CAPITOL
Technology University

**DRAFT 12-6-2019**

# Capitol Technology University
# Self-Study Design

# DRAFT 12-6-2019

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# I. INSTITUTIONAL OVERVIEW

## A. History

Since its start more than 90 years ago, Capitol Technology University has remained true to its mission – preparing students for careers in a quickly changing world. Capitol Technology University has a long tradition of academic excellence and practical learning. The university has also equipped its alumni with the knowledge and skills to evolve with the rapid development of technology.

Capitol Technology University was originally founded in Washington, D.C., as the Capitol Radio Engineering Institute (CREI) in 1927 by Eugene H. Rietzke. Ritzke, a United States Navy veteran and radio operator, saw the need for an advanced school that would produce talented radio and electronics technicians. CREI began as a correspondence school, but its popularity led to the opening of a residence division allowing students to work hands-on in school laboratories in 1932. As radio technology improved, new training programs and courses were quickly added. Following World War II, CREI became one of the first three technical institutes accredited by the Engineers' Council for Professional Development.

The institute entered a new era in the mid-1950s when it began awarding three-year Associate of Applied Science degrees. The school expanded its reach with new programs in applied engineering and electronics. The institute also changed its name to Capitol Institute of Technology (CIT) in 1964. CIT awarded its first Bachelor of Science degrees in 1966 to four graduates of its electronics engineering technology program. Anticipating the need for more educational space, CIT relocated to Kensington, Maryland in 1969.

During the following decade, enrollment increased as well as program offerings. In 1976, the Middle States Commission on Higher Education (formerly known as the Middle States Association of Colleges and Secondary Schools) granted accreditation to Capitol. The National Science Foundation also provided funding for new instructional scientific equipment. Quickly outgrowing its educational space for the third time in school history, Capitol's leaders began searching for a new campus.

In 1980, the university found the new home for its campus in Laurel, Maryland. Within three years, Capitol Tech purchased the 52-acre former site of the Beltsville Speedway, built new academic facilities, and opened its doors. Enrollment swelled and the college added two more engineering technology degrees. Within the next decade, a capital campaign and funding from the state of Maryland raised millions of dollars for additional buildings, equipment, and a scholarship endowment.

In the late 1980s, the university grew again is size and scope. The curriculum become broader by increasing the number of humanities and social science courses. Preferring a title and an environment that would better repreent the institution, the Board of Trustees changed the school's name to Capitol College. Along with the name change, came a plan to offer more degrees in engineering and management, and build on-campus housing.

The period of growth continued in the 1990s. Capitol College began offering master's degrees. The college began several outreach efforts and business partnerships, including the NASA PREP summer program for minority students and the Maryland Distance Learning Network. As the 20th Century ended, the college also expanded the John G. and Beverly A. Puente Library, creating a state-of-the-art facility.

The opening of the William G. McGowan Academic Center in 2005 marked the beginning of the next era for the college. The academic center expanded the Computer Science Department, Space Operations Institute, and Cyber Battle Lab.

In 2010, Capitol College launched its first doctoral program. The doctorate in information assurance prepared students for leadership roles in the burgeoning field of cybersecurity. Since the college offered the degree almost exclusively online, Capitol began accepting doctoral students from around the globe. Four years later, the institution added its second doctoral program in management and decision sciences.

The increased growth and diversity of programs led the college to become Capitol Technology University in 2014. Since 2014, the University has embarked on a long-term strategic plan of continued expansion, including the addition of new facilities on campus and increasing the number of academic programs. In 2017, Dr. Bradford L. Sims became the eighth president of Capitol Technology University, inheriting the proud legacy that began with Eugene H. Rietzke.

As a respected regional leader, Capitol Technology University continues attracting the attention of government agencies and corporate partners. Through a partnership with NASA, Capitol Technology University offers academic programs in astronautical engineering and practical training at its Space Operations Institute. The National Security Agency and Department of Homeland Security have designated the University a National Center of Academic Excellence in Information Assurance Education, and the Institute of Electrical and Electronics Engineers has named the University one of its twelve educational partners.

Today, Capitol Technology University is the only independent university in Maryland that specializes in providing a relevant education in engineering, business and related fields. The university takes pride in its proven record of placing graduates in competitive careers with salaries that are higher than the industry average. Capitol Technology University currently offers 3 associate's degrees, 21 bachelor's degrees, 13 master's degrees and 13 doctorates.

Capitol Technology University is committed to providing students with a quality education and the relevant experience to excel in a rapidly changing world filled new technology and global commerce. At the same time, the university continues to live out its motto, "Aut Viam Inveniam Aut Faciam" ("Either Find a Way or Make One").

## B. Mission, Vision and Goals

### Mission

The mission of Capitol Technology University is to educate individuals for professional opportunities in engineering, computer and information sciences, and business. We provide relevant learning experiences that lead to success in the evolving global community.

### Vision

In 2025, in accordance with the Mission Statement, Capitol Technology University will be seen by its constituents and by the public as:

- A STEM focused institution of higher education, providing undergraduate and graduate degrees in engineering, information sciences, and technology leadership, that has flexibility and opportunities to grow, and that adapts offerings to emerging workforce needs.

- A provider of hands-on, career-relevant learning that is conducted in an interdisciplinary and interactive environment, where faculty and staff support student achievement and success.

- A university that delivers programs of similarly outstanding quality through face-to-face and virtual classrooms, and other forms and mixtures of teaching methods that align with the learning needs of our students.

- An organization with faculty and leadership who stimulate and implement new curricula, research and entrepreneurial activities for the professions we serve, and that benefit a diverse community of learners.

- An organization that is closely linked to its constituency of local, regional and national partners in business, government, non-profits, and professions that provide influence for future technology development and policies.

- An organization that engages the global community, through educating international students, coordinating with educators, and supporting multinational professional associations.
- A university that develops graduates with communications, analysis and critical thinking skills that allow them to be successful in a global environment and pursue lifelong learning as technical professionals, leaders and innovators.

- A university that prepares graduates for jobs and careers, and that serves the broader purpose of education to address national needs-based policies through scientific consideration.

- An organization appropriately sized for quality education and financial viability, with sustainable assets for faculty and staff to provide a best-value STEM education.

**Values**

The core values are the characteristics we embrace in working together to fulfill the mission and achieve the vision of the institution.

- **Quality** - always striving for continuous improvement
- **Growth** - expanding and changing to meet new needs of society
- **Leadership** - offering creative, supportive and shared leadership
- **Balance** - maintaining a balance between competing needs
- **Integrity** - being honest, ethical and open
- **Teamwork** - exercising collective effort to support students and staff
- **Communications** - providing timely and useful information
- **Flexibility** - discovering and seizing opportunities
- **Safety** - maintaining awareness and prevention of accidents and threats

**Learning Goals**

Capitol Technology University seeks to prepare graduates who demonstrate four characteristics:

- **Employability**

The ability to enter and advance in technical and managerial careers, appropriate to their level and area of study, immediately upon graduation.

- **Communications**
  Mastery of traditional and technological techniques of communicating ideas effectively and persuasively.

- **Preparation of the Mind**
  The broad intellectual grounding in technical and general subjects required to embrace future technical and managerial opportunities with success.

- **Professionalism**
  Commitment to life-long learning, ethical practice and participation in professions and communities.

**Strategic Goals**

Capitol Technology University has identified four strategic goals that will move us to the next level of excellence and support the vision.

**Goal I: Expand Educational Offerings, Increase Program Completion**

Capitol Technology University is an institution that offers career-relevant curricula with quality learning outcomes. The strategy includes continuing to expand educational offerings, increasing program completion, and raising learner qualifications and outcomes.

**Goal II: Increase Enrollment and Institutional Awareness**

Capitol will accelerate its goal pursuit to become more globally renowned and locally active through student, faculty and staff activities. Enrollment will grow to 650 undergraduates, 350 masters' students and 250 doctoral candidates.

**Goal III: Improve the Utilization of University Resources and Institutional Effectiveness while Expanding Revenue**

Capitol will likely continue to be 80% financially dependent on student tuition and fees. We plan to enhance our resources by expanding the range and amount of funding from other streams and aligning costs with strategic initiatives.

**Goal IV: Increase the Number and Scope of Partnerships**

Capitol's service to our constituents and sources of financial viability both depend upon participation with continuing and new partner corporations, agencies, and schools.

**C. Student Populations Served**

Capitol Technology University is a diverse multiethnic and multiracial institution with a long history of serving minority populations. The University has a 51% minority student population with 7% undisclosed. The Black/African American population is 34%. The University has a military/veteran population of 22%. The University also has a 22% female population – a significant percentage given its status as a technology institution.

## II. SELF-STUDY INSTITUTIONAL PRIORITIES

The University has identified the following institutional priorities for the Self-Study:

1. Increase student enrollment.
2. Enhance the student learning experience.
3. Expand academic program offerings.
4. Develop future leaders.

## III. SELF-STUDY INTENDED OUTCOMES

The University has identified the following intended outcomes for the Self-Study:

1. Reaffirmation of accreditation.
2. Inclusive process.
3. Continuous improvement and innovation.

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**TABLE 1**

**Linkages Between Capitol Tech Self-Study Institutional Priorities and MSCHE SOA**

| MSCHE Standards / Capitol Tech Self-Study Priorities | I Mission and Goals | II Ethics and Integrity | III Design and Delivery of the Student Learning Experience | IV Support of the Student Learning Experience | V Educational Effectiveness Assessment | VI Planning Resource Allocat. | VII Governance, Leadership, Admin. |
|---|---|---|---|---|---|---|---|
| Increase Student Enrollment | X | | X | X | | X | X |
| Enhance the Student Learning Experience | X | X | X | X | | X | X |
| Expand Academic Program Offerings | X | X | X | X | X | X | X |
| Develop Future Leaders | X | X | X | X | X | X | X |

**TABLE 2**

**Linkages Between Capitol Tech Self-Study Priorities And Intended Outcomes**

| Capitol Tech Self-Study Intended Outcomes / Capitol Tech Self-Study Priorities | Reaffirmation of Accreditation | Inclusive Process | Continuous improvement and innovation |
|---|---|---|---|
| Increase Student Enrollment | X | X | X |
| Enhance the Student Learning Experience | X | X | X |
| Expand Academic Program Offerings | X | | X |
| Develop Future Leaders | X | X | X |

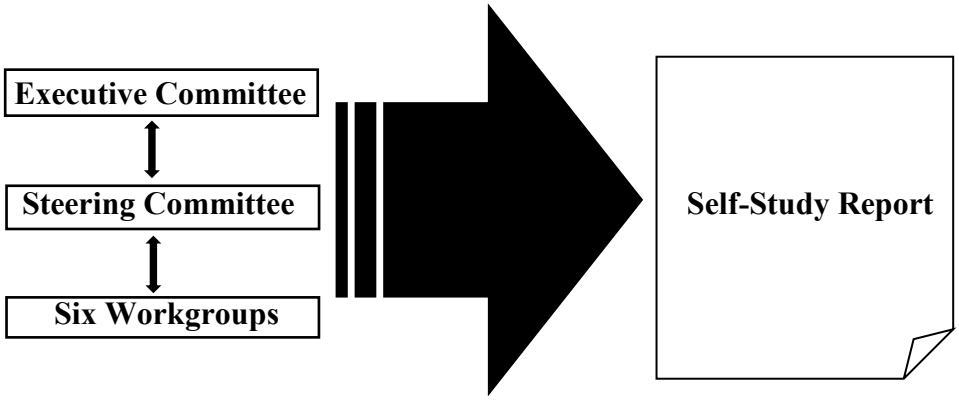
## IV. SELF-STUDY APPROACH

**Approach:** Standards-Based

**Rationale:** The University will be organizing the Self-Study using a Standards-Based Approach. The report will be organized into seven chapters – each representing a Standard of Accreditation. The institutional priorities will be integrated within the standards and evaluated through the lenses of the standards. The University will have six workgroups, including a Compliance Workgroup as follows:

## V. SELF-STUDY ORGANIZATIONAL STRUCTURE

The University will conduct the Self Study using a three-tiered structure:




The University will conduct the Self Study using a process that is inclusive of all university stakeholders. The Self-Study will be a means of spurring continuous improvement and innovation in the University. The primary goal of Self-Study is reaffirmation of the university's accreditation by the Middle States Commission on Higher Education.

**Executive Committee**

Mrs. Dianne O'Neill, Senior Vice President, Enrollment and Marketing

Dr. Stephen McCaskey, Vice President, Academics

Mrs. Melinda Bunnell-Rhyne, Vice President, Student Engagement and University Development

Prof. Soren Ashmall, Director, Assessment and Accreditation

**Steering Committee**

Executive Committee plus the Workgroup Chairs

**Six Workgroups**

Workgroups 1-6

**MSCHE Standards for Accreditation**

The MSCHE, through accreditation, mandates that its member institutions meet rigorous and comprehensive standards. MSCHE addresses those standards in the context of the mission of each institution, within the culture of ethical practices, and the integrity expected of each institution. MSCHE uses the following seven standards. Each standard has 1-2 sentences that provide a clear definition of the standard. Each standard also has associated criteria. The criteria provide examples of attributes or activities that an accredited institution possesses and demonstrates when meeting the standards.

The Seven Standards for Accreditation are:

Standard I - Mission and Goals
Standard II - Ethics and Integrity
Standard III - Design and Delivery of the Student Learning Experience
Standard IV - Support of the Student Experience
Standard V - Educational Effectiveness Assessment
Standard VI - Planning, Resources, and Institutional Improvement
Standard VII - Governance, Leadership, and Administration

**MSCHE Requirements of Affiliation**

To be eligible for, achieve, and maintain MSCHE accreditation, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the Standards for Accreditation.

The 15 Requirements of Affiliation are:

1. 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 within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the

jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively enrolled in its degree programs.
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial 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.
4. The institution's representatives communicate with the Commission in English, both orally and in writing.
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal

integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.
15. The institution has a core of faculty (full-time 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.

**Alignment of MSCHE Standards for Accreditation and Requirements of Affiliation to Capitol Tech Workgroups**

The Executive Committee has aligned the MSCHE Standards of Accreditation and Requirements of Affiliation with six workgroups as follows:

**EXECUTIVE COMMITTEE: Standard I**
**Mission and Goals**
Note: Executive Committee has primary responsibility for Standard I; WGs 1-5 will provide input from their areas of inquiry.

**WORKGROUP 1: Standards I, II, and VII.**
Mission and Goals (in relation to Standards II and VII only)
Ethics and Integrity
Governance, Leadership, and Administration
ROA 7, 10, 12, 13

**WORKGROUP 2: Standards I and III.**
Mission and Goals (in relation to Standard III only)
Design and Delivery of the Student Learning Experience
ROA 7, 8, 9, 10, 15

**WORKGROUP 3: Standards I and IV.**
Mission and Goals (in relation to Standard IV only)
Support of the Student Experience
ROA 7, 8, 10

**WORKGROUP 4: Standards I and V.**
Mission and Goals (in relation to Standard V only)
Educational Effectiveness Assessment
ROA 7, 8, 9, 10

**WORKGROUP 5: Standards I and VI.**
Mission and Goals (in relation to Standard VI only)
Planning, Resources, and Institutional Improvement
ROA 7, 8, 10, 11

**WORKGROUP 6: Compliance Workgroup**
Institutional Documents Source & Control for WGs,

Evidence Inventory
Required Compliance Report
ROA 1-15

**TABLE 3**

**Alignment of Capitol Tech Workgroups and MSCHE ROA & SOA**

| MSCHE SOA & ROA / CAPITOL TECH WORKGROUPS | STANDARD I | STANDARD II | STANDARD III | STANDARD IV | STANDARD V | STANDARD VI | STANDARD VII | REQUIREMENTS OF AFFILLIATION |
|---|---|---|---|---|---|---|---|---|
| **EXEC COM** | X | | | | | | | |
| **WG 1** | X* | X | | | | | X | 7, 10, 12, 13 |
| **WG 2** | X* | | X | | | | | 7, 8, 9, 10, 15 |
| **WG 3** | X* | | | X | | | | 7, 8, 10 |
| **WG 4** | X* | | | | X | | | 7, 8, 9,10 |
| **WG 5** | X* | | | | | X | | 7, 8, 10, 11 |
| **WG 6** | | | | | | | | 1-15 |

*** = provides input on Standard I to Executive Committee based on findings from WG's assigned area(s) of inquiry**

# VI. GENERAL CHARGES FOR THE SELF-STUDY

### *GENERAL CHARGES TO STEERING COMMITTEE*

The Steering Committee will:

1. Establish and charge workgroups
2. Provide feedback on the Self-Study Design
3. Provide information and guidance to each working group as needed
4. Coordinate with the working groups to ensure that the key issues identified by each group are being addressed in a critical/analytical fashion
5. Establish due dates for various drafts
6. Ensure the timeline for completing the Self Study is implemented as planned
7. Review drafts of the full/integrated Self-Study Report
8. Coordinate and promote communication about the self-study process, ensuring the University community has the opportunity to respond to drafts of the Self-Study Report
9. Coordinate requests for documents

### *GENERAL CHARGES TO ALL WORKING GROUP CHAIRS*

Working Group Chairs will:

1. Have an understanding of the self-study process as explained in the modules on the Self-Study Guide webpage of the MSCHE website at: **https://www.msche.org/accreditation/self-study-guide/**
2. Have an understanding of the 7 Accreditation Standards and Requirements of Affiliation as explained in the MSCHE publication: *Standards for Accreditation and Requirements of Affiliation*
3. Have an understanding of the compliance standards as explained in the MSCHE publication: *Verification of Compliance with Accreditation-Relevant Federal Regulations*
4. Attend all Steering Committee Meetings (unless there are unavoidable circumstances)
5. Complete necessary reading of draft reports or other assigned material prior to a called Steering Committee Meeting

6. Actively participate in the self-study process through membership on an assigned workgroup

***GENERAL CHARGES TO WORKGROUPS***

All workgroup members will:

1. Become familiar with the University's Mission, Vision, Values, Learning Goals, and Strategic Goals; each of these areas provide an important lens for viewing how the University is addressing each area.
2. Review the workgroup's assigned Standards (I-VII) or Verification of Compliance requirements; this charge includes understanding how the workgroup's focus relates to the *Requirements of Affiliation.*
3. Hold meetings every two weeks beginning October 2019 to report on progress made and determine plans to continue progress; the workgroup must ensure it is able to complete its portion of the draft report on schedule.
4. Keep minutes of workgroup meetings (using the template provided) and keep current documents addressing the workgroup's progress on OneDrive.
5. Review the relevant sources of evidence related to the workgroup's assigned Standards or Verification of Compliance requirements. Where evidence is lacking, contact the Compliance Workgroup for the University's Institutional Documents and the Steering Group for lack of other evidence.
6. Consult with the Steering Group if additional evidence is needed (e.g., survey, focus group, etc.) to avoid duplication; the workgroup must ensure the resulting document is submitted to the Compliance Workgroup for inclusion in the appropriate folder in the Evidence Inventory.
7. Ensure the workgroup focus is on how the selected Institutional Priorities illustrate how the University is addressing the assigned Standards.
8. Identify any gaps between MSCHE expectations and the University's evidence; any gaps must be identified early and the workgroup must develop plans to address the gaps.
9. Create a draft report summarizing observation by the deadline; the draft will:
    a. (To the extent possible) Ensure one or more institutional priorities are used to illustrate how the University is addressing each assigned Standard.
    b. Identify strengths, challenges, and opportunities for improvement and innovation -- noting connections, where appropriate, to the University's Mission, Vision, Values, and/or Strategic Plan.
    c. Provide recommendations for improvement (as warranted) based on the group's review of the evidence and discussion.
    d. Cite sources of evidence referenced to support claims.

# VII. LINES OF INQUIRY FOR WORKGROUPS

***WORKGROUP LINES OF INQUIRY***

Information about each working group, including membership and specific lines of inquiry to be addressed, is presented below. The workgroup chairs are also working members of their workgroups and the Steering Group.

**Workgroup 1: Standards I, II, and VII**

***Membership***

1. Chair: Ms. Katy DeHart, Vice President, Human Resources
2. Members:
   - Dr. Garima Bajwa, Assistant Professor, Computer Science
   - Ms. Aletha Wade, Executive Administrative Assistant to the President
   - Ms. Connie Harrington, Associate Director, Career Development and Employer Relations

**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." (MSCHE, 2014)***

Standard I Specific Line of Inquiry for Workgroup 1

1. To what extent does the University meet the Criteria for Standard I in relation to your workgroup's primary assigned areas of inquiry (i.e., Standards II and VII)?

**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. (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extend does the university meet the criterial for Standard II?
2. What opportunities exist for the University to improve its work in support of Standard II?

3. How does the University periodically assess ethics and integrity in its institutional policies, processes, and practices, and the manner in which these are implemented?
4. How has the University placed emphasis on ethics and integrity in the goals established for the priorities of increasing student enrollment, enhancing the student learning experience, expanding academic program offerings, and developing future leaders?

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

***"The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy." (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extent does the University meet the criteria for Standard VII?
2. What opportunities exist for the University to improve the work it does in support of Standard VII?
3. In what ways does the University meet #12 and #13 of MSCHE's *Requirements of Affiliation* related to Standard VII?
4. Is the University appropriately "staffed" to support the priorities of increasing student enrollment, enhancing the student learning experience, expanding academic program offerings, and developing future leaders?

**Workgroup 2: Standards I and III**

***Membership***

1. Chair: Dr. Michael Fain, Director, Doctoral Programs
2. Members:
   - Dr. Chandra Bajracharya, Assistant Professor, Electrical Engineering
   - Prof. William Drayton, Director, Online Learning
   - Ms. Brittany Sanner, Assistant Director, Undergraduate Advising and Student Success

**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." (MSCHE, 2014)***

Standard I Specific Line of Inquiry for Workgroup 2

1. To what extent does the University meet the Criteria for Standard I in relation to your workgroup's primary assigned area of inquiry (i.e., Standard III)?

**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." (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extent does the University meet the criteria for Standard III?
2. What opportunities exist for the University to improve its work in support of Standard III?
3. In what way does the University meet #8, #9, #10 and #15 of the MSCHE *Requirements of Affiliation?*
4. In what ways does the University's General Education curriculum meet the expectations set forth in Standard III?
5. How is the University supporting the institutional priority of enhancing the student learning experience?
6. How is the University developing future leaders?

**Workgroup 3: Standards I and IV**

***Membership***

1. Chair: Ms. Kim Wittler, Director, Financial Aid
2. Members:
   - Dr. Alex "Sandy" Antunes, Assistant Professor, Aeronautical Engineering
   - Ms. Brandi McKee, Director, Student Life and Residential Services
   - Ms. Dionnah Weiss, Admissions Administrative Assistant

**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." (MSCHE, 2014)***

Standard I Specific Line of Inquiry for Workgroup 3

1. To what extent does the University meet the Criteria for Standard I in relation to your workgroup's primary assigned area of inquiry (i.e., Standard IV)?

**Standard IV: Support of the Student Learning 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." (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extent does the University meet the criteria for Standard IV?
2. What opportunities exist for the University to improve its work in support of Standard IV?
3. In what ways does the University meet #8 and #10 of MSCHE's *Requirements of Affiliation?*
4. What support systems has the University established that will support the University's priority of enhancing the student learning experience and developing future leaders?
5. How is the University's financial viability impacted by the quality of support programs for students?
6. How should the Strategic Enrollment Plan impact the University's financial viability?
7. How is the University assessing the effectiveness of programs supporting the student experience?

## Workgroup 4: Standards I and V

### *Membership*

1. Co-Chair: Dr. Steve McCaskey, Vice President, Academics
   Co-Chair: Prof. Pam Opeka, Associate Professor, Mathematics
2. Members:
   - Dr. Nayef Abu-Ageel, University Academic Dean
   - Prof. Hashem Tabrizi, Department Chair, Multiple Areas
   - Ms. Melanie Young. Assistant Director, Registration and Records

**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." (MSCHE, 2014)***

Standard I Specific Lines of Inquiry for Workgroup 4

1. To what extent does the University meet the Criteria for Standard I in relation to your workgroup's primary assigned area of inquiry (i.e., Standard V)?

**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." (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extent does the University meet the criteria for Standard V?
2. What opportunities exist for the University to improve the work it does in support of Standard V?
3. In what ways does the University meet #8, #9, and #10 of MSCHE's *Requirements of Affiliation* related to Standard V?
4. How is the University assessing its priority of expanding academic program offerings and use those results for program and curricular improvement?
5. How does our assessment of educational effectiveness demonstrate or reveal our focus on enhancing the student learning experience, expanding academic program offerings, and developing future leaders?
6. In addition to educational effectiveness, how does the University assess the financial vibrancy of its academic program?

**Workgroup 5: Standards I and VI**

***Membership***

1. Chair: Dr. Richard "Dick" Baker, Director, Masters Programs
2. Members:
   - Ms. Glory Carr, Manager, Administrative Services
   - Dr. Soheil Sadat Hosseini, Assistant Professor, Electrical Engineering
   - Ms. Nicole Magnani, Assistant Director, Finance

**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." (MSCHE, 2014)***

Standard I Specific Lines of Inquiry for Workgroup 5

1. To what extent does the University meet the Criteria for Standard I in relation to your workgroup's primary assigned area of inquiry (i.e., Standard VI)?

**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." (MSCHE, 2014)***

Specific Lines of Inquiry

1. To what extent does the University meet the criteria for Standard VI?
2. What opportunities exist for the University to improve its work in support of Standard VI?
3. In what ways does the University meet #8, #10 and #11 of MSCHE's *Requirements of Affiliation* related to Standard VI?
4. Is the University adequately planning (i.e., financial, human capital, physical spaces, and technology) for, and resourcing, its priorities of increasing student enrollment, enhancing the student learning experience, expanding academic program offerings, and developing future leaders?

## Workgroup 6: Compliance

***Membership***

1. Chair: Mr. Greg Hughes, Director, Registration and Records
2. Members:
   - Mr. Allen Exner, Director, Library and Information Services
   - Ms. Tamika Barnes, Associate Director, Financial Aid

**Compliance**

***The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with the accreditation- relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008. Further, the Commission is required to review candidate and member institutions' continued compliance with Title IV program responsibilities. Commission policy regarding federal compliance requirements for institutions was revised and enacted in January 2013, indicating that institutions must meet***

***these federal regulations to be accredited by the Commission.***

***In response to this, it is assumed that the institution will provide documentation of policies and procedures that are (I) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected. (MSCHE, 2016)***

Specific Lines of Inquiry

1. Does the University meet all of the 15 MSCHE *Requirements of Affiliation?*
2. Does the University have documentation to show it meets all 15 MSCHE *Requirements of Affiliation?*
3. Does the University maintain a local Evidence Inventory and repository for all of the institutional documents that show it meets all 15 MSCHE *Requirements of Affiliation?*
4. Does the University have all of the institutional documents required by the other workgroups for Standards I through VII?
5. Does the University maintain a local Evidence Inventory and repository for all of the institutional documents used by the other workgroups for Standards I through VII?

***INITIAL STRATEGIES FOR WORKGROUP INTERACTIONS AND AVOIDING DUPLICATION OF EFFORT***

1. Request all Capitol Tech institutional documents through Workgroup 6, the Compliance Workgroup.
2. Request all MSCHE documents from Workgroup 6, the Compliance Workgroup, if the documents are not publically available on the MSCHE website (www.msche.org).

## VIII. GUIDELINES FOR REPORTING

Reports submitted by each working group should be no more than 30 pages, double-spaced, and written in concise language, free of institution-specific jargon, for the general audience. There should be an emphasis on analysis as opposed to description. Logical and objective conclusions should be based on clearly presented evidence.

A glossary of abbreviations, acronyms, definitions, and explanations of specific terms will be provided as an appendix in the Self-Study Report.

Each working group will organize its final report in the following manner, which is consistent with the suggested template given by the Middle States Commission on Higher Education (i.e., Table 8, page 42 of *Self-Study: Creating a Useful Process and Report*):

1. An overview of the working group's charge, defining the scope of its tasks and responsibilities in relation to its assigned Standard for Accreditation/Requirements of Affiliation.
2. Discussion of the connection between the Working Group's charge and the tasks assigned to other groups, including any collaboration among groups.
3. Analytical discussion of the data reviewed and the inquiry undertaken, and the Working Group's conclusions, including strengths and weaknesses.
4. Explanation of how the Working Group's conclusions relate to the assigned Standards for Accreditation and Requirements of Affiliation.
5. Recommendations for ongoing institutional improvement.

Each working group report will adhere to the editorial style and format guidelines given below. In doing so, this will enable the Steering Committee to assemble the final Self-Study Report with a minimum number of editorial changes.

**Format Guidelines**

1. Each working group report and the Self-Study Report will be created using Microsoft Word, with embedded graphs, charts, and tables generated using Microsoft Excel.
2. The font used for each working group report and the Self-Study Report will be Times New Roman, with 12-point font used for paragraph text. 14-point bold font, all caps, will be used for primary headings, and 12-point bold, italicized font will be used for secondary headings.
3. Primary headings will appear in all caps, left justified. Secondary headings will be in title case, and left justified.
4. Margins on all reports will be 1-inch on all sides.
5. Paragraphs will be double-spaced, formatted in block style with a flush left margin and ragged right margin.
6. Bulleted list will be indented 0.25 inches from the left margin and use a small black circle for the bullet. Text will be indented 0.25 inches from the bullet. Itemized list will be indented 0.25 inches from the left margin. Text will be indented 0.25 inches from the item label.
7. Page numbers will be centered at the bottom of each page, excluding the title page, which is not numbered.

**Editorial Style**

1. Use the active voice instead of the passive voice as much as possible.

2. Use third person (e.g., they, the administration, the faculty) rather than first person (e.g., I, we, you, our).
3. Refer to position titles and offices and avoid references to individuals.
4. Avoid hyphens at the right-hand margin.
5. Avoid contractions and overuse of commas.
6. Acronyms should be written out at the first usage [e.g., Middle States Commission on Higher Education (MSCHE)]. In addition, each working group will submit to the Steering Committee a complete list of all acronyms used in the working group report for inclusion in the acronym appendix of the Self-Study Report.

**Timeline for Working Group Updates and Chapters**

Workgroups will begin regular meetings every two weeks (minimum) in October 2019. On November 8, 2019, Working Group Chairs will begin providing progress updates to the Steering Committee.

Draft Self-Study Chapters:

1. The "smooth" (i.e., narrative with supporting evidence referenced) first drafts of Workgroup self-study chapters will be due on March 20, 2020.
2. The "smooth" (i.e., narrative with supporting evidence referenced) second drafts of Workgroup self-study chapters will be due on April 17, 2020.
3. The review of the "One Voice" Editor version is due on Aug 21, 2020.

## IX. ORGANIZATION OF THE SELF-STUDY REPORT

There will be seven (7) chapters in the final Self-Study Report, each reflecting one Standard of Accreditation, ordered as they appear in MSCHE's *Standards of Accreditation and Requirements of Affiliation* document. Each chapter will review and analyze the evidence/or the corresponding Standard and make reference to the appropriate *Requirements of Affiliation*. Each chapter will reflect on the University's strengths and challenges, and make recommendations for improvement.

The final Self-Study Report will be organized as follows:

- **Executive Summary:** An overview of the Self-Study process and a summary of the conclusions and recommendations.
- **Introduction:** A brief introduction to the institution and the Self-Study process
- **Chapter 1:** Standard I - Mission and Goals
- **Chapter 2:** Standard II - Ethics and Integrity
- **Chapter 3:** Standard III - Design and Delivery of the Student Learning Experience

- **Chapter 4:** Standard IV - Support of the Student Experience
- **Chapter 5:** Standard V - Educational Effectiveness Assessment
- **Chapter 6:** Standard VI - Planning, Resources, and Institutional Improvement
- **Chapter 7:** Standard VII **-** Governance, Leadership, and Administration
- **Conclusion:** A Summary of the Major Findings of the Self-Study
- **Acronym List:** A List of All Acronyms in the Report.

## X. VERIFICATION OF COMPLIANCE STRATEGY

Workgroup 6, the Compliance Workgroup, is charged with completing the verification of compliance process and institutional report. The Chair of Workgroup will be a member of the Steering Committee, and is able to communicate directly with the Chairs of the other workgroups. See section on Workgroup 6 for additional information, including membership information.

## XI. EVIDENCE INVENTORY

The Chair of Workgroup 6 is tasked with organizing and populating the Evidence Inventory locally at the University first and then as the final Evidence Inventory on the MSCHE Portal. The local University Evidence Inventory will be on OneDrive; separate folders will be created for each document type, each workgroups and will contain information relevant to their Standards of Accreditation and Requirements of Affiliation. The final Evidence Inventory will be uploaded to the MSCHE Portal after the Self-Study Report is finalized.

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## XII. SELF-STUDY TIMETABLE

| LEGEND | |
|---|---|
| **Executive Committee** | |
| **Communication with Stakeholders** | |
| **Workgroups** | |
| **Steering Committee** | |
| **Submission Due to MSCHE / MSCHE Visit to University** | |
| **Additional Related Events & Key University Dates** | |

| 2018-2021 | | |
|---|---|---|
| **Date** | **Event** | **Meeting Focus** |
| **2018** | | |
| May 2018 | Co-Chairs Selected By University President | |
| Jun 21, 2018 | Formation of Executive Committee/Meeting #1 | Reflect on Institutional Mission<br>Select Appropriate Institutional Priorities & Intended Outcomes |
| Jul 17, 2018 | Executive Committee Meeting #2 | Select Self Study Approach: Standards Based Approach<br>Align Standards with Workgroups<br>Approve use of Compliance Workgroup |
| Aug 21, 2018 | Executive Committee Meeting #3 | Select Workgroup Chairs and Members<br>Determine Steering Committee Composition (Executive Committee plus Workgroup Chairs) |

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| Sep 13, 2018 | Executive Committee Meeting #4 | Determine first Steering Committee Meeting<br>Begin Work on Self Study Design<br>Discuss Reaffirmation of MSCHE Accreditation Work with Executive Council<br>Discuss Reaffirmation of MSCHE Accreditation Work at Academic Leadership Meetings<br>Gain Approval of Executive Council on Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Oct 18, 2018 | Executive Committee Meeting #5 | |
| Nov 5-7, 2019 | Prof. Ashmall Attends MSCHE Self Study Institute | Prof. Ashmall Attended Self-Study Institute in Philadelphia, PA |
| Nov 29, 2018 | Executive Committee Meeting #6 | Reflect on Institutional Mission<br>Select Appropriate Institutional Priorities & Intended Outcomes<br>Select Self Study Approach: Standards Based Approach<br>Align Standards with Workgroups<br>Approve use of Compliance Workgroup<br>Select Workgroup Chairs and Members<br>Determine Steering Committee Composition (Executive Committee plus Workgroup Chairs)<br>Determine first Steering Committee Meeting |
| Dec 12, 2018 | Executive Committee Meeting #7 | |
| **2019** | | |
| Jan 16, 2019 | University Executive Council Meeting | Present to Executive Council for Concurrence: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |

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| Feb 5, 2019 | Executive Committee Meeting #8 | Prepare for Discussions at Academic Leadership Meeting and University Roundtable, Continue Work of Elements of Draft Self-Study Design |
| Feb 20, 2019 | Academic Leadership Meeting: Reaffirmation Discussion and Memorandum Distributed | Present to Academic Leadership Meeting for Input/Feedback: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Mar 12, 2019 | University Roundtable Meeting: Reaffirmation Discussion and Memorandum Distributed | Present to University Roundtable for Input/Feedback: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Mar 29, 2019 | Executive Committee Meeting #9 | Review Feedback from Academic Leadership Meeting and University Roundtable |
| Sep 3, 2019 | University Fall Semester 2019 Begins | All University Degree Programs |
| Sep 16, 2019 | Executive Committee Meeting #10 | Refine the draft Self-Study Design, Fill Openings on Workgroups Due to Departures |
| Sep 24, 2019 | Executive Committee Meeting #11 | Refine the draft Self-Study Design, Fill Openings on Workgroups Due to Departures |
| Oct 4, 2019 | Steering Committee Meeting #1 | Steering Committee Kickoff Brief and materials distribution<br>***Steering Committee Begins Twice a Month Meeting Schedule*** |
| Oct 7, 2019 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Oct 7-14, 2019 | **Workgroups 1-6** | Workgroups conduct first meeting: Review Reaffirmation Process, Review |

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| | | Draft Self-Study Design, Establish Meeting Schedule<br><br>***Workgroups Begin Meeting Every Two Weeks (Minimum) to Review Progress*** |
| Oct 14, 2019 | **Workgroups 1-6: Submit Input/Comments on Draft Self-Study Design** | Input/Comments will be incorporated into next revision of Draft Self-Study Design |
| Oct 16, 2019 | University Campus-Wide Kickoff Brief | University-Wide Kickoff Brief |
| Oct 17, 2019 | **Workgroup 6: Create First Version of Microsoft OneDrive folders for Institutional Documents, et al.** | Workgroup 6 created the first version of Microsoft OneDrive Folders for Institutional Documents, workgroup minutes, workgroup progress reports. |
| Oct 18, 2019 | Steering Committee Meeting #2 | Review and Discussion of Updated Draft Self-Study Design, Chapter Due Dates, Workgroup Meeting Requirements, Workgroup Progress Reports, et al. |
| Oct 25, 2019 | **Workgroups 1-5: Submit Initial List of Required Institutional Documents to Workgroup 6** | Workgroup 6 (Compliance Workgroup) will compile initial batch of institutional documents and create access for workgroup members as appropriate via Microsoft OneDrive Folders. |
| Oct 25, 2019 | **Workgroups 1-6: Submit Desired Changes to Lines of Inquiry** | Workgroups 1-6 submit any desired changes to the Lines of Inquiry in the Draft Self Study Design |
| Oct 25, 2019 | Executive Committee Meeting #12 | Review Progress to Date |

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| Oct 28, 2019 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| Oct 31, 2019 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Nov 4, 2019 | **Submit Draft Self-Study Design to MSCHE VP Ellie Fogarty** | Must submit Draft Self-Study Design a minimum of two weeks prior to Self-Study Preparation Visit |
| Nov 4, 2019 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Nov 8, 2019 | **Workgroups 1-6: Submit Progress Report #1** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Nov 8, 2019 | Steering Committee Meeting #3 | Review Workgroup Progress Reports #1, Provide Guidance As Needed |
| Nov 11, 2019 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Nov 18, 2019 | **Self-Study Preparation Visit by MSCHE VP Ellie Fogarty (Confirmed)** | Full Day Visit and Meetings with Capitol Tech Stakeholders |
| Nov 18, 2019 | University Board of Trustees Meeting | MSCHE VP Ellie Fogarty Presentation to University Board of Trustees |
| Nov 22, 2019 | **Workgroups 1-6: Submit Progress Report #2** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |

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| Nov 22, 2019 | Steering Committee Meeting #4 | Review Workgroup Progress Reports #2, Provide Guidance As Needed |
| Nov 22, 2019 | Executive Committee Meeting #12 | Review Progress to Date |
| Nov 25-29, 2019 | University Undergraduate Reading Week | No Undergraduate Classes Held in Person or Live Online (All Asynchronous) |
| Nov 27-29, 2019 | Thanksgiving Holiday | University Closed |
| Dec 6, 2019 | **Workgroups 1-6: Submit Progress Report #3** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Dec 6, 2019 | Steering Committee Meeting #5 | Review Workgroup Progress Reports #3, Provide Guidance As Needed |
| Dec 9-11, 2019 | MSCHE Annual Conference | |
| Dec 16, 2019 | **Workgroups 1-6 Identify and Request Data to Support Lines of Inquiry** | ***First Workgroup Deadline*** |
| Dec 16-20, 2019 | University Finals Week | |
| Dec 24, 2019-Jan 1, 2020 | University Winter Break | University Closed |
| **2020** | | |

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| Jan 6, 2020 | University Spring Semester 2020 Begins | |
| Jan 10, 2020 | **Workgroups 1-6: Submit Progress Report #4** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Jan 10, 2020 | Steering Committee Meeting #6 | Review Workgroup Progress Reports #4, Provide Guidance As Needed |
| Jan 20, 2020 | MLK Day Holiday | University Closed |
| Jan 24, 2020 | **Workgroups 1-6: Submit Progress Report #5** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Jan 24, 2020 | Steering Committee Meeting #7 | Review Workgroup Progress Reports #5, Provide Guidance As Needed |
| Jan 24, 2020 | Executive Committee Meeting #13 | Review Progress to Date |
| Jan 2020 | University Website & Portal<br>*(Exact Date TBD)* | University's Third Party Web Provider Creates Reaffirmation Webpage & Portal Page: Show Key Timeline Dates & Other Information As Appropriate |
| Jan – Feb 2020 | Evaluation Team Chair Selected and Confirmed | |
| Jan 23, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |

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| Jan 30, 2020 | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| Feb 6, 2020 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| Feb 13, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Feb 14, 2020 | **Workgroups 1-6: Submit Progress Report #6** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Feb 14, 2020 | Steering Committee Meeting #8 | Review Workgroup Progress Reports #6, Provide Guidance As Needed |
| Feb 17, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Feb 19, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Feb 24, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Feb 28, 2020 | **Workgroups 1-6: Submit Progress Report #7** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Feb 28, 2020 | Steering Committee Meeting #9 | Review Workgroup Progress Reports #7, Provide Guidance As Needed |

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| Feb 28, 2020 | Executive Committee Meeting #14 | Review Progress to Date |
| Mar 9-13, 2020 | University Undergraduate Reading Week | No Undergraduate Classes Held in Person or Live Online (All Asynchronous) |
| Mar 13, 2020 | **Workgroups 1-6: Submit Progress Report #8** | Submit Electronic Copy to WG 6<br>Bring 12 Hard Copies to Steering Committee Meeting |
| Mar 13, 2020 | Steering Committee Meeting #10 | Review Workgroup Progress Reports #8, Provide Guidance As Needed |
| Mar 18, 2020 | University Campus-Wide Update Brief | Update Brief to University Campus |
| Mar 20, 2020 | **Workgroups 1-5: Complete & Submit Smooth First Draft of Chapters to Steering Committee Chair**<br>**Workgroup 6: Complete Smooth First Draft of Compliance Report & First Draft Evidence Inventory to Steering Committee Chair** | ***Second Workgroup Deadline***<br>***Submit First Draft Chapters, Reports and Evidence Inventory to Steering Committee Chair*** |
| Mar 20, 2020 | Steering Committee Chair | ***Copy of all Draft Documents Distributed to Steering Committee Members for Review*** |
| Mar 27, 2020 | Steering Committee Meeting #11 | ***Steering Committee Provides Feedback on All Draft Chapters, Reports and Evidence Inventory to WG Chairs*** |

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| Mar 27, 2020 | Executive Committee Meeting #15 | Review Progress to Date |
| Apr 10, 2020 | Steering Committee Meeting #12 | Discuss Workgroup Progress on Chapter Revisions, Provide Guidance As Needed |
| Apr 17, 2020 | **Workgroups 1-5: Complete Smooth Second Draft of Chapters to Steering Committee Chair**<br>**Workgroup 6: Complete Smooth Second Draft of Compliance Report & Second Draft Evidence Inventory to Steering Committee Chair** | ***Third Workgroup Deadline***<br>***Submit Second Draft of Chapters, Reports and Evidence Inventory to Steering Committee Chair*** |
| Apr 17, 2020 | Steering Committee Chair | ***Copy of all Second Draft Documents Distributed to Steering Committee Members for Review*** |
| April 20-24, 2020 | University Finals Week | |
| Apr 24, 2020 | Steering Committee Meeting #13 | ***Steering Committee Provides Feedback on All Second Draft Chapters, Reports and Evidence Inventory to WG Chairs*** |
| Apr 24, 2020 | Executive Committee Meeting #16 | Review Progress to Date |
| May 1, 2020 | 1. Commencement Rehearsal<br>2. University Pre-Graduation Reception | 1. Commencement Rehearsal<br>2. Pre-Graduation Reception (All Degrees) |

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| May 2, 2020 | University Commencement | University Commencement (All Degrees) |
| May 4, 2020 | University Summer Semester 2020 Begins | All University Degree Programs |
| May 8, 2020 | Steering Committee Meeting #14 | Review Follow-up Action Items, Provide Guidance As Needed |
| May 14, 2020 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| May 19, 2020 | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| May 21, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| May 21, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| May 22, 2020 | Steering Committee Meeting #15 | Review Follow-up Action Items, Provide Guidance As Needed |
| May 22, 2020 | Executive Committee Meeting #17 | Review Progress to Date |
| May 25, 2020 | Memorial Day Holiday | University Closed |

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| May 26, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Jun 1, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Jun - Jul 2020 | Master Editor Completes "One Voice" Revisions in Draft Self-Study Report | |
| Jun 19, 2020 | Steering Committee Meeting #16 | Review Progress to Date |
| Jun 26, 2020 | Executive Committee Meeting #18 | Review Progress to Date |
| Jul 3, 2020 | Independence Day Holiday | University Closed |
| Jul 17, 2020 | Steering Committee Meeting #17 | Review Progress to Date |
| Jul 24, 2020 | Executive Committee Meeting #19 | Review Progress to Date |
| Aug 1-21, 2020 | **Workgroups 1-6: Review Chapters of "One Voice" Editor Version of Chapters/Full Document** | **Workgroups 1-6: Review all chapters of "One Voice" Editor Version of Self Study Report** |
| Aug 17-21, 2020 | University Finals Week | |

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| Aug 21, 2020 | **Workgroups 1-6: Submit Written Comments, Concerns, and Desired Revisions of "One Voice" Editor Version of Chapters/Full Document to Steering Committee Chair** | ***Fourth Workgroup Deadline***<br><br>***Submit Written Comments, Concerns, and Desired Revisions of "One Voice" Editor Version of Chapters/Full Document to Steering Committee Chair*** |
| Aug 21, 2020 | Steering Committee Chair | ***Copy of All WG Feedback on "One Voice" Editor Version of Self Study Report Distributed to Executive Committee Members for Review*** |
| Aug 28, 2020 | Executive Committee Meeting #20 | Discuss All WG Feedback on "One Voice" Editor Version of Self Study Report |
| Aug 31, 2020 | University Fall Semester 2020 Classes Begin | All University Degree Programs |
| Sep 7, 2020 | Labor Day Holiday | University Closed |
| Sep 9, 2020 | University Executive Council Meeting | University Leadership Review of Draft Self-Study Report |
| Sep 11-18, 2020 | Share Draft Self-Study Report with University Community for Input and Comment | Draft Self-Study Report Available for Input and Comment by University Community |
| Sep 17, 2019 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |

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| Sep 21, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Sep 24, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Sep 24, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| Sep 25, 2020 | Executive Committee Meeting #21 | Discuss University Community Input to Draft Self-Study Report |
| Sep 28, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Sep 30, 2020 | University Executive Council Meeting | University Leadership Review of Updated Draft Self-Study Report (based on Community Input) |
| Oct 5, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Oct 9, 2020 | Executive Committee Meeting #22 | Review Update Brief to University Campus, Preparations for Evaluation Team Chair Preliminary Visit |
| Oct 14, 2020 | University Campus-Wide Update Brief | Update Brief to University Campus |
| Oct 29, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |

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| Nov 2, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Nov 2020 | **Submit Draft Self-Study Report to MSCHE Evaluation Team Chair *(Exact Date TBD)*** | ***Must Submit Draft Self-Study Report to MSCHE Evaluation Team Chair Two Weeks Prior to Visit*** |
| Nov 3, 2020 | Election Day (Nationwide) | |
| Nov 6, 2020 | Executive Committee Meeting #23 | Review Preparations for Team Chair Preliminary Visit |
| Nov 9, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Nov 16, 2020 | **MSCHE Evaluation Team Chair Preliminary Visit to University *(Exact Date TBD)*** | ****Request Nov 16, 2020 to Coincide with University Board of Trustees Meeting** |
| Nov 16, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Nov 23-27, 2020 | Undergraduate Reading Week | No Undergraduate Classes Held in Person or Live Online (All Asynchronous) |
| Nov 26-27, 2020 | Thanksgiving Holiday | University Closed |
| Nov – Dec 2020 | **MSCHE Evaluation Team Chair Feedback on Draft Self-Study Report** | |
| Dec 4, 2020 | Executive Committee Meeting #24 | Revise Draft Self-Study Report Per MSCHE Evaluation Team Chair Feedback (if Received by Dec 4, 2020) |

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| Dec 7-9, 2020 | MSCHE Annual Conference | |
| Dec 14-18, 2020 | University Finals Week | |
| Dec 24, 2020-Jan 3, 2021 | University Winter Break | University Closed |
| **2021** | | |
| Jan 11, 2021 | University Spring Semester 2021 Begins | All University Degree Programs |
| Jan 15, 2021 | Executive Committee Meeting #25 | Review Progress to Date and Preparations for Evaluation Team Visit |
| Jan 18, 2021 | MLK Day Holiday | University Closed |
| Jan 2021 (Third Week of Month) | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| Jan 2021 (Last Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| Feb 2021 (First week of Month) | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| Feb 12, 2021 | Executive Committee Meeting #26 | Review Final Preparations for Evaluation Team Visit |

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| Feb 2021 (Second Week of Month) | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Feb 2021 (Third Week of Month) | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Feb 2021 (Third Week of Month) | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Feb 2021 (Last Week of Month) | University Board of Trustees Meeting | Update to University Board of Trustees |
| Feb-Mar 2021 | **Verification of Compliance Report Due to MSCHE *(Exact Date TBD)*** | ***Must Submit Six (6) Weeks Prior to MSCHE Evaluation Team Visit*** |
| Feb-Mar 2021 | **Submit Self-Study Report & Evidence Inventory Via Upload to MSCHE Portal *(Exact Date TBD)*** | ***Must Upload Self-Study and Evidence Inventory Six Weeks Prior to Evaluation Team Visit*** |
| Mar 8-12, 2021 | University Undergraduate Reading Week | No Undergraduate Classes Held in Person or Live Online (All Asynchronous) |
| Mar 17, 2021 | University Campus-Wide Update Brief | Update Brief to University Campus |
| Mar 19, 2021 | Executive Committee Meeting #27 | Review Preparations for Evaluation Team Visit |
| April 2021 | **MSCHE Evaluation Team Visit to University *(Exact Date TBD)*** | |
| April 2021 | **MSCHE Evaluation Team Issues Report *(Exact Date TBD)*** | |

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|---|---|---|
| April 19-23, 2021 | University Finals Week | |
| Apr 23, 2021 | Executive Committee Meeting #28 | Review Evaluation Team Report & Draft Response |
| Apr 30, 2021 | 1. Commencement Rehearsal<br>2. University Pre-Graduation Reception | 1. Commencement Rehearsal<br>2. Pre-Graduation Reception (All Degrees) |
| May 1, 2021 | University Commencement | University Commencement (All Degrees) |
| May 3, 2021 | University Summer Semester 2021 Begins | All Degree Programs |
| May 2021 | **Submit University Response to Evaluation Team Report *(Exact Date TBD)*** | |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| May 2021 (Third Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |

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|---|---|---|
| May 2021 (Third Week of Month) | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| May 2021 (Last Week of Month) | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| May 31, 2021 | Memorial Day Holiday | University Closed |
| Jun 2021 (First Week of the Month) | University Board of Trustees Meeting | Update to University Board of Trustees |
| May 2021 or Nov 2021 | MSCHE Commission Meeting | Commission Meets to Determine Action on Reaffirmation |
| Oct 2021 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Nov 2021 | University Board of Trustees Meeting | Update to University Board of Trustees (if Commission Decision is not in May) |

## XIII. COMMUNICATION PLAN

The University shares the MSCHE goal of creating a Self-Study process that is inclusive and fosters an environment of continuous improvement and innovation at the University. The University has included both outcomes as "intended outcomes" of the Self-Study.

The Executive Committee has identified key audiences and constituencies who need to be engaged and could contribute to the Self-Study. Those key audiences and constituencies include the University's faculty and staff, students (undergraduate and graduate), Executive Council, Board of Trustees, and alumni. Steering Committee and Workgroup members are expected to solicit feedback from their colleagues and peers. They will also be expected to share the progress of the Self-Study to groups and audiences with whom they engage.

During January 2020, the Steering Committee will establish a University webpage via the University's third-party website provider and University internal MyCapitol portal page that will share information with campus constituencies about the Self-Study process.

The key dates in the communication plan are as follows:

| 2018-2021 | | |
|---|---|---|
| **Date** | **Event** | **Meeting Focus** |
| **2019** | | |
| Jan 16, 2019 | University Executive Council Meeting | Present to Executive Council for Concurrence: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Feb 20, 2019 | Academic Leadership Meeting: Reaffirmation Discussion and Memorandum Distributed | Present to Academic Leadership Meeting for Input/Feedback: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Mar 12, 2019 | University Roundtable Meeting: Reaffirmation Discussion and Memorandum Distributed | Present to University Roundtable for Input/Feedback: Self Study Approach, Institutional Priorities, Intended Outcomes, Structure, Workgroup Alignment, Basic Timeline |
| Oct 7, 2019 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Oct 16, 2019 | University Campus-Wide Kickoff Brief | University-Wide Kickoff Brief |
| Oct 28, 2019 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |

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| Oct 31, 2019 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Nov 4, 2019 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Nov 11, 2019 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Nov 18, 2019 | **Self-Study Preparation Visit by MSCHE VP Ellie Fogarty (Confirmed)** | Full Day Visit and Meetings with Capitol Tech Stakeholders |
| Nov 18, 2019 | University Board of Trustees Meeting | MSCHE VP Ellie Fogarty Presentation to University Board of Trustees |
| **2020** | | |
| Jan 2020 | University Website & Portal *(Exact Date TBD)* | University's Third Party Web Provider Creates Reaffirmation Webpage & Portal Page: Show Key Timeline Dates & Other Information As Appropriate |
| Jan 23, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| Jan 30, 2020 | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| Feb 6, 2020 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |

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|---|---|---|
| Feb 13, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Feb 17, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Feb 19, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Feb 24, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Mar 18, 2020 | University Campus-Wide Update Brief | Update Brief to University Campus |
| May 14, 2020 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| May 19, 2020 | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| May 21, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| May 21, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |

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| May 26, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Jun 1, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Sep 11-18, 2020 | Share Draft Self-Study Report with University Community for Input and Comment | Draft Self-Study Report Available for Input and Comment by University Community |
| Sep 17, 2019 | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| Sep 21, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Sep 24, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Sep 24, 2020 | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| Sep 28, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Oct 5, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Oct 14, 2020 | University Campus-Wide Update Brief | Update Brief to University Campus |

| | | |
|---|---|---|
| Oct 29, 2020 | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| Nov 2, 2020 | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Nov 9, 2020 | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Nov 16, 2020 | **MSCHE Evaluation Team Chair Preliminary Visit to University *(Exact Date TBD)*** | ****Request Nov 16, 2020 to Coincide with University Board of Trustees Meeting** |
| Nov 16, 2020 | University Board of Trustees Meeting | Update to University Board of Trustees |
| **2021** | | |
| Jan 2021 (Third Week of Month) | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |
| Jan 2021 (Last Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| Feb 2021 (First week of Month) | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| Feb 2021 (Second Week of Month) | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |

| | | |
|---|---|---|
| Feb 2021 (Third Week of Month) | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Feb 2021 (Third Week of Month) | University Board of Trustees (BOT): Strategic Planning and Compensation Committee Meeting | Update to BOT Strategic Planning and Compensation Committee |
| Feb 2021 (Last Week of Month) | University Board of Trustees Meeting | Update to University Board of Trustees |
| Mar 17, 2021 | University Campus-Wide Update Brief | Update Brief to University Campus |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Governance and Trustee Development Committee Meeting | Update to BOT Governance and Trustee Development Committee |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| May 2021 (Second Week of Month) | University Board of Trustees (BOT): Finance and Audit Committee Meeting | Update to BOT Finance and Audit Committee |
| May 2021 (Third Week of Month) | University Board of Trustees (BOT): Development and Fundraising Committee Meeting | Update to BOT Development and Fundraising Committee |
| May 2021 (Third Week of Month) | University Board of Trustees (BOT): Academic Affairs, Programs, Enrollment Committee Meeting | Update to BOT Academic Affairs, Programs, Enrollment Committee |

| | | |
|---|---|---|
| May 2021 (Last Week of Month) | University Board of Trustees (BOT): Executive Committee Meeting | Update to BOT Executive Committee |
| Jun 2021 (First Week of the Month) | University Board of Trustees Meeting | Update to University Board of Trustees |
| Oct 2021 | University Board of Trustees Meeting | Update to University Board of Trustees |
| Nov 2021 | University Board of Trustees Meeting | Update to University Board of Trustees (if Commission Decision is not in May) |

## XIV. EVALUATION TEAM PROFILE

The University requests that the visiting team be chaired by a President/Provost who is familiar with small, private institutions under 2,000 students that are tuition dependent and have a STEM focus. The University also requests the team chair is familiar with universities of comparable budget that focus on strong preparation for a professional career.

The University requests a similar profile from all members of the evaluation team. The desired characteristics are university faculty/senior administrators who are familiar with the following:

- Small, private university under 1,000 students
- Tuition dependent university
- Similar size budget
- STEM focus with strong preparation for professional careers

The University also requests that the visiting team be comprised of six to eight university faculty/senior administrators are familiar with face-to-face and online learning modalities (synchronous and asynchronous) in a small, private university of comparable size and budget.

The University's current Carnegie Classification description is described in the following table:

| Characteristics | |
|---|---|
| **Description:** | Private not-for-profit, 4-year or above |
| **Certificates offered:** | Less-than one year, Post-baccalaureate |
| **Degrees offered:** | Associate's, Bachelor's, Master's, Doctor's-research/scholarship |

| Enrollment | |
|---|---|
| **Total enrollment:** | 743 |
| **Undergraduate enrollment:** | 434 |
| **Percent of Undergraduate enrollment** | |
| **by gender and military service** | |
| Men: | 78.0% |
| Women: | 22.0% |
| Military/veteran | 22.0% |
| **by race/ethnicity** | |
| American Indian or Alaskan Native: | 0.2% |
| Asian: | 4.2% |
| Black or African American: | 26.7% |
| Hispanic/Latino: | 9.2% |
| White: | 43.1% |
| Two or more races: | 4.2% |
| Race/ethnicity unknown: | 12.0% |
| Non-resident alien: | 0.5% |

The University views the list of institutions below as peers, aspirational peers, and those of similar size and/or budget. The University requests that MSCHE consider appropriately qualified personnel from those institutions as members of the evaluation team.

**PEERS (in alphaberical order):**
Cooper Union
Goldey-Beacom College
Stevens Institute of Technology
Worcester Polytechnic Institute

**ASPIRATIONAL PEERS (in alphaberical order):**
California Polytechnic Pomona (aka Cal Poly Pamona) (Outside MSCHE Region)
New Hampshire Southern University (Outside MSCHE Region)
University of St. Augustine for Health Sciences (Florida) (Outside MSCHE Region)

**OTHER SMALL INSTITUTIONS OF COMPARABLE SIZE AND/OR BUDGET (Additional Potential Source for Evaluation Team Members) (in alphabetical order):**
Cabrini University (Pennsylvania)
Cairn University (Pennsylvania)
Haverford College (Pennsylvania)
Iona College (New York)
Jewish Theological Seminary of America (New York)
Nyack College (New York)

Rosemont College (Pennsylvania)
Thiel College (Pennsylvania)

The University views the list of institutions below as competitors. The University requests that MSCHE does not use any personnel from the following institutions, or those connected as part-time personnel (e.g., adjuncts, etc.) to those institutions, as members of the evaluation team.

**COMPETITORS (in alphabetical order):**

Bowie State University
Harrisburg University of Science and Technology
Hood College
Morgan State University
Mount St Mary's University
Pennsylvania State University
Rensselaer Polytechnic Institute
Stevenson University
University of Maryland Baltimore County
University of Maryland College Park
University of Maryland Eastern Shore
University of Maryland Global Campus (formerly UMUC)
Rochester Institute of Technology
Towson University

**OTHER COMPETITOR (nearby, but outside the MSCHE region):**
George Mason University

## XV. PRELIMINARY EVIDENCE INVENTORY STRATEGY

The preliminary evidence inventory will be collected by Workgroup 6 and deposited in a Microsoft OneDrive for easy access by all workgroup members. The preliminary evidence inventory will consist of all current institutional documents (e.g., Mission, Vision, Strategic Plan, Employee Handbooks, etc.), enrollment reports, retention reports, attrition reports, academic assessment reports, workgroup meeting minutes, workgroup progress reports, 2011 Self-Study, 2016 PRR documents, enrollment reports, and surveys (e.g., student satisfaction surveys, exit surveys for both undergraduate and graduate degrees, faculty surveys, staff surveys, etc.). Workgroup 6 will also service requests for additional documents and data requested by Workgroups 1-5. The current list of documents in "roll-up" format are shown in Table 1 below. Each existing top-level folder contains an extensive list of documents and will be expanded per the needs of the workgroups to complete the Self-Study Report.

**TABLE 1**
**PRELIMNARY DOCUMENT LIST**

| Name | Modified | Modified By |
|---|---|---|
| 2011 MSCHE Self Study | October 16 | Gregory Hughes |
| 2016 MSCHE PRR | October 15 | Gregory Hughes |
| Catalogs | October 17 | Gregory Hughes |
| Continuation & Graduation Rates | 6 days ago | Gregory Hughes |
| Email attachments | October 25 | Gregory Hughes |
| Employee Handbooks | October 18 | Gregory Hughes |
| Internal Enrollment Reports | October 18 | Gregory Hughes |
| MHEC Distance Education Survey | October 18 | Gregory Hughes |
| Strategic Plan | October 25 | Gregory Hughes |
| Student Handbooks | October 17 | Gregory Hughes |
| Workgroup Minutes | October 24 | Gregory Hughes |
| Workgroup Progress Reports | October 24 | Gregory Hughes |

# ANNEX A
# WORKGROUP FORMS TEMPLATES

# CAPITOL TECHNOLOGY UNIVERSITY
# WORKGROUP #__ PROGRESS REPORT

| REAFFIRMATION OF MSCHE ACCREDITATION | |
|---|---|
| **DATE:** | |
| **REPORT PERIOD:** | _____ TO _____ |
| **CHAIR(S):** | 1.<br>2. |
| **MEMBERS:** | 1.<br>2.<br>3.<br>4. |

| | PROGRESS STATUS THIS PERIOD | |
|---|---|---|
| | OVERVIEW COMMENTS: | |
| **OVERALL PROJECT STATUS THIS PERIOD:** | **ON TRACK** | |

| CURRENT ACTION ITEMS | | |
|---|---|---|
| **ACTION ITEM** | **STATUS** | **NOTES** |
| **1.** | **ON TRACK** | |
| **2.** | **AT RISK** | |
| **3.** | **ROADBLOCK** | |
| **4.** | | |
| **5.** | | |
| **6.** | | |

# Workgroup # __ Meeting Minutes

| **Reaffirmation of MSCHE Accreditation Workgroup** | | |
|---|---|---|
| Date: | Meeting Time: | Meeting Location: |
| Meeting called by: | | |
| Meeting Purpose: | | |
| WG Chair: | | |
| WG Members Attending: | 1.<br>2.<br>3.<br>4.<br>5.<br>6. | |
| Review Pending Action Items: | 1.<br>New Status: | |
| | 2.<br>New Status: | |
| | 3.<br>New Status: | |
| | 4.<br>New Status: | |
| **Agenda Topic 1:** | | |
| Presenter: | | |
| Discussion Points: | 1.<br>2.<br>3. | |
| Conclusions: | 1.<br>2.<br>3. | |

| **Follow-on Action Items** | **Person Responsible** | **Deadline** |
|---|---|---|
| Action Item 1: | Name: | Date \| time |

# Workgroup # __ Meeting Minutes

| | | |
|---|---|---|
| Action Item 2: | Name: | Date \| time |
| **Agenda Topic 2:** | | |
| Presenter: | | |
| Discussion Points: | 1.<br>2.<br>3. | |
| Conclusions: | 1.<br>2.<br>3. | |

| **Action Items** | **Person Responsible** | **Deadline** |
|---|---|---|
| Action Item 1: | Name: | Date \| time |
| Action Item 2: | Name: | Date \| time |

| | | |
|---|---|---|
| **Agenda Topic 3:** | | |
| Presenter: | | |
| Discussion Points: | 1.<br>2.<br>3. | |
| Conclusions: | 1.<br>2.<br>3. | |

| **Action Items** | **Person Responsible** | **Deadline** |
|---|---|---|
| Action Item 1: | Presenter Name | Date \| time |
| Action Item 2: | Presenter Name | Date \| time |