



**LAFAYETTE COLLEGE  
SELF-STUDY DESIGN**

**ADVANCING EXCELLENCE:  
MIDDLE STATES ACCREDITATION REVIEW 2017-2019**

**Alison Byerly, President  
April 2017**

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## 1. INSTITUTIONAL OVERVIEW

Founded in 1826 by the citizens of Easton, Pennsylvania, Lafayette College first articulated its educational vision as one that “teach[es] the habits and subjects of a disciplined mind, the skill to conduct careful research and come to considered conclusions, and the desire and ability to lead a purposeful life.” Many years later, as Lafayette prepares to head in a new strategic direction and undertake a new cycle of accreditation review by the Middle States Commission of Higher Education, these words still resonate, forming a bedrock of values that the College has both built upon and transformed. The commitments expressed in Lafayette’s mission statement, written in 1994, also remain compelling:

In an environment that fosters the free exchange of ideas, Lafayette seeks to nurture the inquiring mind and to integrate intellectual, social, and personal growth. The College strives to develop students’ skills of critical thinking, verbal communication, and quantitative reasoning and their capacity for creative endeavor; it encourages students to examine the traditions of their own culture and those of others, to develop systems of values that include an understanding of personal, social, and professional responsibility, and to regard education as an indispensable, lifelong process (Lafayette College Mission Statement).

Lafayette is an independent, coeducational, residential selective liberal arts college that at present enrolls a student population of 2,521 undergraduates drawn from 46 U.S. states and territories as well as 48 countries. Since 2010, the College’s applicant pool has grown by more than 40 percent, including a five percent increase in domestic students of color, a 120 percent increase in students beyond the tri-state area (N.J., N.Y., and PA), and an 82 percent increase in international students. It currently maintains an enviable student/faculty ratio of 10.5 to 1, with a faculty of considerable distinction (99 percent hold a doctorate or other terminal degree), which is actively engaged in teaching, research, and service to the College and profession. Lafayette faculty are deeply dedicated to their students, who frequently cite the relationships they develop with their instructors as among the most memorable of their experiences at the College. In its student body, faculty membership, and curriculum, Lafayette demonstrates its commitment to developing and supporting an inclusive community that fosters mutual respect.

Lafayette provides a variety of academically competitive programs and is distinctive among its peers for its combination of degree programs in the liberal arts and engineering. Lafayette currently offers a Bachelor of Arts degree in 37 fields and a Bachelor of Sciences degree in 14 areas, including four in engineering. It provides numerous opportunities for interdisciplinary inquiry in the form of programs, courses, and collaborative projects.

Lafayette is fortunate in possessing a physical campus of striking beauty and rich heritage, located in Easton, Pennsylvania, a city of 30,000, situated in the Lehigh Valley, with a

population of 800,000. Overlooking the Delaware river, and just 60 miles from the major city centers of New York and Philadelphia, Lafayette College is comprised of 69 buildings, on 340 acres, including a wide variety of student residential options; a 230 acre athletic campus (appropriate to its Patriot League affiliation); an award-winning library with over 600,000 volumes and extensive electronic resources; up-to-date computer facilities and laboratories; and a new arts campus (the Williams arts campus) with modern facilities for theater, film, and media production.

This is an opportune time for Lafayette College to engage in the MSCHE review. In 2013, Dr. Alison Byerly began her tenure as Lafayette College's first woman president. The following year, the College embarked on the public phase of a \$400 million capital campaign entitled "Live Connected, Lead Change." The most ambitious fundraising effort in the College's history, this campaign seeks to strengthen the connections between the liberal arts and engineering, to foster innovation in teaching and learning, and to educate students to meet the challenges of the 21<sup>st</sup> century. In 2015, an immersive student experience connecting residential life to academic programs, called "Connected Communities," was launched. Most significantly, in 2016 President Byerly announced a new strategic direction, designed to position Lafayette among the nation's finest colleges. The strategic direction will ensure that the education offered by the College is affordable for outstanding applicants, regardless of their financial means, enriched by a vibrant community in which students learn with and from peers of diverse backgrounds and interests, and provided by a stellar faculty who offer a distinctive integration of arts, humanities, sciences, and engineering. Specifically, the strategic direction has a goal of admitting the most qualified students regardless of family need, thus requiring the strengthening of the College's financial aid resources by 50%; expanding the student body by 300-400 students through a carefully planned and managed process; and enhancing the College's distinctiveness through addition 35-40 new faculty in important academic areas.

Through these initiatives, Lafayette College will be able to secure its position among the nation's finest colleges by expanding and deepening its community and by creating the resources and infrastructure necessary to attract the best scholars and students to its residential learning environment. Increasing affordability and enhancing distinction will be its hallmarks.

**Lafayette College considers affordability essential for:**

- Providing access to a Lafayette education for talented students regardless of family finances;
- Elevating the College's reputation by attracting the most outstanding students;
- Enriching the learning experience for all through a diverse and inclusive community

**Lafayette College will enhance its distinction by:**

- Reinforcing the impact of outstanding faculty working closely with students
- Highlighting our innovative liberal arts and engineering curricula
- Strengthening integration of academics and student life

The process of self-study will engage the various constituencies of Lafayette College in acts of guided self-reflection, calling on us to consider who we are and who we might become as the strategic vision is realized. As the College assesses its endeavors and offers recommendations in accordance with the criteria identified in the Seven Standards of Accreditation and Fifteen Requirements of Affiliation, it will also consider the following priorities and goals.

- To be an inclusive and diverse institution with a commitment to shared values.
- To provide a high-quality academic and residential experience, which is distinctive, forward-looking, and deliberate.
- To enhance affordability, accessibility, and distinction through strategic, planned, and sustainable growth over the next decade.

## **2. INTENDED OUTCOMES**

This Self-Study provides Lafayette College with an especially valuable opportunity to examine its performance and progress. By engaging in the self-study process, Lafayette College will:

1. Earn reaccreditation from the Middle States Commission on Higher Education.
2. Determine whether the College is progressing appropriately in the new strategic direction announced by President Byerly in February 2016 (<https://news.lafayette.edu/2016/02/24/lafayettes-people-lafayettes-future/>).
3. Investigate whether the College's mission, vision and goals are appropriate, realizable, and broadly known both internally and externally.
4. Determine the degree to which College planning and resource distribution are consistent with the College's mission, vision and goals.
5. Analyze how the College's current assessment practices can be modified to be sustainable and advance student learning and support.
6. Examine the College's intersections with local and global communities and envision new ways to build upon and expand them.
7. Assess whether the College welcomes input from all its constituencies, and fosters a strong sense of community.
8. Develop broad recommendations to assist the College in attaining its institutional goals.

### 3. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

President Alison Byerly and Provost Abu Rizvi appointed the co-chairs of the Middle States Self-Study Steering Committee (M4SC): Jamila Bookwala, Dean of Curriculum and Research and Professor of Psychology; and Patricia Donahue, Professor and Head, Department of English. In consultation with the Provost and M4SC co-chairs, President Byerly invited 13 members of the Lafayette community to serve on the steering committee. M4SC members include five members of the faculty, nine members of the staff and administration, and a member of the Board of Trustees. The Provost serves *ex officio*. The M4SC membership, listed in the table below, also demonstrates the culture of close and dedicated collaboration across administration, faculty, and staff to which the college is committed.

*Table 1.* Membership of the Steering Committee

<b>Jason Alley</b>	Director of Instructional Technology
<b>Susan Averett</b>	Charles A. Dana Professor of Economics
<b>Jamila Bookwala (co-chair)</b>	Dean of Curriculum and Research/Professor of Psychology
<b>Roger Clow</b>	Assistant Vice President for Communications
<b>Patricia Donahue (co-chair)</b>	Professor and Department Head of English
<b>Markus Dubischar</b>	Associate Professor and Assistant Head of Foreign Languages and Literatures/Chair of Classical Civilization Studies
<b>Michael Heaney</b>	Board of Trustees
<b>Holly Lantos</b>	Director of Budget and Analytics
<b>Brandon Morris</b>	Class Dean and Fellowships Advisor
<b>Elaine Reynolds</b>	Associate Professor of Biology/Chair of Aging Studies
<b>Carol Rowlands</b>	Assistant Vice President of Enrollment Management
<b>Alma Scott-Buczak</b>	Associate Vice President for Human Resources
<b>Joshua Smith</b>	Associate Professor of Mechanical Engineering/Chair of BS Engineering/AB International Studies
<b>Amber Zuber</b>	Director, Landis Center
<b>Louis Zulli</b>	Associate Professor of Mathematics
<b>S. Abu Rizvi (ex officio)</b>	Provost

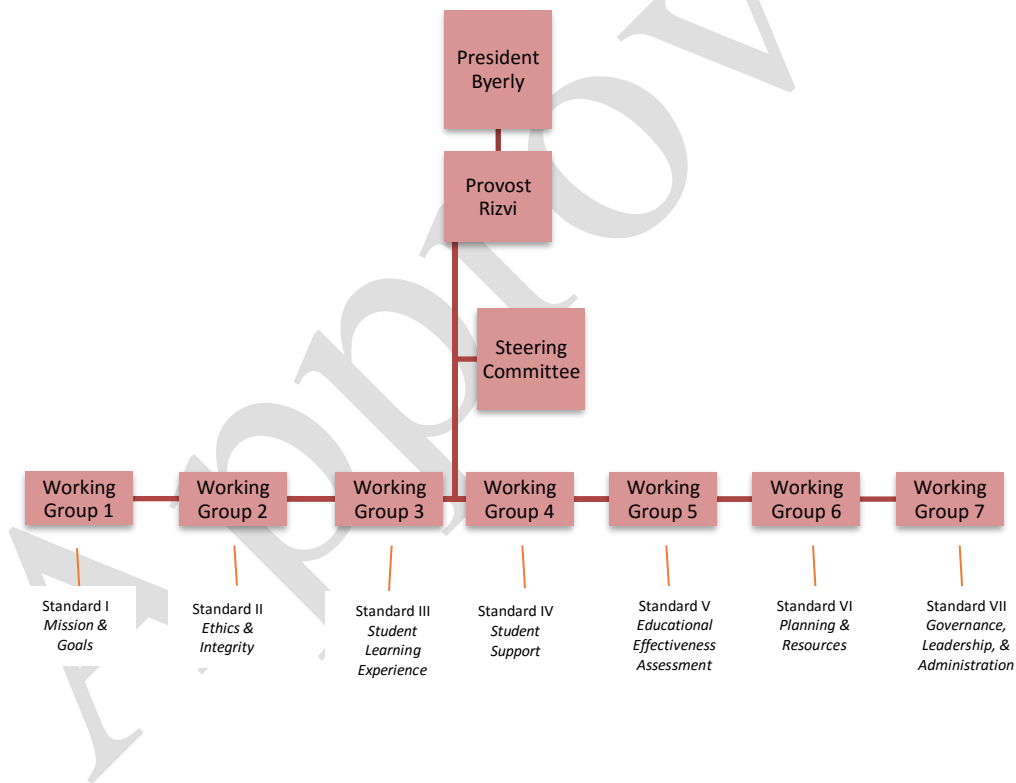
The steering committee uses a dedicated digital repository (Spaces) to communicate internally, post reports and other materials, and document meeting notes. Members of the steering committee and President Byerly have access to the Spaces site.

The steering committee has been charged to review, in a fair and transparent manner, Lafayette

College’s success in meeting its institutional mission, goals, and strategic initiatives. The steering committee is responsible for overseeing, guiding, and managing the reaccreditation review and self-study process in a manner that is inclusive, collaborative, and responsive to feedback. The steering committee has further been charged with forming seven working groups that will be responsible for writing sections of the self-study. Each working group will be responsible for addressing one of the seven Middle States standards for accreditation. The steering committee has developed specific charges for each working group, relevant to its assigned standard of accreditation (provided below). The steering committee shared these charges in an open meeting for faculty, staff and officers of student government.

The committee will be responsible for consolidating the individual sections submitted by the seven working groups into a single integrated document, for ensuring that the self-study report is clearly organized and for eliminating redundancies, and for consolidating the specific recommendations provided by the working groups into broad institutional recommendations.

Figure 1. Organizational Structure of Self-Study



Each working group will be chaired by two or three members of the steering committee. The working group chairs and a tentative list of potential working group members (identified as representatives from relevant campus constituencies) are provided below.

Table 2. Steering Committee Members as Co-Chairs of Working Group

<b>Working Group/Standard</b>	<b>Co-Chairs</b>
<b>Working Group 1: Standard I (Mission and Goals)</b>	Carol Rowlands, Assistant Vice President for Enrollment Management Joshua Smith, Associate Professor of Mechanical Engineering/Chair of BS Engineering/AB International Studies
<b>Working Group 2: Standard II (Ethics and Integrity)</b>	Roger Clow, Assistant Vice President for Communications Louis Zulli, Associate Professor of Mathematics
<b>Working Group 3: Standard III (Student Learning Experience)</b>	Jason Alley, Director of Instructional Technology Patricia Donahue, Professor and Department Head of English Elaine Reynolds, Associate Professor of Biology/Chair of Aging Studies
<b>Working Group 4: Standard IV (Student Support)</b>	Brandon Morris, First Year Class Dean & Fellowship Advisor Amber Zuber, Director, Landis Center
<b>Working Group 5: Standard V (Educational Effectiveness Assessment)</b>	Jamila Bookwala, Dean of Curriculum and Research/ Professor of Psychology Markus Dubischar, Associate Professor of Classics and Assistant Head of Foreign Languages and Literatures/Chair of Classical Civilization Studies
<b>Working Group 6: Standard VI (Planning and Resources)</b>	Holly Lantos, Director of Budgets and Analysis Alma Scott-Buczak, Associate Vice President for Human Resources
<b>Working Group 7: Standard VII (Governance, Leadership, &amp; Administration )</b>	Susan Averett, Charles A. Dana Professor of Economics Michael Heaney, Member, Board of Trustees



## 4. CHARGES TO THE WORKING GROUPS AND REPORTING GUIDELINES

### General Charge to the Working Groups

Each Working Group will meet regularly to complete the expectations of its charge. Each Working Group will keep minutes of its meetings, which it will post within a week in its designated folder on the Spaces site dedicated to the self-study.

The collective charge to all seven working groups is to:

- (1) Engage in a comprehensive, honest, and transparent self-appraisal of Lafayette College's success in meeting the institutional mission, goals, and strategic initiatives as they relate to each of the standards for accreditation defined by Middle States.
- (2) Accomplish the goals outlined in the specific charge in a way that is inclusive, open, and responsive to feedback from the campus community.
- (3) Review and analyze data and reports to identify successes, challenges, and opportunities in Lafayette College's ability to meet the assigned standard for accreditation.
- (4) Generate a written report, 10-12 pages of single-spaced text, based on the analysis and review of evidence, about Lafayette College's success in meeting the assigned standard for accreditation.
- (5) Provide the steering committee with regular updates about the core findings relevant to the assigned standard for accreditation.
- (6) Communicate with and solicit feedback from the campus community about the core findings relevant to the assigned standard for accreditation.
- (7) Review the section of the Documentation Roadmap relevant to its assigned standard with the goal of confirming that it lists relevant documents and reports and, if relevant information needs to be added, make recommendations for how the appropriate evidence may best be supplied.
- (8) Present to the Steering Committee by the date listed in the timeline (provided later in this document) a draft of its report, in accordance with the editorial guidelines provided below.
- (9) Revise its report based on feedback by the steering committee and submit a final version of its report by the date listed in the timeline.

### Specific Charges to the Seven Working Groups

#### Working Group 1 – Standard I: Mission and Goals

*The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

Working Group 1 Charge:

- (1) Review the College's existing statements of mission, profile and vision, as well as other institutional statements of values and goals, broadly construed.
- (2) Examine the degrees to which these existing statements define:
  - a. Our institutional purpose within the context of higher education,
  - b. Whom we aspire to serve as an institution, specifically in light of the College's Strategic Direction,
  - c. What our institution intends to accomplish, specifically in light of the College's Strategic Direction.
- (3) Examine the levels of awareness and acceptance of our existing statements within our institutional community.
- (4) Examine the degrees to which our existing statements are considered and utilized in the development of institutional policies and practices.
- (5) As appropriate, identify the proper constituencies to modify existing statements/practices in response to the examinations described in (2)-(4) above.

The working group for Standard I is further charged with demonstrating that Lafayette fully meets Requirement of Affiliation 7 on institutional mission and goals, and Requirement of Affiliation 10 on educational planning and student learning.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard III (Design and Delivery of the Student Learning Experience), Standard VI (Planning, Resources, and Institutional Improvement), and Standard VII (Governance, Leadership and Administration), the group will consult and coordinate with these working groups.

## **Working Group 2 – 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.*

Working Group 2 Charge:

- (1) Review existing College statements/practices that speak to matters of institutional ethics and integrity, including but not limited to, academic and intellectual freedom, access and affordability, hiring practices, reporting, issues of grievance, and promotional materials.
- (2) Examine the degrees to which these existing statements/practices address:
  - a. The faithfulness of the institution to its stated mission and goals,
  - b. The honoring by the College of its contracts/commitments, and the institution's adherence to its policies,
  - c. The accuracy and truthfulness of the College's representations about itself.
- (3) Examine how our existing ethical statements/practices are communicated within and

accepted by our institutional community.

- (4) Examine the degrees to which these existing ethical statements/practices are considered and utilized in the development of institutional policies and practices.
- (5) As appropriate, identify the proper constituencies to modify existing ethical statements/practices in response to the examinations described in (2)-(4) above.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard VI (Planning, Resources, and Institutional Improvement) and Standard VII (Governance, Leadership and Administration), the group will consult and coordinate with these working groups.

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

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

Working Group 3 Charge:

- (1) Demonstrate how Lafayette College provides students with a cohesive and rigorous learning experience based on programs of study and a general education curriculum that allows students to demonstrate essential skills and acquire a broad intellectual perspective.
- (2) Examine the role played by engagement with local and global communities, in creating such learning experiences and in preparing students for their lives after college.
- (3) Determine whether the evaluation of Lafayette's programs of study, general education curriculum, and community engagement opportunities is consistent with the goals identified in #1 and appropriate to the College's mission.
- (4) Confirm that the faculty assigned to design, deliver, and assess these programs and curricula possess the requisite expertise, are sufficient in number, are provided with suitable opportunities for professional development, and are periodically and equitably reviewed.
- (5) Determine whether the College provides adequate resources to satisfy objectives identified in #1-4.

The working group for Standard III is further charged with helping to demonstrate that Lafayette College fully meets Requirement of Affiliation 8 on the systematic evaluation of programs, Requirement of Affiliation 9 on student learning programs, Requirement of Affiliation 10 on educational planning and student achievement, and Requirement of Affiliation 15 on the faculty's responsibility for educational programs.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard IV (Support of the Student Experience) and Standard V (Educational Effectiveness and Assessment), the group will consult and coordinate

with these working groups.

#### **Working Group 4 – Standard IV: Support of the Student Learning Experience**

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

Working Group 4 Charge:

- (1) Understand how the mission and core values of Lafayette College relate to recruitment, selection, and retention of an academically talented and diverse student body.
- (2) Examine the effectiveness of academic advising and student support services, broadly defined, to ensure that they enhance the quality of the learning environment and measurably contribute to the educational experience.
- (3) Review student support programs to ensure that students feel a sense of belonging, allegiance to the College, and are knowledgeable about student support resources.
- (4) Identify metrics and mechanisms for monitoring the quality of the student experience, in response to the planned expansion of the college, to ensure quality is maintained or improved.
- (5) Identify variables that impact retention and make recommendations for improving retention and graduation rates.
- (6) Identify student profiles for whom additional support would be helpful in ensuring persistence and success, while also developing and assessing programs to support these student populations (e.g. STEM pipeline, major advising, pre-enrollment bridge programs, etc.)

The working group for Standard IV is further charged with demonstrating that Lafayette fully meets Requirement of Affiliation 8 on the systematic evaluation of programs and Requirement of Affiliation 10 on educational planning and student learning.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard I (Mission and Goals), Standard II (Ethics and Integrity), Standard III (Design and Delivery of the Student Learning Experience), and Standard VI (Planning, Resources, and Institutional Improvement), the group will consult and coordinate with these working groups.

#### **Working Group 5 – 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.*

Working Group 5 Charge:

- (1) Demonstrate that student learning is central to the mission and goals of Lafayette College.
- (2) Document that the assessment of student learning is carefully planned, rigorously undertaken, and effectively used to improve and strengthen student learning for the common course of study as well as for academic programs/departments.
- (3) Ensure that the assessment of student learning is based on active and direct participation by students and faculty and that assessment results are disseminated to faculty.
- (4) Evaluate the efficacy of the procedures for conducting the assessment of student learning and make recommendations for modifying assessment-related goals, procedures, and implementation, as necessary, based on evidence collected through ongoing assessment efforts.
- (5) Establish that the achievement of student learning outcomes is aligned with our commitment to academic distinctiveness and is complemented by supporting metrics of student success.

The working group for Standard V is further charged with demonstrating that the College meets the requirement of Affiliation 8 regarding the systematic evaluation of programs, Affiliation 9 regarding student learning outcomes, and Affiliation 10 regarding educational planning and student achievement.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard III (Design and Delivery of the Student Learning Experience) and Standard VI (Planning, Resources, and Institutional Improvement), the group will consult and coordinate with these working groups.

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

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

Working Group 6 Charge:

- (1) Demonstrate that institutional objectives are clearly aligned with the College's goals and used for planning and resource allocation based on well-defined decision-making processes and clear assignment of responsibility and accountability.
- (2) Demonstrate the College's planning & budget process is clearly documented and communicated, includes constituent participation and uses an evidence-based process aligned with the College's strategic plans & objectives which include increasing affordability and enhancing distinction.
- (3) Demonstrate comprehensive planning for facilities, infrastructure & technology that includes consideration of sustainability and deferred maintenance that is aligned with the College's strategic plans & objectives.

- (4) Demonstrate the fiscal and human resources including the physical and technical infrastructure are adequate to support the College's operations.
- (5) Demonstrate strategies exist to measure and assess the adequacy & efficient utilization of institutional resources that are aligned with the College's mission and goals.
- (6) Demonstrate methods & processes are in place to periodically assess the effectiveness of the College's financial, fiscal, and human resource planning and availability and allocation of resources, and to respond to arising concerns, if any.

The working group for Standard VI is further charged with demonstrating that the College meets the requirement of Affiliation 8 on the systematic evaluation of programs, Affiliation 10 on educational planning and student achievement, and Affiliation 11 on financial resources, planning, and viability.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard I (Mission and Goals), Standard II (Ethics and Integrity), and Standard VII (Governance, Leadership, and Administration), the group will consult and coordinate with these working groups.

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

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

Working Group 7 Charge:

- (1) Demonstrate that there exists a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including the Board of Trustees, the Administration, the Faculty, staff members, and students.
- (2) Confirm that the Board of Trustees in its oversight 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.
- (3) Confirm that Lafayette College is governed by a President who has the appropriate credentials and professional experience for governing such an institution and that procedures are in place for the ongoing selection process of future Presidents.
- (4) Demonstrate that the President has the appropriate administrative support structure in place; a staff of professionals that works to support the mission of the college and who report directly to the President on a regular basis.
- (5) Confirm that there are appropriate evaluation processes in place that periodically evaluate the roles, functions, and effectiveness of the Administration, Faculty and Staff.

- (6) Document that there is a procedure in place for regular communication between the President and the Faculty, the Student Body, and the Board of Trustees. Such a procedure will specify both the means of communication and the minimum expectation per academic year.

The working group for Standard VII is further charged with demonstrating that the College meets the requirement of Affiliation 12 on governance structure and Affiliation 13 on conflict of interest.

To the extent that the work of this group overlaps with that being undertaken by other working groups, particularly the working groups for Standard II (Ethics and Integrity) and Standard VI (Planning, Resources, and Institutional Improvement), the group will consult and coordinate with these working groups.

### **Reporting Guidelines for Working Groups**

Working groups will generate reports following the set of guidelines provided below to facilitate integration of the various working group reports into a single document. The body of the report should be organized around each component of the working group charge and include cross-references to other sections of the working group report, as necessary. Each section should be clear and easily navigable by various readerships, including not only the external reviewers selected by Middle States but also the Lafayette College community. Section headers should be numbered, centered, in caps and bold. Within any section of the working group report there should be at most three levels of subheadings, using the following format:

Each version of the working group reports will be uploaded on the Spaces site dedicated to the self-study in a subfolder designated for the particular working group. Each working group report will be limited to 10-12 pages in length and will include the following elements:

1. Title page identifying number and descriptive text of the Standard of Accreditation, working group membership (including chairs).
2. File name that includes the Standard #, version number of the report, and date of file (e.g., StandardII\_v4\_April-04-2018).
3. Executive summary of the working group report.
4. Body of the report:
  - a. Overview: describing the purpose of this section of the self-study, how it fits in the overall self-study, how it aligns to institutional priorities and goals. The overview will contain:
    - i. Background: a summary of the charge to the working group and steps taken for fulfilling this charge.
    - ii. Methodological approach: a description of the information gathering process, guiding assumptions, and steps followed to reach conclusions.
  - b. Critical Analysis of Data and Explanation of Findings
  - c. Summary of Conclusions, including an analysis the College's strengths and

- weaknesses in satisfying the criteria of its Standard.
- d. List of Recommendations, including how the College can improve the methods it uses to address its Standard.
5. Appendices (relevant supporting evidence/documentation) should contain links to the shared documentation roadmap, lists of supplementary material (reported in the form of a web link), and reports/documents/data from surveys, interviews, etc. (reported as web links).

## **5. ORGANIZATION OF SELF-STUDY REPORT**

The final self-study report will begin with an executive summary of the full report, an introduction section providing an overview of Lafayette College's strategic direction, institutional priorities and goals, and the ongoing initiatives in place to achieve these priorities and goals. The working group reports will form individual chapters of the self-study. These will be followed by a chapter with conclusions and overall recommendations. The self-study will end with a section containing acknowledgments. The planned components of the self-study will include:

1. Table of Contents
2. Executive Summary
3. Institutional Overview
4. Report on Standard I
5. Report on Standard II
6. Report on Standard III
7. Report on Standard IV
8. Report on Standard V
9. Report on Standard VI
10. Report on Standard VII
11. Conclusions and Recommendations
12. Acknowledgments

## **6. EDITORIAL STYLE AND FORMAT OF ALL REPORTS**

All working group reports will conform to the following editorial guidelines:

- (1) Microsoft Word for text with embedded tables
- (2) Text: Single-spaced 12-point Times New Roman font
- (3) Justification: left-justified
- (4) Margins: 1.0" top; 0.75" left, right, and bottom
- (5) Headings and subheadings: Section headers should be numbered, centered, in caps and bold. Within any section of the working group report should have at most three levels of subheadings, using the following format:



**Left-aligned, Boldface, Uppercase and Lowercase Heading** (Begin body text on the next line.)

**Indented, boldface, lowercase heading with a period.** Begin body text after the period.

***Indented, boldface, italicized, lowercase heading with a period.*** Begin body text after the period.

- (6) Citations embedded in the text as footnotes with supporting documents listed in appendices
- (7) Page number bottom center of each page
- (8) Tables numbered, titled, and listed in a table of contents
- (9) Final Report will refer to individuals by the position titles and offices or departments, not by name.

## 7. TIMELINE FOR SELF-STUDY AND EVALUATION

Table 3 below provides a tentative timeline for the conduct and preparation of the self-study. This timeline might be modified slightly if required by contingencies or scheduling conflicts that may occur.

*Table 3.* Tentative Timeline for the Self-Study and Accreditation Evaluation

Date	Activity	Participants
<b>October 31- November 1 2016</b>	Self-Study Institute, MSCHE	Self-study co-chair(s) (Pat Donahue, Jamila Bookwala)
<b>November 7, 2016</b>	Preliminary self-study discussion meeting	President, Provost, Dean of Curriculum and Research
<b>November 8, 2016</b>	Visit with Dr. Ellie Fogarty, MSCHE Liaison	Provost, Dean of Curriculum and Research
<b>November 2016</b>	Self-study discussion	President, Provost, self-study co-chair(s)
<b>December 2016-January 2017</b>	Selection of steering committee members	President, provost, self-study co-chair(s)
<b>Spring and Fall 2017</b>	Attendance at relevant workshops and conferences by steering committee/ working group members, as needed	
<b>January-May 2017</b>	Steering committee meetings	

<b>February-March 2017</b>	Self-study design: development and revisions	Steering committee
<b>March 8, 2017</b>	Open meeting for faculty, staff, members of student government	Steering committee
<b>Week of March 13, 2017</b>	First draft of self-study design	Steering committee co-chairs
<b>Week of March 20, 2017</b>	Revision of self-study design	Steering committee
<b>March 27, 2017</b>	Final draft of self-study design shared with President, Provost	Steering committee co-chairs
<b>March 31, 2017</b>	Self-study design draft finalized	Steering committee
<b>April 4, 2017</b>	Self-study design draft submitted to Dr. Ellie Fogarty, MSCHE liaison	President/steering committee co-chairs
<b>April 18, 2017</b>	Self-study preparation campus visit by Dr. Ellie Fogarty, MSCHE liaison	Meetings with various members of college community
<b>May, 2017</b>	Working groups finalized	Steering committee
<b>May-June, 2017</b>	Self-study design revised (with approval from MSCHE), feedback by MSCHE	Steering committee
<b>August 2017</b>	Self-study planning retreat	Steering committee and working groups
<b>September 2017 through May 2018</b>	Meetings of working groups and steering committee Review and analysis of data, reports, surveys Open meetings and presentations to campus constituencies	
<b>January-May, 2018</b>	Evaluation team chair selected and confirmed	
<b>January 2018</b>	First drafts of working group reports submitted	Working groups
<b>February 2018</b>	Review of working group report drafts	Steering committee
<b>March-April 2018</b>	Final drafts of working group reports submitted	Working groups
<b>June-July 2018</b>	Self-study first draft	Steering committee co-chairs
<b>August 2018</b>	Self-study draft review Begin preparation of Verification of Compliance Report	Steering committee, Provost, President
<b>September 2018</b>	Draft of self-study reviewed and discussed by campus community; feedback sought; self-study	Steering committee

	revised	
<b>October 2018</b>	Self-study second draft distributed and discussed Set date for Evaluation Team visit	Steering committee
<b>November 2018</b>	Copy of self-study to Evaluation Team Chair; Evaluation Team Chair preliminary visit; feedback on self-study draft	Steering committee co-chairs
<b>December 2018</b>	Verification of Compliance Report due	Steering committee
<b>January 2019</b>	Self-study finalized based on team chair feedback	
<b>February 2019</b>	Final self-study submitted to MSCHE and evaluation team	
<b>March-April 2019</b>	Evaluation team campus visit	
<b>June 2019</b>	MSCHE meets to determine accreditation action	

## 8. PROFILE OF EVALUATION TEAM

Lafayette College requests that the chairperson and evaluation team members consist of individuals who are members of institutions that have one or more of the following characteristics:

- Undergraduate institutions that are residential, highly selective, and residential
- Liberal arts institutions that pair the liberal arts with engineering
- Institutions of our size that support Division I athletics (such as member institutions of the Colonial Athletic Association, Ivy League, and Patriot League)
- Institutions that have recently undertaken or are in the process of undertaking a significant increase in the size of the student and faculty bodies
- Institutions that have made significant gains in diversifying their student body, faculty, and staff
- Institutions that have successfully changed the student life experience, primarily through the integration of academic and residential programs
- Institutions with effective institutional and curricular assessment programs

Lafayette College recognizes that a number of institutions match one or more of the institutional characteristics listed above. Some of these institutions include:

- Bucknell University, Lewisburg, PA
- Colgate University, Hamilton, NY
- Carleton College, Northfield, MN (not a Middle States member)
- Connecticut College, New London, CT
- Davidson College, Davidson, NC (not a Middle States member)
- Elon University, Elon, NC (not a Middle States member)
- Franklin and Marshall College, Lancaster, PA
- Trinity College, Hartford, CT
- Vassar College, Poughkeepsie, NY
- Swarthmore College, Swarthmore, PA

We also take this opportunity to suggest that the President of Carleton College, Davidson College, or Swarthmore College be invited to serve as chair of the evaluation team. President Byerly would be happy to discuss this further with MSCHE.

## 9. COMMUNICATION PLAN

A number of strategies will be used to ensure that the entire campus community has informational access to and the opportunity to engage in the self-study and review process. These strategies will be used to disseminate information to and solicit feedback from members of the campus community. These strategies include a website dedicated on the Middle States accreditation review process that will contain information about the self-study design and self-study review process; a dedicated email address ([middlestates@lafayette.edu](mailto:middlestates@lafayette.edu)) so that the campus community can communicate directly with the steering committee; periodic presentations by the steering committee co-chairs to different campus constituencies as requested by faculty committees, President Byerly, or Provost Rizvi; and scheduled open meetings for the campus community to share the work of the steering committee and working groups.

The table below provides a tentative communication schedule; this schedule is likely to be modified over time based on identified needs and opportunities.

*Table 4. Current Plans for Communication*

<b>October 13, 2016</b>	Discussion with President’s cabinet
<b>February 27, 2017</b>	President Byerly’s e-announcement of the Middle States Accreditation Review to the campus community
<b>March 6, 2017</b>	Email dedicated to Middle States self-study activated
<b>March 6, 2017</b>	President Byerly’s announcement of the Middle States Accreditation Review at campus town hall meeting

<b>March 7, 2017</b>	Announcement of the Middle States Accreditation review at the faculty meeting
<b>March 8, 2017</b>	Open meeting for members of the faculty, administration, staff, and student government
<b>March 24, 2017</b>	Lafayette's Middle States self-study website launched
<b>Week of March 27, 2017</b>	Feedback solicited on self-study design
<b>End of Spring semester, 2017</b>	Communication to campus about Middle States decision on self-study design
<b>Fall 2017-Spring 2019</b>	Periodic updates to campus leadership, faculty committees, board of trustees, and larger campus community about working group findings, conclusions, and recommendations
<b>September 2018</b>	Draft of self-study reviewed by and discussed with campus community; feedback sought; self-study revised
<b>October 2018</b>	Self-study second draft distributed and discussed by campus community
<b>Spring 2019</b>	Information provided to the campus community about the evaluation team visit and its role in the process
<b>Summer-Fall 2019</b>	Communication with the campus community about outcomes of the evaluation team visit and Middle States' accreditation action

## **10. DOCUMENTATION ROADMAP – WORKING DRAFT (ATTACHMENT)**