

APPENDIX A

Documentation Roadmap

Lafayette College

Easton, PA

Prepared for the Middle States Commission on Higher Education

Documents, Processes, and Procedures

**Evidence of Institutional Ability to Meet the Expectations of the
Requirements of Affiliation and Standards for Accreditation of
the Middle States Commission on Higher Education**

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>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.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Charter and Statute - Establishes College as a legally operating institution of higher education</p> <p>Pennsylvania Department of Education EDNA - Confirms that the College is registered with the State of Pennsylvania as an undergraduate institution of higher education</p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Academic Programs - Evidence of degree programs</p> <p>Entering Class Profile - Evidence of new matriculating students</p> <p>Common Data Sets - Evidence of enrollment and persistence in academic programs</p> <p>IPEDS - Evidence that the college is operational</p>
<p>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 (Step 7 of the initial accreditation process), unless the institution can demonstrate to the</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>N/A</p>

<p>satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>		
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>MSCHE - Lafayette Statement of Accreditation Status</p>
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Higher Education Opportunity Act Consumer Information</p> <ul style="list-style-type: none"> ● Financial Aid Information <ul style="list-style-type: none"> ○ Notice of Availability and Contact Information ○ Tuition and Fees ○ Net Price Calculator ○ Terms and Conditions ○ Types of Aid ○ Applying for Aid ○ Entrance/Exit Loan Counseling ○ Financing Options ○ Frequently Asked Questions ○ Satisfactory Academic Progress ○ Cohort Default Rates ○ Code of Conduct for Students Receiving Financial Aid is available through the Financial Aid office ○ Student Financial Aid Penalties for Drug Law Violations is available through the Financial Aid office

- Withdrawals and Refunds
 - [Refunds](#)
 - [Drop Course](#)
 - [Withdrawal](#)
 - [Academic](#)
 - [Disciplinary Suspension](#)
 - [Leave of Absence](#)

- General Institutional Information
 - [Statement of Accreditation Status](#)
 - [NCES](#)
 - [FERPA](#)
 - [Student Diversity](#)
 - [Disability Services - ATTIC](#)
 - [Textbooks](#)
 - [Interim Whistleblower Policy](#)
 - [Voter Registration](#)
 - [Information Technology](#)
 - [Acceptable Use Policies](#)
 - [Data Stewardship Policy](#)
 - [Copyright Infringement Policy](#)
 - [Network ID](#)
 - [Password](#)
 - [Guidelines](#)

- Health and Safety
 - Crime Log- The College maintains a crime log that records, by date reported, all crimes reported to Public Safety. The log is updated within 2 business days of a crime report and is available to the public

during business hours. Daily logs are maintained with 6 months' worth of data. Electronic PDF copies of logs are available upon request through Public Safety, and paper copies are available 24/7 in the Public Safety office.

- [Annual Security and Fire Safety Report](#)
 - Contains Missing Student Notification, also available through Public Safety office
- [Emergency Notification System](#)
- [Emergency Situations](#)
- [Incident Action Plan Overview](#)
- [Alcohol and Drug Prevention](#)
- [Vaccination Policies](#)

- Academics

- [Programs of Study](#)
- [Educational Programs](#)
- [Transfer Credits](#)
- [Study Abroad](#)
 - [Interim Study Abroad](#)
- [Academic Calendar](#)
- [Attendance and Standing](#)
- [Grading Policy](#)
- [Course Loads](#)
- [Graduation Requirements](#)
- [Faculty](#)
- [Instructional Facilities](#)
 - [Campus Map](#)
 - [Library](#)

		<ul style="list-style-type: none"> ● Student Outcomes <ul style="list-style-type: none"> ○ Retention, Graduation, Transfer Out Rates ○ Graduation Rate for Athletes Receiving Financial Aid ○ Transfer Out Rates for Athletes Receiving Financial Aid is available in annual report maintained by the Controller's office ○ Post-Graduation Placement <p><u>Title IX</u></p> <ul style="list-style-type: none"> ● Coordinators ● Diversity Statement ● Annual Notice of Non-Discrimination and Equal Opportunity <ul style="list-style-type: none"> ○ Pregnancy; Admissions, Recruitment & Counseling; Athletics; Retaliation ○ Equity in Athletics ● Sexual Respect Policies and Laws ● Student Reporting
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	<p>List here which Standards will address this Requirement of Affiliation.</p>	<p>MSCHE - Lafayette College Statement of Accreditation Status</p> <p>MSCHE - Lafayette College Institutional Profile</p> <p>MSCHE - Lafayette College Monitoring Report</p> <p>MSCHE - Lafayette College Documentation for Compliance with Accreditation - Relevant Federal</p>

		<p>Regulations</p> <p>Lafayette College Substantive Change Request</p> <ul style="list-style-type: none"> • Additional Questions and Answers • MSCHE Response to Lafayette College Substantive Change Request
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Standard I	<p>Institutional Mission and Vision - Affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> • Lafayette College Mission Statement • Lafayette College Vision Statement <p>Lafayette College Strategic Direction - Documented plan to increase financial aid resources, grow the size of student body and faculty, increase disciplinary and cross-disciplinary offerings, and further integrate the College into the surrounding community. The new Strategic Direction was approved by the Board in February 2016.</p>
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Standard III Standard IV Standard V Standard VI	<p>Common Course of Study - Revised in 2012 to create outcome- based, inter-disciplinary learning plan for all students</p> <ul style="list-style-type: none"> • Learning Outcomes <p>Institution-wide Assessment - Uses institutional data to evaluate programs and procedures and develops improvement plan</p> <ul style="list-style-type: none"> • Lafayette College Strategic Direction • Developed through evaluation of College and resultant committee

reports

- [Presidential Task Force Reports](#) - Identify opportunities for programmatic improvement and recommend action to exact change
- [Findings of Presidential Working Groups](#) -Strategic Direction developed through extensive research and collaboration of three Presidential Working Groups comprised of faculty, administrators, and trustees
- [President's Statements on Strategic Direction](#) - Provide updates on institutional progress in achieving strategic goals
 - [Accommodating Growth](#)
 - [From College Hill to College Town](#)
 - [Charting a Course for the Journey Ahead](#)
- CEP evaluates curriculum and academic advising policies and recommends changes
- Common Course of Study is assessed by a Provost-appointed faculty committee that coordinates, conducts and summarizes results of that assessment; communicates these findings to the faculty; leads discussions about improving student learning and the assessment process with faculty; and offers recommendations about CCS assessment to the faculty.

- Teaching and Learning Committee provides faculty with resources to improve pedagogy and assesses student evaluation procedures

- Results of past and periodic quantitative and qualitative assessment accessible through Lafayette website

- [Post-Graduation Placement](#)
- [Common Data Set](#)
- [NCES](#)
- [Campus Climate Survey](#)
- [National Survey of Student Engagement](#)
- [IPEDS](#)

Departmental Assessment - Outlines the direction of each department in reaching goals of student learning and development

- Academic

- [Accreditation Reports](#)
 - [Computer Science](#)
 - [Chemical and Biomolecular Engineering](#)
 - [Mechanical Engineering](#)
 - [Civil Engineering](#)
 - [Electrical and Computer Engineering](#)
 - [Chemistry](#)

- Academic Department/Program Mission Statements are located in the Provost's office ([Department List](#))
- Internal Reviews in the form of annual reports are

		<p>located in Provost's office</p> <ul style="list-style-type: none"> ○ External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program
<p>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.</p>	<p>Standard III</p> <p>Standard V</p>	<p>College Catalog - Clearly articulates academic programs of study and completion requirements</p> <p>CEP Course Proposal - Evidence of rigor and coherence in defining learning outcomes and assessment</p> <p>New program proposals are reviewed and approved by CEP, and are required to include programmatic learning outcomes</p> <p>Common Course of Study - Multi-disciplinary core curriculum designed around specific learning outcomes</p> <p>Assessment</p> <ul style="list-style-type: none"> ● CEP evaluates curriculum and academic advising policies and recommends changes ● Common Course of Study is assessed by a Provost-appointed faculty committee that coordinates, conducts and summarizes results of that assessment; communicates these findings to the faculty; leads discussions about improving student learning and the assessment process with faculty; and offers recommendations about CCS assessment to the faculty. ● Teaching and Learning Committee provides faculty with

		<p>resources to improve pedagogy and assesses course evaluation procedures</p> <ul style="list-style-type: none"> ● Academic Departments are required to submit annual reports to the Provost's office that include a section on program assessment ● Results of quantitative and qualitative assessment accessible through Lafayette website <ul style="list-style-type: none"> ○ Post-Graduation Placement ○ Common Data Set ○ NCES ○ Campus Climate Survey ○ National Survey of Student Engagement ○ IPEDS
<p>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.</p>	<p>Standard I Standard III Standard IV Standard V Standard VI</p>	<p>Strategic Planning and Assessment - Ongoing and sustainable institution-wide assessment and planning efforts</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction ● <ul style="list-style-type: none"> ○ President's Statement on Strategic Direction <ul style="list-style-type: none"> ■ Accommodating Growth ■ From College Hill to College Town ■ Charting a Course for the Journey Ahead ○ Presidential Task Force Reports ○ Findings of Presidential Working Groups ● Academic Department Objectives/Mission are located in the Provost's office

(Department List)

- Internal Reviews in the form of annual reports are located in Provost's office
- External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program

Assessment

- Departmental Assessment - Outlines the direction of each department in reaching goals of student learning and development
- Academic
 - Accreditation Reports
 - Computer Science
 - Chemical and Biomolecular Engineering
 - Mechanical Engineering
 - Civil Engineering
 - Electrical and Computer Engineering
 - Chemistry
 - Academic Department/Program Mission Statements and Objectives are located in the Provost's office

[\(Department List\)](#)

- Internal Reviews in the form of annual reports are located in Provost's office
- External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program

- Administrative
- Results of quantitative and qualitative assessment inform institutional planning
 - [Post-Graduation Placement](#)
 - [Common Data Set](#)
 - [NCES](#)
 - [Campus Climate Survey](#)
 - [National Survey of Student Engagement](#)
 - [IPEDS](#)

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.

Standard VI

College Budget - Finance and Administration Division allocates resources to support institutional programs and goals, and plans for the fiscal stability of the institution

- [Finance and Administration](#)
 - Capital Budget
 - Annual Budgeting Procedures
 - Budget Management Cycle
 - [Financial Reports](#)
 - Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations. Reports are available on Clerk's password-protected Spaces site

Fundraising - Established campaigns to fund strategic initiatives

- [Live Connected Campaign](#)
- [Annual Fund](#)

Annual Audit

- [Financial Reports](#)

Evaluations by Rating Organizations

- [Moody's 2011](#)
- [Standard and Poor's 2011](#)

12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation

Standard VII

[Board of Trustees](#) - Governing body of the College, responsible for ensuring that programs, policies, and procedures support the institutional mission. Standing Board

<p>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 carried out.</p>		<p>committees are responsible for evaluating and recommending improvement plans for the areas with which they have been charged</p> <p>Charter and Statutes - Establishes the legal constitution of the College, defines its purpose, and outlines the responsibilities of its constituencies to the institution and each other</p>
<p>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.</p>	<p>Standard VII</p>	<p>Charter and Statutes - Establishes purpose of the College as a charitable, scientific, literary, and educational institution whose trustees and officers may not benefit from its net earnings, except in the capacity of service to the institution</p> <p>Board of Trustees Conflict of Interest Policy located in password protected Board of Trustees Handbook</p>
<p>14. The institution and its governing body/bodies will 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.</p>	<p>Standard VII</p>	<p>MSCHE -Lafayette College Statement of Accreditation Status</p> <p>MSCHE - Lafayette College Periodic Review</p> <p>Charter and Statutes - Defines the purpose and operations of the College, and the responsibilities of its governing board, officers, faculty, and students</p> <p>Student Consumer Information - Publicly available disclosures regarding accreditation, admissions, costs and financial aid, matriculation and graduation, health and safety, student programs and services, faculty, and</p>

		<p>integrity policies</p> <p>College Catalog - Publicly available information on academic programs, admissions processes, governing structure, and faculty</p>
<p>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.</p>	<p>Standard III</p>	<p>Faculty Handbook - Evidence that faculty engages in shared governance of the College, with support for teaching and research</p> <ul style="list-style-type: none"> • Faculty Committee Meeting Dates <p>Tenure and Promotion Guidelines - Evidence of rigor in the tenure and promotion process to ensure excellence in academic programs</p>

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.

Assemble the following, as appropriate.

Statements regarding institutional mission and goals

Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ol style="list-style-type: none"> 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 curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	<p>1.</p> <ul style="list-style-type: none"> ● Institutional Mission and Vision - Affirm commitment to students' academic achievement and personal, professional, and social growth <ul style="list-style-type: none"> ○ Lafayette College Mission Statement ○ Lafayette College Vision Statement ● Lafayette College Strategic Direction <ul style="list-style-type: none"> ○ Documented plan to increase financial aid resources, grow the size of student body and faculty, increase disciplinary and cross-disciplinary offerings, and further integrate the College into the surrounding community <p>1.a. Strategic Direction developed through extensive research and collaboration of three Presidential Working Groups comprised of faculty, administrators, and trustees.</p> <ul style="list-style-type: none"> ● Findings of Presidential Working Groups ● Lafayette College Strategic Direction <p>1.b. Strategic Direction connects Lafayette College with surrounding community while strengthening internal structures, and is informed by internal and external considerations</p> <ul style="list-style-type: none"> ● From College Hill to College Town ● Sustainability Initiatives ● Presidential Task Force Reports ● Findings of Presidential Working Groups <p>1.c. The College's new Strategic Direction was approved by the Board of Trustees in February 2016</p> <p>1.d. Institutional goals are guided by mission and vision, and account for resource allocation and curricular and institutional development</p>

	<ul style="list-style-type: none"> ● Lafayette College Strategic Direction ● Findings of Presidential Working Groups ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead ● Departmental missions and goals are informed by the mission of the College. Mission Statement for each department is located in the Provost's office <ul style="list-style-type: none"> ○ Academic Departments/Programs <ul style="list-style-type: none"> ■ (Department List) <p>1.e. Strategic direction aims to integrate students' academic, social, and personal experiences while creating a culture of innovation and increasing disciplinary and cross-disciplinary offerings</p> <ul style="list-style-type: none"> ● Presidential Task Force Reports <ul style="list-style-type: none"> ● Findings of Presidential Working Groups <p>1.f. Mission and Strategic Direction are available on Lafayette's website</p> <ul style="list-style-type: none"> ● Lafayette Home Page <p>1.g. Board of Trustees Executive Committee responsible for strategic master planning while Board and College committees evaluate implementation and practice to promote mission and goals</p> <ul style="list-style-type: none"> ● Charter and Statutes ● Elected and Appointed Faculty Committees, Faculty Handbook 5.4 ● Appointed Administrative Committees, Faculty Handbook 5.5 ● Other Administrative Committees 5.6
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Mission and Vision affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> ● Lafayette College Mission Statement ● Lafayette College Vision Statement <p>Goals promote student learning, institutional growth, and faculty support</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction

	<ul style="list-style-type: none"> ● Academic Department/Program Objectives and Mission Statements are located in Provost's Office ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead ● Presidential Task Force Reports <ul style="list-style-type: none"> ● Findings of Presidential Working Groups
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Mission and Vision affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> ● Lafayette College Mission Statement ● Lafayette College Vision Statement ● Academic Department/Program Objectives and Mission Statements are housed in the Provost's office <ul style="list-style-type: none"> ○ (Department List) <p>Goals promote student learning, institutional growth, and faculty support</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction ● Academic Department/Program Objectives and Mission Statements are located in the Provost's Office <ul style="list-style-type: none"> ○ (Department List) ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead ● Presidential Task Force Reports ● Findings of Presidential Working Groups <p>Student Support</p> <ul style="list-style-type: none"> ● Academic Support ● College Writing Program ● Financial Aid ● Diversity Initiatives ● Intercultural Development ● Counseling Center ● Health Center ● Career Services ● Connected Communities ● Greek Life ● Gender and Sexuality ● Recreation Services

	<ul style="list-style-type: none"> ● Landis Community Outreach Center ● Student Leadership and Involvement ● Summer STEAM ● DH Scholars <p>Faculty Support</p> <ul style="list-style-type: none"> ● CITLS ● Mentoring ● Support for Research ● General Faculty Support ● Faculty Leave Policies ● Information Technology Services ● Digital Scholarship Services <p>Administrative Support</p> <ul style="list-style-type: none"> ● Professional Development ● Performance Management
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Mission and Vision affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> ● Lafayette College Mission Statement ● Lafayette College Vision Statement <p>Goals promote student learning, institutional growth, and faculty support</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction <ul style="list-style-type: none"> ● Findings of Presidential Working Groups ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead ● Presidential Task Force Reports <ul style="list-style-type: none"> ● Academic Department/Program Mission Statements are located in the Provost's office <ul style="list-style-type: none"> ○ (Department List) <p>Assessment of Institutional Goals</p> <ul style="list-style-type: none"> ● Committees - Study questions and recommend changes for the improvement of the College in accordance with mission and goals <ul style="list-style-type: none"> ○ Board Committees - Statutes Chapter I ○ Elected and Appointed Faculty Committees

[that are Responsible Primarily to the Faculty, Faculty Handbook 5.4](#)

- [List of Elected Faculty Committees](#)

- Committee reports are located on the Clerk's password-protected Spaces site

- [Appointed Administrative Committees, Faculty Handbook 5.5](#)

- [List of Appointed Faculty Committees](#)

- Committee reports are located on the Clerk's password-protected Spaces site

- [Other Faculty Committees 5.6](#)

- Committee reports are located on the Clerk's password-protected Spaces site

- Data Sets - Provide quantitative data regarding success in reaching institutional goals

- [Common Data Set](#)

- [Supplemental Common Data Set](#)

- [IPEDS](#)

- Surveys - Provide qualitative data regarding success in reaching institutional goals

- [Campus Climate Survey](#)

- [National Survey of Student Engagement](#)

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.

Assemble the following, as appropriate.

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

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<p>Academic and Intellectual Freedom</p> <ul style="list-style-type: none"> • Academic Freedom, Faculty Handbook Appendix A <p>Freedom of Expression</p> <ul style="list-style-type: none"> • Student Affairs Freedom of Association, Inquiry, and Expression, Student Handbook III • Sexual Respect • EEO Statement <p>Intellectual Property Rights</p> <ul style="list-style-type: none"> • Academic Integrity Statement • Copyright Infringement Policy • Policy on Equal Employment Opportunity; Faculty Policy on Professional and Academic Rights; Faculty Grievance and Equal Employment Opportunity Grievance Procedure, Faculty Handbook D.3 • Intellectual Property Policy and Procedures, Faculty Handbook Appendix E
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<p>Shared Governance, Faculty Handbook 1.1.1</p> <p>Annual Notice of Non-Discrimination and Equal Opportunity</p> <p>Diversity Statement</p> <p>EEO Statement</p> <p>Articulation Agreement NCC</p> <p>Lehigh Valley Association of Independent Colleges Consortium</p> <p>Social Media Best Practices</p>

	<p>Diversity and Inclusion Web Page</p> <p>Disability Services</p> <p>Student Government</p> <p>Support for Student Athletes</p> <p>Safe Zone</p> <p>Gender and Sexuality Resource Center</p> <p>Sexual Respect Policies and Laws</p> <p>Intercultural Development</p> <p>Oeschle Center for Global Education</p> <p>International Students' Association</p> <p>Gender Inclusivity in Engineering</p> <ul style="list-style-type: none"> • Clare Boothe Luce Grant <p>Campus Climate Survey</p> <p>Bias Response Team</p>
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<p>Student Grievances</p> <ul style="list-style-type: none"> • ADA Grievance Procedure • TITLE VI, TITLE IX, SEC . 504 Rehabilitation Act, and Americans With Disabilities Act, Grievance Procedure - Student Handbook • Reporting Sexual Misconduct • Sexual Assault Complaint Procedures - Student Handbook • Grade Grievance - Student Handbook Statement of Rights and Responsibilities II • Academic Progress Committee Faculty Handbook 5.4.3.1 <p>Faculty Grievances</p>

	<ul style="list-style-type: none"> • Policy on Equal Employment Opportunity; Faculty Policy on Professional and Academic Rights; Faculty Grievance and Equal Employment Opportunity Grievance Procedures - Faculty Handbook D.3 • Appeal and Grievance of Negative Recommendation of Tenure - Faculty Handbook 4.4 • Sexual Misconduct Reporting, Resources, and Confidentiality - Faculty Handbook B.1.5 <p>Staff Grievances</p> <ul style="list-style-type: none"> • EEO Grievance Procedure • Reporting Sexual Misconduct • EHS Complaints - Exempt Employee Handbook • Problem Solving Procedures - Exempt Employee Handbook • EHS Complaints - Non-Exempt Employee Handbook • Problem Solving Procedures - Non-Exempt Employee Handbook
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Rules for the Conduct of Business - Faculty Handbook 5.3 • Conflict of Interest in Research <ul style="list-style-type: none"> ○ Institutional Review Board • Preparation of Written Work Appendix I • Student Records and FERPA Appendix K • Intellectual Property Rights Appendix E <ul style="list-style-type: none"> • Copyright Information Appendix F • Information Technology: Statement of Confidentiality, Privacy, and Security Appendix R <p>Students</p> <ul style="list-style-type: none"> • Statement of Rights and Responsibilities- Student Handbook 4 • Student Code of Conduct-Student Handbook 8 <ul style="list-style-type: none"> • Academic Integrity Statement • Sexual Respect Policies and Laws

	<ul style="list-style-type: none"> • IT Copyright Infringement Policy • Equity in Athletics • Policy on Solicitation-Student Handbook Appendix VII 87 • Distribution of Literature Policy-Student Handbook Appendix VIII 88 <p>Administration</p> <ul style="list-style-type: none"> • Code of Ethics - Finance and Administration Division • Nepotism - Employee Handbook <p>Board of Trustees</p> <ul style="list-style-type: none"> • Conflict of Interest Policy located in password-protected Board of Trustees Handbook
<p>5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>All Employees</p> <ul style="list-style-type: none"> • EEO Statement • Planning for Retirement Helpbook <p>Faculty</p> <ul style="list-style-type: none"> • Faculty Recruitment - Faculty Handbook 4.5 • Faculty Review Processes • Faculty Dismissal - Faculty Handbook Appendix T. <p>Staff</p> <ul style="list-style-type: none"> • Manager's Toolkit • Performance Management • Exempt Employees <ul style="list-style-type: none"> ○ General Conditions for Employment - Exempt Employee Handbook ○ Internal Employment Opportunities - Exempt Employee Handbook ○ Hiring of Relatives - Exempt Employee Handbook ○ Compensation and Pay Increases - Exempt Employee Handbook ○ Corrective Counseling - Exempt Employee Handbook

	<ul style="list-style-type: none"> ○ Separation From Employment - Exempt Employee Handbook ● Non-Exempt Employees <ul style="list-style-type: none"> ○ General Conditions of Employment - Non-Exempt Employee Handbook ○ Internal Employment Opportunities - Hourly Employee Handbook ○ Hiring of Relatives - Exempt Employee Handbook ○ Compensation and Pay Increases - Non-Exempt Employee Handbook ○ Corrective Counseling - Non-Exempt Employee Handbook ○ Separation From Employment - Non-Exempt Employee Handbook <p>Student Employees</p> <ul style="list-style-type: none"> ● Policy for Hiring Student Employees ● Student Employment - Recreation Services
<p>6..Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<p>Recruiting and Admissions</p> <ul style="list-style-type: none"> ● About Us Web Page ● Academics Web Page ● Campus Life Web Page ● Admissions and Financial Aid Web Page <p>Disclosures</p> <ul style="list-style-type: none"> ● Student Consumer Information ● Common Data Set ● Supplemental Common Data Set ● IPEDS <p>Communications Division</p> <ul style="list-style-type: none"> ● Communications Web Page ● Official Policy Communications ● Media Relations ● Guidelines for Social Media

	<p>Journalistic Publications</p> <ul style="list-style-type: none"> ● Subscriptions ● Lafayette Magazine ● The Lafayette Student News
<p>7.As appropriate to mission, services or programs in place:</p> <p>a. to promote affordability and accessibility, and;</p> <p>b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</p>	<p>7.a.</p> <ul style="list-style-type: none"> ● Affordability <ul style="list-style-type: none"> ○ Tuition and Fees ○ Net Price Calculator ● Accessibility <ul style="list-style-type: none"> ○ Notice of Availability and Contact Information ○ Terms and Conditions <p>7.b.</p> <ul style="list-style-type: none"> ● Funding Sources and Options <ul style="list-style-type: none"> ○ Types of Aid ○ Applying for Aid ○ Financing Options ○ Frequently Asked Questions ● Value for Cost <ul style="list-style-type: none"> ○ Return on Investment ○ Common Data Set ○ Post-Graduation Placement ○ IPEDS ● Informed Decisions on Incurring Debt <ul style="list-style-type: none"> ○ Financial Education and Resources ○ Entrance/Exit Loan Counseling ○ Satisfactory Academic Progress
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p>	<p>8.a.</p> <ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> ○ Campus Climate Survey

<p>a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</p> <p>b. The institution's compliance with the Commission's Requirements of Affiliation;</p> <p>c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</p> <p>d. The institution's compliance with the Commission's policies.</p>	<ul style="list-style-type: none"> ○ National Survey of Student Engagement Common Data Set ○ Supplemental Common Data Set ○ IPEDS <ul style="list-style-type: none"> ● Retention and Graduation <ul style="list-style-type: none"> ○ Entering Class Profile ○ Retention, Graduation, Transfer Out Rates ○ Post-Graduation Placement ○ Graduation/Retention Rates in Athletics <p>8.b.</p> <ul style="list-style-type: none"> ● MSCHE - Lafayette Statement of Accreditation Status <p>8.d. MSCHE Periodic Review</p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Students</p> <ul style="list-style-type: none"> ● Statement of Rights and Responsibilities-Student Handbook ● Student Code of Conduct-Student Handbook ● Academic Integrity Statement ● Sexual Respect Policies and Laws ● IT Copyright Infringement Policy ● Equity in Athletics ● Policy on Solicitation-Student Handbook Appendix VII ● Distribution of Literature Policy-Student Handbook Appendix VIII P <p>Faculty</p> <ul style="list-style-type: none"> ● Responsible and Ethical Conduct of Research ● Rules for the Conduct of Business - Faculty Handbook 5.3 ● Conflict of Interest in Research ● Preparation of Written Work Appendix I ● Student Records and FERPA Appendix K ● Intellectual Property Rights Appendix E ● Copyright Information Appendix F

- [Institutional Animal Care and Use Guidelines Appendix O](#)
- [Information Technology: Statement of Confidentiality, Privacy, and Security Appendix R](#)
- [Institutional Review Board Policies and Procedures Appendix P](#)

Staff

- [Ethics in Finance and Administration](#)
- [Employee Expectations - Employee Handbook](#)
- [Nepotism - Employee Handbook](#)

Board of Trustees

- Conflict of Interest Policy located in password-protected Board of Trustees Handbook

Board and Faculty Committees illustrate how ethics and integrity guide policy and practice

- [Board of Trustees Standing Committees - Statutes Chapter I, Article IV, Section 40](#)
- [Academic Progress Committee \(FAP\)-Faculty Handbook 5.4.3.1](#)
 - Reports located on Clerk's password-protected Spaces site
- [Academic Research Committee-Faculty Handbook 5.4.3.2](#)
 - Reports located on Clerk's password-protected Spaces site
- [Appeal and Grievance Committee-Faculty Handbook 5.4.3.3](#)
 - Reports located on Clerk's password-protected Spaces site
- [Diversity Committee-Faculty Handbook 5.4.3.5](#)
 - Reports located on Clerk's password-protected Spaces site
- [Student Conduct Committee-Faculty Handbook 5.4.3.12](#)
 - Reports located on Clerk's password-protected Spaces site
- [Institutional Animal Use and Care Committee-Faculty Handbook 5.5.16](#)

	<ul style="list-style-type: none">○ Reports located on Clerk's password-protected Spaces site● Institutional Review Board-Faculty Handbook 5.5.17<ul style="list-style-type: none">○ Institutional Review Board

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of 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.

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>College Catalog - Clearly articulates academic programs of study and completion requirements</p> <p>Common Course of Study - An all-inclusive, clearly defined outcomes based core curriculum</p>
<p>2. Student learning experiences that are:</p> <ol style="list-style-type: none"> designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate 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; designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	<p>2.</p> <ul style="list-style-type: none"> ● Learning experiences designed using existing data and and connects data to institutional goals <ul style="list-style-type: none"> ○ Lafayette College Strategic Direction ● Programs and courses designed with clearly stated student learning outcomes <ul style="list-style-type: none"> ○ All new academic programs must include mission statement and learning objectives. New programs are reviewed and approved by CEP ○ CEP Course Proposal ○ Syllabi - Dean of Academic and Co-Curricular Advising maintains a repository of past syllabi ○ Common Course of Study ● Evidence-driven assessment of student learning experiences <ul style="list-style-type: none"> ○ Each academic department/program is required to submit an annual report to the Provost's office delineating how they have been successful in reaching goals of student learning and development ○ Campus Climate Survey ○ National Survey of Student Engagement ● Ongoing assessment of effectiveness of academic programs by faculty committees informs course design. All committee reports are located on the Clerk's password-protected Spaces site <ul style="list-style-type: none"> ○ Curriculum and Educational Policy Committee

- Teaching and Learning Committee
- Common Course of Study Committee

Delivery

2.a.

- Evidence of rigor and effectiveness in teaching, scholarship, and service
 - [Review/Promotion](#)
 - [Faculty Spotlights](#)
 - [Faculty Awards](#)
 - [Faculty Publications](#)
 - [Faculty Research Grants/Fellowships](#)
- Evidence of rigor and effectiveness in student learning assessment
 - [Departmental Annual Reports](#)
 - Internal Reviews in the form of annual reports are located in Provost's office
 - External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program

2.b.

- Evidence of instructor quality
 - [Faculty Recruitment](#)
 - [NCES](#)
 - [Review/Promotion](#)

2.c.

- Evidence of sufficient number
 - [Student/Teacher Ratio](#)
 - [Directory](#)

2.d.

- Evidence of instructor development and support
 - [CITLS](#)
 - [Teaching with Technology Grants](#)
 - [Information Literacy Grants](#)
 - [Faculty Mentoring](#)

	<ul style="list-style-type: none"> ○ Faculty Support ○ Research Support ○ Teaching and Learning Committee - Faculty Handbook 5.4.3.14 <ul style="list-style-type: none"> ■ Reports are located on Clerk's password-protected Spaces site <p>2.e.</p> <ul style="list-style-type: none"> ● Faculty reviewed for meeting standards of excellence in teaching, scholarship, and service <ul style="list-style-type: none"> ○ Review/Promotion ○ Guiding Principles for Salary Recommendations
<p>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.</p>	<p>College Catalog - Clearly articulates academic programs of study and completion requirements</p> <p>Common Course of Study - An all-inclusive, clearly defined outcomes based core curriculum</p> <p>Graduation Requirements - Minimum GPA and accumulated course credits required for graduation</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Lehigh Valley Association of Independent Colleges Consortium</p> <p>Advising Network</p> <p>College Writing Program</p> <p>Academic Support</p> <p>English for Academic Purpose</p> <p>Support for Student Athletes</p> <p>DH Summer Scholars</p> <p>Departmental Honors</p> <p>Special Academic Opportunities</p>

	National Conference on Undergraduate Research Off-Campus Study Center for Community Engagement Summer STEAM Career Services Health and Law Career Advising

<p>5. At institutions that offer undergraduate education: A general education program, freestanding or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> 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 	<p>5.a.</p> <p>Curricular program requirements are all-inclusive and encourage inter-disciplinary study</p> <ul style="list-style-type: none"> • College Catalog • Common Course of Study <ul style="list-style-type: none"> ◦ Learning Outcomes <p>Optional offerings expand global awareness and cultural sensitivity, and enhance intellectual development</p> <ul style="list-style-type: none"> • Special Academic Opportunities • Off-Campus Study <p>Additional programs and resources encourage cultural sensitivity and awareness</p> <ul style="list-style-type: none"> • Intercultural Development • Center for Community Engagement • Oeschle Center for Global Education <p>5.b</p> <p>Core Curriculum requires students to complete 7 unique courses, the First Year Seminar, 5 distribution requirements, and one qualitative reasoning course</p> <ul style="list-style-type: none"> • Common Course of Study • College Catalog
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skills.	5.c. N/A
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	N/A
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	N/A
8. Periodic assessment of the programs providing student learning opportunities.	<p>Common Course of Study - Revised in 2012 to create outcome-based, inter-disciplinary learning plan for all students</p> <ul style="list-style-type: none"> • Learning Outcomes • Common Course of Study Committee Assessment reports are located on the Clerk’s password-protected Spaces site <p>Institution-wide Assessment - Uses institutional data to evaluate areas of strength and weakness and develops improvement plan</p> <ul style="list-style-type: none"> • Findings of Presidential Working Groups - Strategic Direction developed through extensive research and collaboration of three Presidential Working Groups comprised of faculty, administrators, and trustees • Presidential Task Force Reports - Identify opportunities for programmatic improvement and recommend action to exact change • CEP evaluates curriculum and academic advising policies and recommends changes. Reports are located on Clerk’s password-protected Spaces site • IPEDS • Common Data Set • NCES • Campus Climate Survey

- [National Survey of Student Engagement](#)

Departmental Assessment - Outlines the direction of each department in reaching goals of student learning and development

- [Accreditation Reports](#)

- [Computer Science](#)
- [Chemical and Biomolecular Engineering](#)
- [Mechanical Engineering](#)
- [Civil Engineering](#)
- [Electrical and Computer Engineering](#)
- [Chemistry](#)

- Academic Department/Program Objectives and Mission Statements

- Internal Reviews in the form of annual reports are located in Provost's office
- External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program

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.

Assemble the following, as appropriate:

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

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Clearly stated, ethical policies and processes to 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:	<p>College Catalog - Provides clear information on admissions policies, programs of study and academic programs, and institutional mission and vision</p> <p>Enrollment Size and Program Capacity Report - Outlines</p>

- a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
- b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
- c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
- d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

plans for admission, retention, and graduation of student body in tandem with growth of faculty and student support services

1.a. Financial Aid Information

- [Notice of Availability and Contact Information](#)
- [Tuition and Fees](#)
- [Net Price Calculator](#)
- [Terms and Conditions](#)
- [Types of Aid](#)
- [Applying for Aid](#)
- [Entrance/Exit Loan Counseling](#)
- [Financing Options](#)
- [Frequently Asked Questions](#)
- [Satisfactory Academic Progress](#)
 - NCAA reports stored in Controller's office
 - Intercollegiate Athletic Program Participation and Financial Support Data
 - Financial Aid Code of Conduct
 - Student Financial Aid Penalties for Drug Law Violations
- [Cohort Default Rates](#)

1.b. Identifying Need and Academic Support Services

- [Placement Exams](#)
- [Peer Mentors](#)
- [Academic Support](#)

1.c. Student Success Programs and Services

- [First Year Enlightenment](#)
- [Orientation](#)
- [Advising](#)
- [Counseling Center](#)
- [First Year Seminar Program](#)
- [Academic Support](#)
- [College Writing Program](#)

	<p>1.d. Post-Graduation Support Programs and Services</p> <ul style="list-style-type: none"> • Career Services • Post-Graduation Placement
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>Credits Earned Through Transfer</p> <ul style="list-style-type: none"> • Transfer Credits • NCC Articulation Agreement • Lehigh Valley Association of Independent Colleges Consortium <p>Experiential Learning Credit</p> <ul style="list-style-type: none"> • IDEAL Center • Internships • Center for Community Engagement • Study Abroad <p>Competency-based Assessment</p> <ul style="list-style-type: none"> • AP and IB Exams
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>FERPA - Protects confidentiality of student records</p> <p>IT Acceptable Use Policy - Established context in which College may review student information transmitted or contained on institution's network</p> <p>Banner Self Service - Provides students access to own records</p>
<p>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.</p>	<p>Student Code of Conduct - Student Handbook - Establishes expectations of student responsibility, maturity, and ethical behavior</p> <p>Campus Life - Provides oversight of athletics, arts, and other student clubs and organizations</p> <ul style="list-style-type: none"> • Faculty Committee on Student Life - Faculty Handbook 5.4.3.13 <ul style="list-style-type: none"> ○ Reports located on Clerk's password-protected Spaces site • Statement of Diversity and Inclusion

	<p>Athletics</p> <ul style="list-style-type: none"> • Student Athlete Handbook • NCAA reports stored in Controller’s office <p>Student Government - Represents student body interests and concerns to faculty, administration, and Board of Trustees</p> <ul style="list-style-type: none"> • Constitution
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p>Dining Services are provided by third-party vendors that are approved by the College</p> <p>Study Abroad - Students and faculty involved in the Study Abroad program engage with community partners unaffiliated with the College</p> <p>Center for Community Engagement - Students and faculty involved with the Center of Community Engagement engage with community partners unaffiliated with the College. It is required that these community partners maintain all necessary Pennsylvania State clearances</p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Faculty Committees review programs and policies according to questions raised by faculty. Committees are responsible for recommending changes and providing reports supporting those recommendations. All Committee reports are located on the Clerk’s password-protected Spaces site</p> <ul style="list-style-type: none"> • Curriculum and Educational Policy Committee - Faculty Handbook 5.4.3.4 • Diversity Committee - Faculty Handbook 5.4.3.5 • Information Technology and Library Committee - Faculty Handbook 5.4.3.10 <ul style="list-style-type: none"> • Student Life Committee - Faculty Handbook 5.4.3.13 • Teaching and Learning Committee - Faculty Handbook 5.4.3.14 <ul style="list-style-type: none"> • Common Course of Study is assessed by a Provost-appointed faculty committee that coordinates, conducts and summarizes results of that assessment; communicates these findings to the faculty; leads discussions about improving

	<p>student learning and the assessment process with faculty; and offers recommendations about CCS assessment to the faculty.</p> <p>Administrative Assessment</p> <ul style="list-style-type: none">• College Division/Department Annual Reports regarding student support services are maintained and available through the division of campus life <p>Surveys</p> <ul style="list-style-type: none">• Campus Climate Survey• National Survey of Student Engagement

STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results

Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
<p>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.</p>	<p>Institutional Mission and Vision - Affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> ● Lafayette College Mission Statement ● Lafayette College Vision Statement <p>Institutional Learning Outcomes</p> <ul style="list-style-type: none"> ● Common Course of Study - An all-inclusive, clearly defined outcomes based core curriculum <ul style="list-style-type: none"> ○ Common Course of Study Learning Outcomes - clearly defined student learning outcomes for each course included in the Common Course of Study <p>Degree/Program Learning Outcomes</p> <ul style="list-style-type: none"> ● Academic Department/Program Objectives and Mission Statements are located in Provost's office <ul style="list-style-type: none"> ○ (Department List) ● Syllabi - Dean of Academic and Co-Curricular Advising maintains a repository of past syllabi <ul style="list-style-type: none"> ● All new academic programs must include mission statement and learning objectives. New programs are reviewed and approved by CEP ● CEP Course Proposal
<p>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:</p> <ol style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare 	<p>2.a.</p> <p>Programs and courses are designed with clearly stated student learning outcomes</p> <ul style="list-style-type: none"> ● Common Course of Study <ul style="list-style-type: none"> ○ Learning Outcomes ● CEP Course Proposal <ul style="list-style-type: none"> ● All new academic programs must include mission statement and learning objectives. New programs are reviewed and approved by CEP

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

- c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

- Syllabi - Dean of Academic and Co-Curricular Advising maintains a repository of past syllabi
Student progress is assessed according to achievement of specified skills, knowledge, and competencies

- Student assessment practices guide faculty and staff in effective data-driven decision-making and pedagogical improvement
- Academic Program Review - Ongoing assessment of effectiveness of academic programs informs course design
 - Academic Department/Program objectives and Mission Statements are housed in the Provost's office- Academic Department/Program objectives are informed by institutional mission
 - [Academic Department/Program Reviews](#)
 - Internal Reviews in the form of annual reports are located in Provost's office
 - [Academic Department/Program Annual Reports Guidelines](#)
 - External Review materials are available on Spaces site for each department/program and external review reports are available from each department/program
 - Guidelines for External Review of Programs
 - [Checklist](#)
 - [Notes](#)
- Committee Reports - Assessment procedures are periodically reviewed by faculty

committees. Reports are available on Clerk's password-protected Spaces site

- Curriculum and Educational Policy Committee
- Teaching and Learning Committee
- Faculty Academic Policy Committee
- Common Course of Study Committee

2.b.

Common Course of Study designed to engage students as critical thinkers and effective communicators, to develop their skills in quantitative reasoning, and to develop cultural sensitivity and global awareness

- [Common Course of Study](#)
 - [Learning Outcomes](#)
 - Common Course of Study Assessment Reports are located on Clerk's password-protected Spaces site

Qualitative data supporting progress in achieving these goals

- [Common Data Set](#)
- [Supplemental Common Data Set](#)
- [Post-Graduation Placement](#)
- [IPEDS](#)

Quantitative data supporting progress in achieving these goals

- [Campus Climate Survey](#)
 - [National Survey of Student Engagement](#)

2.c.

Committee Reports - Evidence that assessment of student learning achievement is communicated to responsible stakeholders. Reports are available on Clerk's password-protected Spaces site

- CEP Committee

	<ul style="list-style-type: none"> ● Faculty Academic Policy Committee ● Teaching and Learning Committee ● Common Course of Study Committee <p>Data Sets - Quantitative assessment of student achievement</p> <ul style="list-style-type: none"> ● Common Data Set ● Supplemental Common Data Set ● Post-Graduation Placement ● IPEDS <p>Surveys - Qualitative assessment of student experiences</p> <ul style="list-style-type: none"> ● Campus Climate Survey ● National Survey of Student Engagement
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. implementing other processes and procedures designed to improve educational programs and services. 	<p>3.a.</p> <ul style="list-style-type: none"> ● CEP Committee - Reports located on Clerk’s password-protected Spaces site ● Teaching and Learning Committee - Reports located on Clerk’s password-protected Spaces site ● Campus Climate Survey ● National Survey of Student Engagement <p>3.b.</p> <ul style="list-style-type: none"> ● CITLS ● Teaching and Learning Committee - Reports located on Clerk’s password-protected Spaces site ● Common Course of Study - Reports located on Clerk’s password-protected Spaces site ● Preliminary Report from the Task Force on Curricular Innovation and Technology ● The Integrated Student Experience <p>3.c.</p> <ul style="list-style-type: none"> ● Academic Department/Program Reviews are available in Provost’s office <ul style="list-style-type: none"> ○ Internal Reviews in the form of annual reports are located in Provost’s office ○ External Review materials are available on Spaces site for each department/program and external review reports are available from

each department/program

- Committee reports are available on Clerk's password-protected Spaces site
 - CEP Committee
 - Teaching and Learning Committee
 - Faculty Academic Policy Committee
 - Common Course of Study

3.d

- [CITLS](#)
- [Faculty Mentoring](#)
- [Support for Research](#)
- [Professional Development](#)

3.e.

- Finance and Administration Planning
 - College Budget - budget projections and reports are available from the Finance and Business Affairs office
 - [Budget Management](#)
 - Faculty Academic Policy Committee - Periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations
 - Budget Reports are located on Clerk's password-protected Spaces site
- Academic Department/Program Budgeting
 - [Administration](#)
 - [Planning](#)

3.f.

- Lafayette College web site provides pages designed to provide information to all constituents
 - [Departments and Programs](#)
 - [Student Organizations](#)

	<ul style="list-style-type: none"> ○ Families Web Page ○ Alumni Web Page <p>3.g.</p> <ul style="list-style-type: none"> ● Retention, Graduation, Transfer Out Rates ● Common Data Set ● Supplemental Common Data Set ● Post-Graduation Placement ● IPEDS <p>3.h.</p> <ul style="list-style-type: none"> ● Student assessment practices guide faculty and staff in effective data-driven decision-making toward the understanding and enhancement of teaching and student learning
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>N/A</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Committee Reports - Evidence that assessment procedures are periodically reviewed by faculty committee. Reports are located on Clerk's password-protected Spaces site</p> <ul style="list-style-type: none"> ● CEP Committee ● Teaching and Learning Committee ● Faculty Academic Policy Committee ● Common Course of Study Committee <p>Academic Department/Program Reviews - Evidence that each department is evaluating and improving its own process in accordance with student learning outcomes guidelines</p> <ul style="list-style-type: none"> ● (Department List) <ul style="list-style-type: none"> ● Internal Reviews in the form of annual reports are located in Provost's office ● External Review materials are available on Spaces site for each department/program and

	external review reports are available from each department/program

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.

Assemble the following, as appropriate:

The institution's two most recent externally-audited financial statements, including management letters

Financial projections for the next two years.

Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.

Institutional strategic planning documents.

Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Institutional objectives, both institution-wide and for individual units, 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</p>	<p>Institutional Mission and Vision - Affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> • Lafayette College Mission Statement • Lafayette College Vision Statement <p>Strategic Planning - Ongoing and sustainable institution-wide assessment and planning efforts</p> <ul style="list-style-type: none"> • Lafayette College Strategic Direction <ul style="list-style-type: none"> ○ President's Statement on Strategic Direction <ul style="list-style-type: none"> ■ Accommodating Growth ■ From College Hill to College Town ■ Charting a Course for the Journey Ahead ○ Presidential Task Force Reports ○ Findings of Presidential Working Groups ○ • Academic Department/Program Objectives and Mission Statements are located in Provost's office (Department List) <ul style="list-style-type: none"> ○ Internal Reviews in the form of annual reports are located in Provost's office ○ External Review materials are available on Spaces site for each department/program and

	<p>external review reports are available from each department/program</p> <ul style="list-style-type: none"> ● College Division/Department Annual Reports are regarding student support services are maintained and available through their respective offices ● Facilities Planning <ul style="list-style-type: none"> ○ Facilities Planning and Construction Web Page ● Finance and Administration Planning - Finance and Administration Division allocates resources to support institutional programs and goals, and plans for the fiscal stability of the institution <ul style="list-style-type: none"> ● Finance and Administration <ul style="list-style-type: none"> ○ Capital Budget ○ Annual Budgeting Procedures ○ Budget Management Cycle ○ Financial Reports ● Faculty Academic Policy Committee Reports are available on Clerk's password-protected Spaces site ● IT Master Plan <ul style="list-style-type: none"> ■ IT Annual Report
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p>Evidence of campus-wide participation in planning and review, and continuous communication of progress</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction ● Findings of Presidential Working Groups ● Presidential Task Force Reports ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead ● Building and Grounds Committee reports are located on Clerk's password-protected Spaces site ● IT Master Plan <ul style="list-style-type: none"> ○ IT Annual Report ● Faculty Academic Policy Committee reports are

	located on Clerk's password-protected Spaces site
<p>3. 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.</p>	<p>Preparation for initiatives outlined in Strategic Direction</p> <ul style="list-style-type: none"> • Findings of Presidential Working Groups • Presidential Task Force Reports <p>College Budget - Finance and Administration Division allocates resources to support institutional programs and goals, and plans for the fiscal stability of the institution</p> <ul style="list-style-type: none"> • Finance and Administration • Capital Budget • Annual Budgeting Procedures • Budget Management Cycle • Financial Reports • Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations <ul style="list-style-type: none"> ○ Budget Reports are located on Clerk's password-protected Spaces site • Financial projections for next two years are available through the Finance and Administration Division <p>Fundraising - Established campaigns to fund strategic initiatives</p> <ul style="list-style-type: none"> • Live Connected Campaign • Annual Fund
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever</p>	<p>Fiscal Resources</p> <ul style="list-style-type: none"> • Finance and Administration ○ Capital Budget ○ Annual Budgeting Procedures

<p>and however programs are delivered.</p>	<ul style="list-style-type: none"> ○ Budget Management Cycle ○ Financial Reports <ul style="list-style-type: none"> ● Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations <ul style="list-style-type: none"> ○ Budget Reports are located on Clerk’s password-protected Spaces sit ● Financial projections for next two years are available through the Finance and Administration Division <p>Human Resources</p> <ul style="list-style-type: none"> ● Enrollment Size and Program Capacity Presidential Task Force Report - Indicates growth in faculty lines commensurate with growing student body as well as increase in increase in student support services ● 10.5 to 1 Faculty/Student Ratio <p>Physical and Technical Infrastructure</p> <ul style="list-style-type: none"> ● Facilities Master Plan ● IT Annual Report
<p>5. Clear assignment of responsibility and accountability.</p>	<p>College Charter and Statutes - Defines purpose of institution and role of each body (Board, Administration, Faculty, Students) in fulfilling that purpose</p> <p>Organizational charts define structure of responsibility and relationships of positions within the institution. Individual divisions have organizational charts specific to the needs of their division.</p> <p>Handbooks - Defines in greater detail responsibility to the College, themselves, and each other</p> <ul style="list-style-type: none"> ● Board of Trustees is password-protected ● Faculty ● Student

6. 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.

Strategic Planning

- [Lafayette College Strategic Direction](#)
- Academic Department/Program Objectives and Mission Statements are located in Provost's office
- [Findings of Presidential Working Groups](#)
 - [Presidential Task Force Reports](#)
 - [President's Statement on Strategic Direction](#)
- [Accommodating Growth](#)
- [From College Hill to College Town](#)
- [Charting a Course for the Journey Ahead](#)

Facilities and Infrastructure Planning

- [Facilities Planning and Construction Web Page](#)

Technology Planning

- [IT Master Plan](#)
 - [IT Annual Report](#)

Finance and Administration Planning - Finance and Administration Division allocates resources to support institutional programs and goals, and plans for the fiscal stability of the institution

- [Finance and Administration](#)
 - Capital Budget
 - Annual Budgeting Procedures
 - Budget Management Cycle
 - [Financial Reports](#)
- Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations

<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>Financial Reports</p> <p>Evaluations by Rating Organizations</p> <ul style="list-style-type: none"> ● Moody's 2011 ● Standard and Poor's 2011
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Institutional Mission and Vision - Affirm commitment to students' academic achievement and personal, professional, and social growth</p> <ul style="list-style-type: none"> ● Lafayette College Mission Statement ● Lafayette College Vision Statement <p>Strategic Direction</p> <ul style="list-style-type: none"> ● Lafayette College Strategic Direction <ul style="list-style-type: none"> ● Findings of Presidential Working Groups ● Presidential Task Force Reports ● President's Statement on Strategic Direction <ul style="list-style-type: none"> ○ Accommodating Growth ○ From College Hill to College Town ○ Charting a Course for the Journey Ahead <p>Institutional Resources</p> <ul style="list-style-type: none"> ● Finance and Administration ○ Capital Budget <ul style="list-style-type: none"> ○ Annual Budgeting Procedures ○ Budget Management Cycle ○ Financial Reports ● Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations ● Capital Campaigns <ul style="list-style-type: none"> ○ Live Connected Campaign ○ Annual Fund

9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Assessment of Resources

- [Finance and Administration Division](#) establishes financial policies and internal controls and provides services for the College's accounting, administrative, physical plant, capital planning, auxiliary operations, and budget functions
- Faculty Academic Policy Committee conducts periodic review of long-term and strategic academic planning, resource allocations, including annual budget review and College staffing, and buildings and grounds considerations

Assessment of Strategic Direction-

- [Presidential Task Force Reports](#)
- [President's Statement on Strategic Direction](#)
 - [Accommodating Growth](#)
 - [From College Hill to College Town](#)
 - [Charting a Course for the Journey Ahead](#)

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.

Assemble the following, as appropriate:

By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.

Conflict of interest policies and other ethics policies of the Board.

A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).

Organizational chart for the institution (names and titles of the individuals in each position)

Succession planning for board members and senior leadership

Processes and procedures relevant to governance, leadership, and administration

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>College Charter and Statutes - Defines purpose of institution and role of each body (Board, Administration, Faculty, Students) in fulfilling that purpose</p> <p>Organizational charts define structure of responsibility and relationships of positions within the institution. Individual divisions have organizational charts specific to the needs of their division.</p> <p>Board of Trustees - Current Members</p> <p>Handbooks - Defines in greater detail responsibility to the College, themselves, and each other</p> <ul style="list-style-type: none"> ● Board of Trustees Handbook is password- protected ● Faculty <ul style="list-style-type: none"> ○ Shared Governance - Allows for faculty and student participation in governance of the College <ul style="list-style-type: none"> ■ Standing Elected Committees ■ Standing Appointed Committees ● Student <ul style="list-style-type: none"> ○ Student Government <p>Board of Trustees</p> <ul style="list-style-type: none"> ● Standing Board Committees
<p>2. A legally constituted governing body that:</p> <p>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, planning, and fiscal well-being of the institution;</p> <p>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility</p>	<p>2. Board of Trustees - Governing body of Lafayette College as established in the Charter and Statutes</p> <p>2.a.</p> <ul style="list-style-type: none"> ● Board of Trustees Meeting Procedures - Statutes Article I Page 12 ● Standing Board Committees - Statutes Article IV Page 14 <ul style="list-style-type: none"> ● Purposes and Operations Statutes VIII.I Page 9 ● Board of Trustees Conflict of Interest Policy is

<p>to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</p> <p>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</p> <p>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 bylaws, and the assurance of strong fiscal management;</p> <p>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;</p> <p>f. Appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure that 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; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p>	<p>located in Board of Trustees password-protected Handbook</p> <p>2.b.</p> <ul style="list-style-type: none"> ● Purposes and Operations Statutes VIII.I Page 9 ● Conflict of Interest Policy is available in password-protected Board of Trustees Handbook <p>2.c.</p> <ul style="list-style-type: none"> ● Board of Trustees Handbook <p>2.d.</p> <ul style="list-style-type: none"> ● Board Committees <ul style="list-style-type: none"> ○ Executive Committee - Statutes Chapter I, Section 41, Page 15 ○ Standing Committees - Statutes Chapter I, Section 46, Page 16 <p>2.e.</p> <ul style="list-style-type: none"> ● Committee on Financial Policy ● Committee on Audit <p>2.f.</p> <ul style="list-style-type: none"> ● Charter and Statutes Chapter 2, Page 20 - Documents responsibilities of President ● Steering Committee - Annually Reviews President ● Executive Committee - Appoints President <ul style="list-style-type: none"> ○ <i>Board minutes appointing President are confidential, password protected</i> <p>2.g.</p> <ul style="list-style-type: none"> ● Board of Trustees Handbook ● Statutes <p>2.h.</p> <ul style="list-style-type: none"> ● Board of Trustees Conflict of Interest Policy is
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	<p>located in password-protected Board of Trustees Handbook</p> <ul style="list-style-type: none"> ● IRS 990 Disclosure Form is available from the Controller's office <ul style="list-style-type: none"> ● Purposes and Operations Statutes VIII.I Page 9 <p>2.i.</p> <ul style="list-style-type: none"> ● Board of Trustees Handbook ● Role of the President Statutes Chapter II Page 20
<p>3. A Chief Executive Officer who:</p> <ol style="list-style-type: none"> 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. 	<p>3.a.</p> <ul style="list-style-type: none"> ● Steering Committee - Annually Reviews President ● Executive Committee - Appoints President <ul style="list-style-type: none"> ○ <i>Board minutes appointing President are confidential, password-protected</i> <p>3.b.</p> <ul style="list-style-type: none"> ● President's Web Page <ul style="list-style-type: none"> ○ President's Biography <p>3.c.</p> <ul style="list-style-type: none"> ● Charter and Statutes Chapter 2, Page 20 - Documents responsibilities of President <p>3.d.</p> <ul style="list-style-type: none"> ● Officers of Administration Credentials
<p>4. An administration possessing or demonstrating:</p> <ol style="list-style-type: none"> a. an organizational structure that is clearly 	<p>4.a.</p> <ul style="list-style-type: none"> ● Board of Trustees Handbook ● Statutes

<p>defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to 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 student 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.</p>	<p>4.b.</p> <ul style="list-style-type: none"> ● Officers of Administration List and Credentials <p>4.c.</p> <ul style="list-style-type: none"> ● Officers of Administration List and Credentials <p>4.d</p> <ul style="list-style-type: none"> ● Professional Training, Coaching, and Development ● IT Training and Development <p>4.e.</p> <ul style="list-style-type: none"> ● Shared Governance - Allows for faculty and student participation in governance of the College <ul style="list-style-type: none"> ○ Student Governance Committees ○ Faculty Governance Committees ● President holds periodic Town Hall meetings within each academic year that are open to the entire campus community at which President responds to questions from attendees ● Messages from the President ● Presidential Task Force Reports ● Findings of Presidential Working Groups <p>4.f.</p> <ul style="list-style-type: none"> ● Assessment Procedures <ul style="list-style-type: none"> ○ Understanding Institutional Assessment ○ Human Resources Performance Evaluation Procedure ● Assessment Data <ul style="list-style-type: none"> ○ Campus Climate Survey ○ College Division/Department Annual Reports are regarding student support services are maintained and available through their respective offices
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<ul style="list-style-type: none"> ● Officers of Administration are evaluated annually. ● The President of the College is evaluated by the Board officers on an annual basis. ● While the performance of Board members is informally evaluated by the Board officers annually as well,

Board members engaged in a formal, written evaluation of board orientation, board functioning, and their own performances during the 2012-13 academic year; we anticipate that this formal evaluation will be utilized on an intermittent basis.

- The Board has created a new standing committee in 2015-16, the Committee on Trustees and Governance. In addition to identifying and selecting new trustees, we expect that an important function of this Committee in the future will include the oversight of a formal board-evaluation process.