be used by the Working Groups throughout Spring 2026 in conjunction with their [Working Groups Monthly Reporting Template](#) and [Steering Committee Monthly Reporting Template](#) to collaborate for a final due date of May 25, 2026 to the Steering Committee. At this point, another phase will begin to gather any final input or feedback from the College, especially key committees and the Executive Team, leading up to final submission.
4. Based on [MSCHE Self-Study Guide Module 4: Overseeing the Self-Study Process and Writing the Self-Study Report](#), the Steering Committee ensures that “the final draft is organized, analytical, concise, fair, and honest. The Self-Study Report is written in such a way that multiple audiences—institutional stakeholders, evaluation team members, and Commissioners—can understand the Report, can utilize a well-organized Evidence Inventory, and are able to understand conclusions and inferences made in the report” (pg. 9).

1. Executive Summary

Provides a brief description of major findings and opportunities for improvement and innovation identified in the self-study.

2. Introduction

This section includes a summary of the institution including history, size, and student population; a description of the institutional priorities that were addressed in the self-study process; and a brief discussion of processes used to choose its institutional priorities. Also included is an outline of how the remaining chapters are organized.

3. Chapter for Each Standard

The following will be included: (1) A heading indicating standard under consideration; (2) Cross-references to relevant materials in other parts of the report and within the Evidence Inventory; (3) References and analysis to the institutional priority(ies) addressed in the chapter; (4) Analytically based inquiry and reflection; (5) Conclusions, including strengths and challenges, with references to appropriate standard and criteria; and (6) Opportunities for ongoing institutional improvement and innovation. Additionally, each standard should be writing a narrative that includes the Lines of Inquiry and Institutional Priorities synthesized and referenced throughout the narrative.

Standard I.

Introduction and LCCC: Engagement Evolution

This will be an opportunity for the Steering Committee co-chairs involved in giving one voice and opportunity to tell our story of our evolution around engagement, belonging, and well-being since the last MSCHE visit until the present. This will interweave relevant criteria/evidence into one introductory place to preface and give voice to the presentation of each standard. One potential theme is how we are changing our standards to inform and improve the student and employee experience.

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard II.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Criterion 9

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard III.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard IV.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard V.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard VI.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Criterion 9

Criterion 10

Criterion 11

Criterion 12

Criterion 13

Conclusion

Strengths and Challenges

Improvement and Innovations

Standard VII.

Introduction and LCCC: Engagement Evolution

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Conclusion

Strengths and Challenges

Improvement and Innovations

4. Conclusion

Summary of the major conclusions 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 on how this process is being used to continuously improve student achievement and the institution's mission and goals.

Appendix G

Document Format Guide for Final Self- Study Report



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Document Format Guide

Titles (e.g., “Standard I: Mission and Goals”) should be formatted using Heading 1. The major sections (e.g., “Introduction,” “Summary and Discussion,” and “Recommendations”) should be formatted using Heading 2. Divisions within each section should be titled using Heading 3. The body of the document should be formatted in Normal text.

- Titles: Heading 1 – Calibri 16, Bold, LCCC Red (Pantone Rubine Red) (R203, G35, B85)
- Major Sections (Introduction, Summary and Discussion, Recommendations): Heading 2 – Calibri 14, Bold, keep with next, LCCC Red (25% darker) (R151, G26, B63)
- Divisions Within the Section: Heading 3 – Calibri 12, Bold, keep with next, LCCC Red (50% darker) (R101, G17, B42)
- Text: Normal text – Calibri 11, Black
- Typeface and size may vary within tables and figures based on data type, quantity, and format

Document specifications should be as follows:

- 1” margins
- Page color: White
- Page numbers: centered, bottom of page
- 6 pt. spacing before and after all text; single line spacing
- Working Group reports should not exceed 10 pages in length

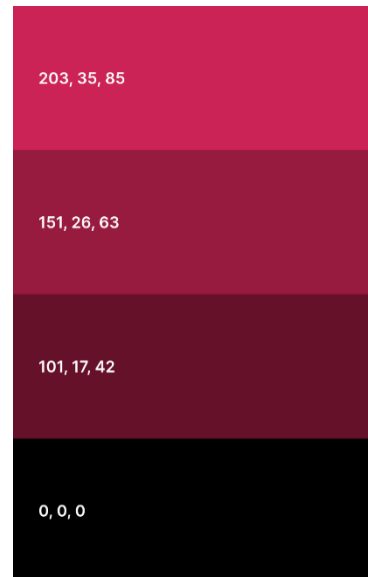
Standard I:

Introduction

Text

Divisions Within the Section

Text



255, 255, 255

Grammatical Consistencies

Listed below are the proper spellings and uses of commonly referenced terminology throughout the self-study process. The terms below should be written identically across all documents.

1. Self-Study Design, Self-Study Report, Self-Study Institute, Self-Study Steering Committee, Self-Study Working Groups, and Self-Study Evaluation should all be capitalized. The terms “SSR,” “SSD,” “SSI,” etc. may be used only after referencing the full term in the document once (e.g., “The Self-Study Design (SSD)”).
2. The term “self-study” should **not** be capitalized on its own. When part of a non-proper noun such as “self-study process”, do **not** capitalize. Always hyphenate “self-study.”
3. Reaccredit, reaccredited, reaccrediting, and reaccredits should **not** be hyphenated. Though “re-accredit” is not technically incorrect, for consistency please only use the word without a hyphen. The term “accreditation” should always be used unless “reaccredit” is more accurate.
4. Always hyphenate “non-credit,” “full-time,” and “part-time.”
5. Do not capitalize seasons unless beginning a sentence or referring to a semester as a proper noun (e.g., “the Spring 2019 semester”).
6. “Standards for accreditation” is **not** capitalized unless referencing the *Standards for Accreditation and Requirements of Affiliation*.
7. The term “standards” should **not** be capitalized, however specific standards such as Standard I, Standard II, etc. should be capitalized. Use roman numerals when referring to standards.
8. “Institutional priorities,” “intended outcomes,” and “lines of inquiry” are **not** capitalized.
9. Titles are not capitalized unless they precede a name (e.g., President Dr. Ann D. Bieber).
10. Use lower case for the names of individual academic disciplines (e.g., biology or history) except in the case of proper nouns such as languages, or when used within a title.
11. Use italics to designate the titles of books, newspapers, or reports (e.g., *Standards for Accreditation and Requirements of Affiliation*).
12. Always capitalize the following terms:
 - a. “Steering Committee” and “Working Groups”
 - b. “Evidence Inventory” (do not hyphenate)
 - c. names of offices (e.g., Admissions Office)
 - d. LCCC sites (e.g., LCCC Allentown at the Donley Center).
 - e. “College” and “Institution” (when used in place of “LCCC,” as in “... the College created a...”)
 - f. names of divisions (e.g., “Social Sciences Division”)
 - g. “Board of Trustees”

Usage Rules

1. Use active voice such as “The College improves its local community” rather than “The local community is improved by the College.”
2. Do not use contractions.
3. Refer to Lehigh Carbon Community College as “LCCC” or “the College” or “the Institution.”
4. Refer to the accrediting body only as “the Middle States Commission on Higher Education,” “the Commission,” or “MSCHE.”
 - a. When writing “MSCHE,” ensure the term is capitalized. “MSCHE” does not need to follow the article “the,” but “the Middle States Commission on Higher Education” and “the Commission” will always be marked with “the.”
 - b. The term “Middle States” may be used informally, but should not be used within the SSD or SSR.
5. Avoid using specific names of administrators, faculty, or staff and instead use formal titles of the individuals, unless working on a document that specifically demands names serving on a committee or Working Group.
6. Adhere to the following classifications when referencing the College’s geographical locations: when naming Schnecksville, use Main Campus or Main Campus Schnecksville; when naming LCCC Allentown at the Donley Center, LCCC at Lehigh Valley International Airport, and LCCC Tamaqua at the Morgan Center, refer to them as Additional Locations. Use Other Instruction Sites (OIS) when referring to Dual Enrollment offerings at high schools.
7. When listing individuals, specify if they have a doctorate degree (e.g., Dr. Ann D. Bieber). Do not use titles such as Mr., Ms., or Mrs.
8. Write out the full name of an organization, followed by the acronym or initialism in parentheses the first time it appears (e.g., Middle States Commission on Higher Education (MSCHE)). Subsequent references to the organization may use the acronym or initialism.
9. Write out numbers from zero to ten; Use digits for numbers larger than ten, except when beginning a sentence.
10. Write out the word “percent” when used in the text. Use the symbol “%” when used in a table or figure, or when placed in parentheses.
11. Always place a parenthetical reference or citation before the closing punctuation of the sentence. Where necessary, the citation may also include a page number (e.g., Exhibit 23, p. 17).
12. When referencing examples in documents, use e.g. rather than i.e. or ex.
13. Always use a single space after periods.
14. Do not indent paragraphs, however paragraphs should have spacing between one another.
15. Do not use punctuation when writing a short, simple list.
16. Use the Oxford or serial comma before “and” when the sentence contains three or more items in a series.
17. Spell out months and days of the week. Use commas to separate month, day, and year. Do not use subscripts with dates (e.g., 20th or 2nd).